

Katarzyna Stoklosa
Grænseregionsforskning
Institut for Statskundskab
Postadresse:
Alsion 2
6400
Sønderborg
Danmark
E-mail: stoklosa@sam.sdu.dk
Telefon: 65501776
Mobil: 1624141977



Teaching Portfolio

The purpose of my teaching is to help students understand the academic content of my courses and ensure that they have sufficient knowledge to apply the content to new problems within the framework of the courses.

1. Formal Educational Training

I completed Pedagogical Education at the European University Viadrina in Frankfurt an der Oder (Germany), the Technical University of Dresden (Germany) and the University of Potsdam (Germany). In April 2011, I was awarded "Lehrbefugnis" (teaching qualification) from the University of Potsdam.

Through 2011, I participated in the Lecture Training Programme for Assistant Lecturers at the University of Southern Denmark, which I successfully completed in December 2011. In this programme I successfully completed following courses:

- Activating teaching
- Alignment
- Student learning
- E-learning
- Teaching evaluations
- Teaching exercises
- Supervision
- Teaching in a foreign language

In the course of the Education programme I was supervised by a pedagogue through two semesters teaching (24 hours).

In addition, a colleague from the academic staff observed my teaching in two different courses (10 hours). At the end of the Lecturer Training Programme I presented my project on "Interactive teaching" in the form of a poster.

In May 2013, I completed a course for the supervision of PhD students (kursus for ph.d.-vejledere) at the University of Southern Denmark.

2. Teaching experience

I have 19 years of teaching experience at universities in Denmark (University of Southern Denmark), Germany (Europa-Universität Viadrina in Frankfurt an der Oder, Technical University of Dresden, Europa-Universität Flensburg), France (Strasbourg), Italy (Gorizia), Poland (Cracow) and Switzerland (Fribourg, Lucerne).

Evaluation of my own teaching

- My evaluation process consists of two parts: In Week 8, oral evaluation takes place. I ask students about what they like best in our course, what they don't like, and what they would like to change for the better. As a rule, students usually express their opinions openly and feel confident to express their preferences for other topics. Within the practical confines of the course schedule, I try to include each requested topic into a program.

- In Week 12, students receive a formal invitation from the Study Service to participate in an online evaluation. The questionnaire consists of both standardized and open questions. Students are able to comment on their positive and negative experiences during the course. After about one week, I receive the results of the students' evaluation electronically. I prepare a response to this evaluation that is sent to the Study Board and published on Blackboard (e-learning platform).

3. Experience from the supervision of students and examination

I have supervised written assignments for Bachelor and Master students. Before students begin the writing process, they have the opportunity to receive some input and literature suggestions from me. During their writing process, students can always send e-mails to me to ask questions or seek guidance. They can also discuss their issues in individual meetings. After I grade students' assignments, I always write a short evaluation for students, which is provided with their grades.

I have supervised Bachelor theses, Master theses and PhD students' work. I offer and organize regular meetings with students, during which we discuss the progress of their work. I always read parts of students' Bachelor, Master, and PhD written work, give my input and proposals for further improvements. I organize Bachelor, Master and PhD seminars. In each meeting, one or two students present aspects of their work. Afterwards, they receive comments and input from other students as well as teachers. In addition, we participate in comprehensive debates and discussions.

I have supervised Bachelor candidates since 2005, Master candidates since 2007 and PhD candidates since 2013.

In almost all of my courses, I implement the practice of extended written tasks (final assignments) with an oral examination afterwards. I have come to the conclusion that students learn better when they write about a course-related topic rather than simply writing an exam at the end of a course. In written assignments, students are able to analyse a topic in depth, and to write their own opinions and interpretations. During the oral examination, students have the opportunity to improve their grade. In addition, this method prepares students for their future Bachelor or Master thesis and the final oral presentation.

4. Methods, materials and tools / Pedagogical competence

I use a range of teaching methodology in all my courses: Introduction to the topic at the beginning (lecturing), discussions with students, questions and answers, students' presentations with subsequent evaluation, group activities, e-learning after classes (including wiki-posts and blogs). In all my courses, active learning has played the most important role. I include working groups and student presentations in all my seminars.

During my work as a university teacher, I have discovered that successful teaching involves more than just careful preparation. It is critically important to both plan effectively and to react spontaneously during classes. On the one hand, good preparation and selection of appropriate and more than adequate teaching material is important for successful seminars. On the other hand, it is good to know that even the best-laid plans sometimes need to be changed and we will sometimes have to modify an initial concept. It might be that students show so much interest in a topic and ask so many questions that there is not enough time to carry out the entire concept planned. However, students invariably learn more from good discussions and analysis than from strictly fulfilling the anticipated program.

In all courses, I have gained considerable experience with interactive learning in the form of both group work and discussions.

Undervisning

Conflits et coopérations aux frontières: études de cas

Katarzyna Stokłosa
11/01/2019 → 11/01/2019

European Border Region Development

Katarzyna Stokłosa
01/02/2014 → 30/06/2016

European Identity & Culture

Carsten Yndigegn
01/09/2013 → 31/01/2018

Political Theory

Katarzyna Stokłosa
01/02/2014 → 30/06/2018

European Studies: Introduction to Issues & Concepts

Dorte Jagetic Andersen
01/09/2014 → 31/01/2017

European Studies: Introduction to Concepts and Methods

Dorte Jagetic Andersen
01/09/2017 → 31/01/2018

Contemporary Perspectives in Border Regions

Steen Bo Frandsen & Katarzyna Stokłosa
01/09/2014 → 31/01/2018

Contemporary Perspectives in Border Regions

Katarzyna Stoklosa
13/09/2018 → 20/12/2018

Sociology

Katarzyna Stoklosa
06/09/2018 → 20/12/2018

Political Theory

Katarzyna Stoklosa
14/02/2018 → 30/05/2018

European Border Region Development

Katarzyna Stoklosa
26/09/2017 → 19/12/2017

European Identity & Culture

Katarzyna Stoklosa
06/09/2017 → 20/12/2017

Contemporary Perspectives in Border Regions

Katarzyna Stoklosa
14/09/2017 → 21/12/2017

European Studies: An Introduction to Issues and Concepts

Katarzyna Stoklosa
07/09/2017 → 21/12/2017

Political Theory

Katarzyna Stoklosa
09/02/2017 → 01/06/2017

European Border Region Development

Katarzyna Stoklosa
25/10/2016 → 14/02/2017

Contemporary Perspectives in Border Regions

Steen Bo Frandsen & Katarzyna Stoklosa
13/09/2016 → 31/01/2017

European Studies: An Introduction to Issues and Concepts

Katarzyna Stoklosa
15/09/2016 → 15/12/2016

European Border Region Development.

Katarzyna Stoklosa
08/02/2016 → 25/05/2016

Political Theory

Katarzyna Stoklosa
12/02/2016 → 20/05/2016

European Border Region Development

Katarzyna Stoklosa
27/10/2015 → 16/02/2016

Contemporary European History

Steen Bo Frandsen & Katarzyna Stoklosa
02/09/2015 → 31/01/2016

European Studies: An Introduction to Issues and Concepts

Katarzyna Stoklosa
18/09/2015 → 15/12/2015

European Border Region Development

Katarzyna Stoklosa
06/02/2015 → 22/05/2015

European Border Region Development

Katarzyna Stoklosa
12/12/2014 → 10/02/2015

European Border Region Development

Katarzyna Stoklosa
05/02/2014 → 28/05/2014

European Border Region Development

Katarzyna Stoklosa
05/11/2013 → 11/02/2014

European Studies: An Introduction to Issues and Concepts

Katarzyna Stoklosa
06/09/2013 → 15/12/2013

European Contemporary History

Katarzyna Stoklosa
30/10/2012 → 12/02/2013

Modern European History

Katarzyna Stoklosa
05/09/2012 → 05/12/2012

Qualitative Inquiry

Katarzyna Stoklosa
31/01/2012 → 08/05/2012

Political Theory

Katarzyna Stoklosa
01/02/2012 → 16/05/2012

European Border Region Development

Katarzyna Stoklosa
24/10/2011 → 06/02/2012

Modern European History

Katarzyna Stoklosa
31/08/2011 → 14/12/2011

Bilder des Erinnerns. Nationale Legenden, Mythen und Meistererzählungen im Europa des 20. Jahrhunderts

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01/04/2011 → 15/07/2011

Qualitative Inquiry

Katarzyna Stoklosa
09/02/2011 → 25/05/2011

Political Theory

Katarzyna Stoklosa
09/02/2011 → 25/05/2011

European Contemporary History

Katarzyna Stoklosa
28/10/2010 → 10/02/2011

Vejledning

Euroregions and cross-border cooperation

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01/03/2019 → 01/08/2019

Thinking in Semicircular Terms? Cooperation Practices in the Polish-German and Danish-German Borderland

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03/09/2018 → 01/04/2019

The EU-Turkey Statement. Balancing Security and Human Rights

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European Conflict Management - Facing reality after the military intervention in Libya

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Minority Issues: Legal and Societal Integration of Islam within the European Union and France as its Member State

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Immigration Policy in the Dutch Society: Integration or Segregation?

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Hungary in the European Union - Leave or Stay?

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East versus West - the role of Smart Specialization as a key factor of EU cohesion policy in European regional development

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'Alles für das deutsche Volk' oder zum ‚Wohl der polnischen Nation‘. Volks- und Nationenbegriffe während der kommunistischen Herrschaftsetablierung in der Sowjetischen Besatzungszone Deutschlands und der Volksrepublik Polen 1944-1949

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01/10/2011 → 15/02/2012

Polnische und deutsche Erinnerungskulturen am Beispiel der Debatten um Goldhagen und Gross

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15/03/2012 → 01/11/2012

Provinz Posen – Wojewodschaft Poznań-Warthegau. Das Zusammenleben von Polen und Deutschen in Posen 1919-1941: Im Spiegel deutscher Quellen

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Russia's invasion in Crimea and integration of Ukraine with the EU

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The Principle of Subsidiarity in EU. What are the benefits and drawbacks of the application of subsidiarity principle in enhancing democracy in the EU?

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Cross-border cooperation in the Catalan cross-border area

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The Issue of Integration in the European Power Market. The Case of the Austrian-German Market

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'The Other' in Danish Public Political Discourse

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Can Decentralization in Slovakia preserve? Case Study about Functionality of Slovak Regions

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Policies and Management of Heritage in the European Union. Developments in Central and Eastern Europe

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(De)Constructing European Identity

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Multiculturalism in Western Europe: A Path towards Integration or a Political Deadlock? The Cases of Great Britain and Sweden

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Media – Gateway for Russian Soft Power in Latvia

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Approach towards the asylum seekers in the EU. Comparative analysis: Denmark and Slovak Republic

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How the Europeanization Influence the Minority Policy of Candidate States? The Case of Turkey

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The European Union External Relations on Humanitarian Actions Towards Developing Countries as a Soft Power

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Development of Nordic cooperation and the effect of European Union Policy in the North

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Border Region Development: The Case of Badakhshan

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Changing German-Polish Border: From Hermetic Separation to European Integration from the Polish Perspective

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The Polish-Ukrainian Border Region after Poland's Membership in the European Union. 'The Iron Curtain' or 'Europe without Borders'?

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Creation of Cross Border Communities in Eastern Europe: Case Study of Latvia

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Euro-Islam. Pure Projection or Real Perspective? An Analysis of the European Reality on the Cases France and Germany

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15/10/2012 → 31/05/2013