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## Pedagogical vision

In all my teaching I seek to take on the role of the knowledge facilitator. With student learning in mind I try to create an overview of the field in the tension between subject, theme and task (constructive alignment). I seek to create perspectives on teaching by incorporating my broad professional and practical experience. I involve the student in plenary, group and individual reflections. I seek to use a diversity of tools that support the learning purpose. And I hope to be perceived as a deeply committed professional and as an example to follow. I know that the goal is reached when I see the light in the eyes of the students.

## Pedagogical foundation

My pedagogical foundation is based on the application of knowledge and education in a meaningful context of practice - that of recognizing learning as a process of change. Basically, my teaching is based on a pragmatic action learning approach, which for my part has taken shape through my many years of practical experience with development in organizations and educational institutions and research on collaborative innovation. I am a trained "Engaged Scholar" (Van de Ven, 2007), which is based on a delicate connection between theory and practice and is based on continuous involvement of practice knowledge and experience in research. In my view, learning - in a similar way to the innovation and research process - is a search process with varying degrees of familiarity and knowledge respectively (Balslev, 2012). In practice, this means a pedagogical foundation that deliberately places itself between communicating normative theories and methods (clear goals and paths) and facilitating the students to build their own meaning and experiences about personal (study) behavior and practice through reflection and dialogue.

My pedagogical practice can be characterized by a mix of constructivist, practical and psychodynamic learning theories. Therefore, I try to balance my teaching between a "student-centered", a "teacher-centered" and a "interaction" position (Dohn and Dolin, 2013) through the didactic triangle, where the teaching approach is centered around the subject, the student and the teacher. It is the balance of these elements in the given teaching situation that, in my opinion, has a great influence on the student's learning. For example, from the start of the semester, I organize project groups in the hope of helping to create practice communities (Lave and Wenger, 1991), where students are given the opportunity to relate the material to the world outside the university and the course through project work - it is my experience that this mode of work (facilitated appropriately) supports students' in-depth learning. For curriculum does not exist in a void. It arises in a context of students, institutes and contemporaries, and must find its form and the actual implementation within this framework. In my teaching, I often work experimentally - I dare so in situations where I am extremely well prepared and therefore have the opportunity to improvise based on immediate feedback I get from the students (I work from the motto: "Overprepared" and "Under-structured"). Teaching to me is a balance and a dance between the planned and the unpredictable - but as I experiment, I pay close attention to my own understandings, my own practices, and the effects thereof - I need that so I can support and guide the students in the current learning processes. Thus, I do not draw on one particular pedagogy or learning theory, as I feel obliged to be open to the students' learning that arises as a process of change in the specific context of people and content that mutually influence each other.

These are high demands, but experience tells me that it pays off in the long run (for the benefit of students). At least that is what I hear from the students after completing teaching or supervision. In this way, I believe that the learning process can be strengthened and supported by the fact that the teacher understands and works constructively with the context and manages to analyze and apply its effective mechanisms. It also means that the outcome of the process does not emerge as a rational function of planning and specific activities. This type of pedagogical basic attitude is demanding for both teacher and student as it requires the presence, reflection, participation and commitment of all participants. In summary, my teaching goals are to nuance and experiment with the right balance between openness and firm procedure in the learning process. This means that I am actively searching for the participants' commitment to the learning process. I think at this time that the university's challenge is the application of the knowledge that the students acquire. I would like to shed more light on the students' capacity to absorb knowledge and apply it. This is still a learning goal for me as a teacher, and as stated above, there are several aspects of teaching that I am very curious about and that I hope to prioritize developing of in the years to come. Some of the - for me - most important questions are: -How do I, as a university teacher, support student education as critical thinking individuals? -How can I contribute to the movement between abstract knowledge and concrete experience through my teaching? -As an Engaged Scholar, how can I better invite students into my community of research practice? -How can I help students see possible future avenues to advance in their further lives and careers?

## Teaching experience

In addition to the teaching experience summarized below, I have given numerous lectures, arranged educational days in kindergartens, schools, youth and adult education as well as presentations, seminars and development days for public organizations – especially in the youth and cultural fields. This type of experience in teaching differs in form and content from teaching in long-term courses at universities or related knowledge institutions. But in practice, both types of teaching are inspired by each other, and all the teaching I have done has been in close cooperation with different colleagues – in both development, implementation and evaluation. The formal courses I have taught are summarized below:

2023-	Teaching and supervision of the elective; Project Management in Science
2020-2021	Teaching and supervision of master's students in Learning Theory – a Paedagogical perspective
2019-2021	Teaching and supervision of master's students in the elective subject, Project Management in Organizations, Master's of Pedagogy, University of Southern Denmark (hereafter: SDU)
2018-2021	Teaching and supervision of bachelor students in the subject, Project Management, in the third semester of the Bachelor, Intercultural Pedagogy, SDU
2017-2021	Teaching and supervision of master's students Master's of Pedagogy – managers from Upper secondary education (nationwide) – in the subjects: 1) Management of human resources, economy and quality, 2) World changes, leadership and organizational structure and 3) School strategic perspectives and strategic processes, SDU
2013-2015	Development of the course, "Student-centred organizational development" for leaders in adult education (VUC). Here I managed both development, course management, teaching and coaching of educational leaders – both middle managers and top managers in the VUC sector. The course consisted of 5 weekend modules spread over one year with approximately 20 students in each group. External follow up research report, "School leadership - a contemporary diagnosis" (Hansen & Frederiksen, 2015)
2009-2012	Teaching master's students (Stud.Scient.Adm., University of Roskilde, Department of Society and Globalization) in the subject "Innovation in the Public Sector" as well as supervision and examination. In this relation I have supervised two master's students.
2006-2007	Lecturer at University College Lillebælt. Teaching at the educational diploma level: 1) Youth pedagogical learning processes. 2) Graduation project module, teaching how to write a thesis (theory of science, scientific method and data collection) as well as individual supervision of the students. I have very positive student evaluations
2001-2005	Teacher and coordinator of the Education for Leisure time Leadership - a supplementary education program for public middle managers
2001-2005	As head of development for the Youth School Development Centre, I have taught a number of courses, primarily for municipal leaders and leisure time teachers, in the following areas: • Organizational development: The youth school's future in a new municipal structure, Change management in practice from value to result, Public management, Knowledge management, Employee interviews, Scenario building and Story telling, PR and information strategy • Employee development: The learning team, Team conversations and coaching, Conflict solution, Evaluation as a tool in everyday life, Career development, Appreciative Inquiry (AI), Creative processes • Youth culture and pedagogy: Conditions for youth, Integration of young people into youth school and leisure time clubs, The youth school's education of bilinguals, Pattern breaking, Youth policy

## Experience with supervision

In my opinion, supervision of students builds on a thoughtful collaborative process where I, as a supervisor, must relate to student needs. Is there a need for management, leadership of work processes or support for motivation? At the same time, I have to ascertain the right level of expectation for the product that is being created. To this end, I have aspirations for the student – and at the same time I explicitly relate to the student's own ambitions with their work.

In this balancing, I sometimes have to limit my own creativity on behalf of the students. Personally I enjoy the unfolding of complexity – and this I should not always reveal for the student who may need an overview and a reduction of the many possible paths. As a supervisor, my tolerance and openness to a multitude of perspectives and possible solutions is, by experience, higher than the student's. That is why I need to be more directive in my supervision, than my basic pedagogical approach may set the stage for. It is thus an interesting challenge and important for the student's learning process, that I can turn up and down my own academic commitment, my curiosity and willingness for openness in the assignment in an appropriate way, so I do not confuse the student unnecessarily.

Below I have listed my experiences with student supervision:

2020-2021	Supervision – Bachelor Project (Bachelor of Intercultural Pedagogics, 1 project), SDU
2020-2021	Supervision – Master thesis (Master of Pedagogy, 2 projects), SDU
2019-2020	Supervision of five Master Theses (5 projects)
2018-2019	Supervision of Bachelor students' projects on Project Management (3rd semester 1 student), SDU
2017-2021	Supervision of Master's students (Master's of Pedagogy, Upper secondary education managers) semester projects and master's thesis, SDU
2014-2015	Guidance of Diploma Students (Public Management Training, at the Center for Public Competence Development) graduation projects

- 2013-2015      Supervision of Master's students (Department of Society and Globalization, Roskilde University) semester assignments and thesis'
- 2006-2007      Supervision of Graduate Students' graduate projects and semester projects (Diploma in Management at University College Lillebælt)

In addition to this, I have practiced as a mentor and supervisor – especially for new colleagues – in the many different job possessed (job CV can be sent if wanted).

In this way, I have a solid practical experience with workplace capacity building in, systematization of learning communities – including collegial supervision.

### **Student administrative tasks**

In addition to contributing to the joint responsibility for the academic level, communication with and service of the students in connection with semester assignments and examinations as well as general occurring support of curriculum managers, I do not have much experience with student administrative assignments from university. However, I have had the formal coordinating role in the development of two master's subjects at master's level: Leadership, Didactical and Development (LDU) and Interprofessional Leadership (TPL), this in an interdisciplinary collaboration between Educational Sciences, SDU, University College Lillebælt and University College Syd. From my employment at the Center for Public Competence Development, I have experience with study administration of the Diploma in Management and the Public Management Education, where I, as a teacher, also had an administrative role in relation to the student's completion of study.

### **Formal paedagogical training**

- 2018-2019      Lecturer Training Programme (LTP) at the University of Southern Denmark including participation in collegial supervision as well as supervision with internal and external supervisors, and completion of an educational development project

In connection with my formal lecturer training, I have completed the following LTP courses at SDU and supervised courses with colleagues as well as internal and external supervisors:

- Teambased learning
- Collaborative Learning: developing and integrating it in your course
- Unlimited teaching and learning
- Students as learners
- Research-based teaching
- Teaching in English(resultat: Niveau C2)