

Teaching Portfolio

Egon Bjørnshave Noe
Institut for Statskundskab
Center for Landdistriktsforskning (CLF)
E-mail: enoe@sam.sdu.dk
Telefon: +4565503613



Teaching Philosophy

Communication and learning are a key element of my field, rural sociology. Thus, there is a strong synergy between my engagement in university pedagogy and didactics and my research in extension, communication and decision making. A reflexive outcome of my research in management and decision making is the importance of understanding the link between the way the individual decision-makers collect and process information and the way they learn and make decisions (Noe & Langvad 2006; Jørgensen et al. 2007; Noe et al. 2015). This idea of alignment can be translated directly into the principle of alignment in learning (Biggs & Tang 2007). A reflexive consequence of this insight is that the teaching and learning activities have to be organized in a way that gives room to the different learning styles (Vermunt & Vermetten 2004). Teaching has to be didactically and pedagogically framed in a way so that the student can relate the information to her knowledge and insight to obtain in-depth learning. In other words “teaching is not a matter of transmitting but of engaging students in active learning, building on their knowledge in terms of what they already understand” (Biggs & Tang 2007, p. 22). This constructivist understanding that teaching starts from the students’ experiences and perspectives is one on the main guidelines in my efforts to build up good courses and degree programs. Another key point is the shift in focus from curriculum to learning outcome, which means that I steadily get more and more explicit on the learning outcome in my communication with the students. Another element of this is that I strive to focus on the students’ ability to couple theory and practice so that they can translate analytical questions into practical empirical questions and to apply theories about communication to the way they approach communication with farmers, thus supporting that the students are working at a high level in the SOLO taxonomy.

References

- Biggs, J and C. Tang (2007) *Teaching for Quality Learning at University*. 3. Edition. Open university press, McGraw-hill Education, Berkshire England.
- Noe, E & Alrøe, HF (2009), 'Frasektorforskning til universitet: pædagogiske udfordringer for feltorienteredeuddannelser', *MONA: Matematik og Naturfagsdidaktik*, vol. 2009, nr.3, s. 69-77. bilag 2
- Noe, E & Langvad, A(2006), 'Sustainable rural development and communicative learning', I Langeveld, H & Røling, N (red.), *Changing European farming systems for a better future. New visions for rural areas*, Wageningen Academic Publishers, The Netherlands, s. 54-58.
- Vermunt, J.D., & Vermetten, Y.J. (2004), Patterns in student learning: relationships between learning strategies, conceptions of learning, and learning orientations. *Educational Psychology Review*, 16(4), 359-384.

Formal education and experiences

Since the fusion of The Danish Institute of Agricultural Sciences into Aarhus University in 2007, I have taken part in the development of the new educations at the Faculty of Agricultural Sciences (DJF) at Aarhus University. Until the reorganization of Aarhus University in 2011, the Faculty of agricultural sciences was developing its study degree programs from level zero. The dean appointed me to take part in this development and I was involved both at the institutional level, program level as well as the course level in building the degree program. At the institutional level, I was a member of the faculty committee on program development, and due to my theoretical engagement in communication and learning, I was assigned to be the project manager of the ELU competence development project "Fra sektorforskning til Universitet – nye opgaver nye kompetencer 2007- 2009" [From Governmental research institute to University - New challenges, new competences], in cooperation with Torben K. Jensen (see the attached Noe & Alrøe 2009). The main objective of this project was to organize an educational program to qualify our research colleagues to develop good master programs and to become good university teachers. In the teaching portfolio below the list of activities within this project can be seen. As the organizer of these activities, I did not get a formal diploma, but I have participated in all the course activities, and the attached statement by Torben K. Jensen demonstrates my engagement in and learning outcome of these activities. As the project manager of the university pedagogical project, I was also included in the AU network of Faculty Centres for teaching and learning, which means that I was involved in developing a unified pedagogical course for assistant professors across the 9 faculties of AU. Also, I was leading the development of a proposal for a Centre for cross-disciplinary learning and teaching at DJF. Due to the reorganizing into 4 faculties the proposal was not realised at the time, but some of the ideas were 1) that the effort to develop the didactic and pedagogical competencies at DJF should be research-based and 2) that there should be a close connection between the cross-disciplinary research at DJF (and the philosophy behind) and the cross-disciplinary teaching and learning that the students were to experience (see att). At the institutional level, I was also a member of the departmental teaching and learning committee and was strongly involved in

developing the problem based learning philosophy of the new programs. At the program level, I have been involved in developing both bachelor and master degree programs. At the course level, being responsible for developing the master course in Communication, extension and decision making, I have gone through the full process of developing a new university-level course. Based on my experiences, I have planned a case-based form of teaching with a mixture of lectures, class discussions, and group work where key concepts are discussed based on practical cases of how to manage collaborative learning in "Farmer field schools". Groups present their work to each other and give peer feedback. Furthermore, the students carry out an independent, problem-based project in groups of 3-4 students, and prepare two project reports during the course. The reports form the basis for the final, oral assessments. During the course, each student gives an oral presentation based on the project work. While the number of students was manageable, I performed an oral evaluation and follow-up with the students twice each course both to adjust current course activities and to improve the coming course. My experiences are that the students are keen on giving constructive and useful feedback at these evaluations and this not only improves the course but also the engagement of the students in the learning activities.

Teaching and education activities

Teaching at bachelor level

Lecture on "Produktionstillæggelse og driftsledelse" on the course "Landbrugsproduktion og landbrugsstruktur" [Coordination of production and farm management] 5 ECTS, 14-16 students. 2006, 2007 and 2008, course responsible John Hermansen.

Lecture on "Samfundsvidenskabelige tilgange til jordbrug, fødevarer og miljø". [Social science approaches to study agriculture, food and environment] on "Jordbrugets videnskabsteori", 5 ECTS, 12 students, Course responsible Hugo Fjelsted Alrøe.

Teaching at master level

Course responsible for "Communication, extension and decision making", 10 ECTS, in 2011, 2012, 2013, 2014, 6-14 students. (See att. for course description, program and teaching material)

Lecture on "Introduction to exercises in peer supervision" on the master course "Organic agriculture in a development perspective", course responsible Mette Vaarst.

Lecture on: From family farming to industrial farming. The master course Rural and small towns studies

Lecture on: Centre and periphery - Decoupling of the rural. The master course Rural and small towns studies

Teaching at PhD level

Co-responsible for the course: "Systems thinking and practice in PhD research: Working strategically with Farming Systems Research", PhD course at the 2012 and 2014 IFSA Symposia.

Co-responsible together with Mette Vaarst for the course "Qualitative research methodologies in agricultural and veterinary research", 5 ECTS, 6-10 students, in 2009, 2012 and 2015.

Co-responsible together with Mette Vaarst for the course "Qualitative research interview and analysis methodologies in agricultural and veterinary research", 5 ECTS, 4-10 students, in 2010 and 2013.

At university pedagogical level

Project manager for the innovation project on "Fra sektorforskning til Universitet – Nye opgaver, nye kompetencer 2007 - 2009" [From Governmental research institute to University- New challenges new competences

Responsible for organizing a course in University Pedagogic in cooperation with Torben K. Jensen, Center for teaching and learning. The course consisted of 4 2-days modules, this course was repeated 3 times with 50 participants each time (see att 2)

Responsible for organizing a 2 days course on "PhD supervision" in cooperation with the Centre for teaching development, approx. 25 participants, 14-15. May 2008

Responsible for organizing a seminar on: 'Kvalitet' i undervisning og pædagogisk lederskab - [Quality in Teaching and pedagogical leadership], a two-day seminar for those responsible for educations and courses at the Faculty of Agricultural Science, Kolding Fjord, 19-20. Nov. 2007.

Lecture on "Cross-disciplinary teaching and teaching across disciplines" on the pedagogical course for assistant professors by the network of Centers for teaching and learning, AU.

Main PhD supervisor for:

Mads Lægdsgård Madsen "Decision making under increasing complexity" (2009 – 2012)

Bo Allesøe Christensen "Essays on Experiences and Economy (2010 – 2013)

Klaus Brønd Laursen "Organizing food value chains" (2013 – 2016)

Birgitte Eberhard "Alternative development opportunities for the Danish Agriculture" (2015 –)

Co-supervisor

Martin Hvarregaard Thorsøe "Credibility of organics - knowledge, values and trust in Danish organic food networks" (2011-

2014) Eva Mærsk Investigating educational possibilities in peripheral areas and a critical review of brain drain (2018-) Bo Villumsen. Tværsektorielle samarbejder mellem idrætsforeninger og turismesektoren (2018 -)

Master and Bachelor theses and Open Project Work

Supervisor for Mette Zippora Leth Andersen's master thesis on "Læring og Landskab – social læring i jordbrugsrelaterede tværinstitutionelle projektgrupper" [Learning and landscapes – social learning in agriculture-related cross-institutional project groups].

Supervisor for Open project 15 ECTS of Julie Schmidt Matthisen on "Retningslinjer for effektiv rådgivning i landbruget" [Guidelines for effective agricultural consulting].

Supervisor for Open project 5 ECTS of Dan Kristian Kristensen, on "Opening up perspectives on knowledge in development work"

Supervisor for Open project 5 ECTS of Line Schultz on “Constructing survey questionnaire - From analytical to practical questions”.

Evaluation experiences Appointed examiner of agricultural sciences

Member of the assessment board of 8 PhD defences

Examiner for 4 master theses

Internal examiner of the master courses on:

Agricultural policy and agro-environmental regulation (AU)

Rural and small-town studies (SDU)