

## Teaching CV

Teaching Portfolio, Dietrich Jung

### General Remarks

Since 1992, I have been teaching undergraduate and graduate courses in Political Science, Sociology, Sociology of Religion, International Relations and Middle East and Islamic Studies. These courses were taught in German, Danish and English as part of regular study programs of the universities of Aarhus, Bilkent (Ankara), Copenhagen, Hamburg, Malmö, as well as the University of Southern Denmark where I have been employed as professor for Contemporary Middle East Studies since January 2009. In addition, I taught various summer schools at the European University Institute in Florence, the Institute of Political Science at the International Islamic University of Malaysia, the OECD summer school in Bishkek, the Sociology Department of the University of Pretoria, as well as out of curriculum seminars at universities in Canada, China, Egypt, Germany, India, Japan, Jordan, Turkey and the USA. In 2002, I was nominated, as external lecturer, for the annual teaching award at the Political Science Department, University of Copenhagen.

### Teaching, Exams and Supervision:

My teaching is research-based and comprises theoretical and empirical subjects, so far I have taught courses on about 30 different subjects. Generally speaking, I try to combine theory with empirical subjects as I consider theoretical and empirical aspects of scholarly work to be in a circular relationship. No empirical insights without conceptual reflections and no need for theory without challenging it by history. In terms of exams I have conducted written home assignments as weekly essays or term papers, oral examinations based on a synopsis or on a question and answer session, mid-term exams as essays or written exams, in-class presentations, and written take-home exams. In taking inspiration from my experience with different national university systems, I suggested to revise the exam forms at the Centre for Contemporary Middle East Studies after my arrival in 2009. This revision basically had two aims. Firstly, to guarantee a better match of learnt content and presented knowledge by the students and, secondly, to provide a better training of so-called "soft skills" (writing, presenting, data collecting etc.) which are relevant if not often decisive for the employment chances of graduates from the social sciences and humanities.

Previously to my employment at SDU I was mainly working at different research institutes and therefore only supervised a few MA theses for which my specific expertise was required. I have served as supervisor of about 30 MA theses at the University of Copenhagen, at Copenhagen Business School and at the University of Southern Denmark. Since the year 2000, I have acted as censor at the Universities of Copenhagen, Aarhus, Roskilde and at CBS, engaging in all kind of exams including the evaluation of BA and MA theses in Political Science, Cultural Sociology, and Middle East/Islamic studies. Moreover, I was supervisor and external supervisor for 16 PhD theses at the University of Arizona, the European University Institute, University of Copenhagen, Universität der Bundeswehr in Munich, Copenhagen Business School and the University of Southern Denmark.

### Pedagogical Courses, Future Teaching Development and Teaching Practices:

I attended two courses on the supervision of PhD students and my teaching in English was certificated with C2 level in October 2016. In addition, I have tried to attend all relevant seminars on pedagogical topics that have been organized at the Institute for History at SDU. Moreover, I frequently read articles and books which are discussing pedagogical issues of teaching and supervision at institutes of higher education. Instead of taking many courses, however, I have acquired a lot of teaching experience in very different subjects and university environments, literally from all around the world. I consider these experiences, the discussion of teaching practices with my international colleagues, and my own reflections upon them as the major asset in developing my teaching skills further.

These experiences, together with my teaching background at Danish Universities, contribute strongly to my teaching practices. For the latter, there does not exist a one-size-fits-all way of teaching. On the contrary, teaching must be adjusted to subject and audience. I do this carefully with regard to the specific courses I teach and the skills that they are supposed to convey. Therefore, forms of group work, in-class reading, class discussions, workshop-style longer seminars, and the support of my teaching by power-point and digital media are all options, yet they are not a must in each course. I will continue in my efforts to teach in a way which suits both the content of the course and the capabilities of its participants. This implies a reflective use of teaching forms and electronic means of teaching support. Moreover, I always take care that the courses do not only focus on academic content, but also imply the conscious acquisition of so-called soft skills.