

Teaching portfolio  
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The aim of this teaching portfolio is to document my teaching qualifications. In my work so far I have gained a lot of experience in teaching, examining supervising and coordinating a study program. The following pages contain:

1. Pedagogical idea/basic view
2. Teaching experience
3. Pedagogical competence

#### Pedagogical idea/basic view

I find teaching an important and very enriching task. My main pedagogical aim is to stimulate the students to participate actively in the courses, and to be responsible for their own learning in order to obtain a high degree of independent and critical academic thinking. In the following I will highlight, what I think are the primary requirements for teaching to be successful, and reflect upon how I try to meet these requirements in my teaching activities:

I believe it is very important that courses are well-structured and well thought through. Moreover, I think it is important that the curriculum and its intended outcomes, the teaching methods used and the assessment are aligned to each other. Therefore, I spent a lot of time in developing and planning courses, as I want to establish a clear connecting thread in the course. Structure and specified learning objectives for the course are therefore the main foundation, when I plan an education program. As I find a clear structure, clear learning objectives and a clear connecting thread in the course vital in order to improve the students learning and their capability to understand the main points of the course, I also focus very much on meta-communication during the course; what have we learnt so far, and what we are going to learn next time etc.?

Expectations concerning academic demands, activities etc. should be clearly stated from the teacher and balanced with the students' expectations in the beginning of the course. I always introduce my courses with stating my expectations to the students (concerning academic level and their participation in the course). Thereby I try to establish a social contract with the students, to make them co-responsible for establishing an engaging and activating learning environment. During the course I follow up on this social contract, by insisting on the students' active participation in discussions, exercises, group work etc.

I think it is very important that a teacher show his or hers' academic commitment and enthusiasm and transfer it to the students. In my teaching I am highly committed, and I always try to clarify for the students why I find this research subject so interesting.

I am very concerned with creating an active and inclusive learning environment. I do this by continuously encouraging the students to raise questions and discussions in class, and by showing the students my academic respect and interest, when they raise questions.

I find it important that teachers strive to broaden the students' understanding of the most prominent themes in the curriculum. Thus, I concentrate my teaching on prioritized issues and concepts and try to broaden the students' perspectives on the topic and provide critical views.

In my teaching I use many different methods, as I believe it increases the students' engagement, motivation and learning, and at the same time makes it a lot more fun to teach. I often practice case-based teaching in my courses as case-based teaching has the ability to present theoretical knowledge and to provide an opportunity to develop analytical skills. Thus, my experience is that case-based teaching makes it possible to challenge the students' skills of empirical inquiry and practical experience in a way, that makes the students aware of the practical relevance of the theoretical and sometimes abstract concepts presented in the course.

I find case-based teaching very relevant for my teaching in public management and organization, as it makes it easier for the students to relate the curriculum to relevant daily organizational practices. My experience is that case-based teaching improves the students' motivation to learn, develop students' problem-solving skills; foster deep learning and critical analysis, and lay the foundation for the use of theoretical concepts and perspectives in the students' future work and careers. During my courses I have had very positive experiences with case-based teaching, as it create a great commitment and desire for active participation in the courses as well as it gives a much more practical approach to the study (which make the study much more relevant in some of the students' opinion).

#### Teaching experience

I taught my first course at the Department of Political Science, University of Copenhagen, in the fall 2009. Since that I have taught more than 20 full courses at both University of Copenhagen and University of Southern Denmark at different levels (undergraduate students, graduate students and public managers), held several lectures and supervised a range of master and professional master theses.

The courses I have taught have included various forms of examination. Written assignments, oral examinations (synopsis examination), combinations of written assignments and oral examinations, case based examinations and portfolio exams (in which the students hand in a number of written assignments during the semester).

#### Pedagogical competence

During my academic career I have participated in various courses focusing on enhancing my pedagogical competences e.g. "Teaching and Learning in Higher Education" (adjunktpædagogikum) and other formal courses on teaching methods and pedagogical education (undervisningspædagogik). Related to the program in "Teaching and Learning in Higher Education", I examined case-based teaching partly through a literature review and partly through considerations of how case-based teaching could be implemented in a specific course.