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## Teaching experience

ACV (advanced computer vision), graduate level, 2020  
DNN (deep learning), graduate level, 2019  
MIC (microcontroller technology), undergraduate level, 2015-2019  
SCM (scientific method), graduate level, 2016-2018  
COMP (computer maths using Matlab), undergraduate level, 2015-2016

## Formal pedagogical education

I have completed the 2016 Lecturer Training Programme at SDU with the following contents:

- A two-day and a three-day residential course on various pedagogical topics, e.g. alignment, learning goals, research-based teaching, teaching evaluation, etc.
- A university teaching development project, which I presented at a poster session.
- 20 hours of individual pedagogical supervision over two semesters, where I got feedback from colleagues and an external supervisor.
- 10 hours of observation and feedback over two semesters for colleagues.
- Four short pedagogical courses on using discussion forums, blogs and wikis (0.5 ECTS), effective feedback and feedforward (0.5 ECTS), using de Bono's Thinking Hats to develop problems solving (0.25 ECTS), and Student Response Systems (1 ECTS).

## Fundamental pedagogical view

My fundamental pedagogical view is shaped in part by my own experiences as a student and as a teacher, in part by some of the recent societal and structural national developments, especially regarding universities.

As a university teacher, I put a strong emphasis on motivating the students to show persistence---a trait which some have been blessed with from the beginning of their studies and others have to learn. I have experienced, on multiple occasions, that if a person shows enough commitment or stubbornness, then even some of the most insurmountable knowledge or skills can be acquired. I believe that the great majority of students can learn, as long as they put hard work into it. In line with this, a fundamental aspect to my own teaching is to present the students with new material in a relevant, inspiring, and challenging way. I believe in motivating the students' interest in new material in order to quickly enable them to seek deep insight into and understanding of the given topic.

In recent years, there has been a significant increase of student intakes at the Danish universities in general. Some of these students show a relatively low degree of independence, posing a great challenge to the aim of my teaching mentioned in the previous paragraph. In addition to this, I see a shift from a learning- or process-oriented focus towards a more result-oriented focus on end grades, partially caused by socio-political pressure to become ready to serve the job market as quickly as possible. This is in my opinion counterproductive to the very purpose of the higher educational institutions, which I think should be regarded more as think tanks than as labor factories. Consequently, I see another fundamental aspect in challenging the students to consider why they are students, thereby hopefully motivating them to take ownership of their education and the body of knowledge and skills they must acquire to become successful academics or employees later in life.

Finally, in my daily communication with students I put a strong emphasis on equality and mutual respect between teacher and student. It is in my opinion only possible to promote independence and commitment to the students if both parties agree with the notion that there should be an equal interaction between grown-ups, the main difference between them being that the one party (the teacher) has substantial insights and/or skills that the student has not yet acquired. This will foster a better dynamic, where the teacher can inspire the student to self-sufficiency while seeking new insights.