

# Teaching Portfolio

## 1. Pedagogical Idea

Teaching is, for me, of paramount importance. For this reason, I devote a significant amount of time thinking about learning outcomes of the subjects I teach and designing my classes. My overarching goal is to stimulate and encourage the student's interest in the subjects I teach, in other words, to awaken their curiosity for knowledge. My aim is to encourage students to think beyond their comfort zone and to make connections across disciplinary divides. My enthusiasm towards (International) Politics positively contributes to stimulate them. Since my focus is on the students, I aim to make them active participants of their own learning process and to promote both Student to Lecturer and Student to Student interaction. In that sense, my own personal teaching philosophy is very much in line with Danish pedagogical values (for instance with regard to learning, critical and independent thinking, active engagement of students, etc.). Collaborative learning is therefore central to my teaching philosophy in order to promote reflective thinking and to improve a student's ability to communicate with diverse audiences as preparation for their careers. I engage with social technologies in the classroom (and outside the classroom too) such as YouTube, Google Earth, Twitter and social media in general. In my classes, I aim to promote and generate critical and independent thinking, active engagement of students, and passion for the subjects students learn. The different pedagogical programmes and courses I have undertaken have provided me with ideas, knowledge and innovative tools that I use in my classes. I prepare lesson plans with consideration of the interconnection between the student's own knowledge and experience, culture and learning abilities, the subject matter of the class, and current debates on social issues. For instance, in my experience teaching courses such as 'Humanitarian Intervention and Peace Building' or 'New Wars and Conflict' I have routinely led discussions about foreign policy among groups that include former members of the Danish Army that served in Kosovo, Iraq and Afghanistan and students from countries directly affected by these conflicts. Group assignments, class discussions, and simple pair-share assignments are all meaningful approaches that I have used to encourage students with such divergent backgrounds to learn from each other's' experiences. I have found this to be a tremendously useful exercise/tool for students, both academically and personally. I usually combine a wide variety of methods during my classes: for example, research-based learning, problem-based teaching and simulations. •Research-based learning: I use complex academic articles to approach a particular topic. I provide students with relevant scientific texts which they have to analyze individually or in groups. This encourages individual research and critical thinking. The articles are examined in class through a variety of interactive teaching methods such as break-out discussions, instant feedback, and in-class group assignments. •Problem-based teaching: One of the main objectives of this method is to thoroughly engage students with the subject they are learning. In other words, students should apply through praxis the knowledge they have previously acquired. One of the strategies I have used for this method is a debate in class where students should come prepared to defend a particular position on current issues in Politics/International Politics, including austerity measures, the reform of the UN Security Council, the future of NATO, etc. In addition to expand their knowledge and their research skills, debate exercises improve the construction, organisation and development of the students' arguments. One of the key advantages of this method is that the production of knowledge is co-constructed. •Simulation: The simulation goes a step beyond problem-based teaching. In this case, students should represent a particular state in an international forum such as the European Council or the UN Security Council. The exercise allows students to familiarize themselves with rules and regulations of a particular international institution while at the same time encouraging them to thoroughly investigate a specific problematique.

## 2. Teaching Experience

### *Conducted Teaching*

Sciences Po Strasbourg (University of Strasbourg)

•Geopolitics of Conflict (2018) post-graduate course, instructor

University of Southern Denmark

•International Politics (2012, 2013, 2014, 2015, 2016, 2017, 2018), undergraduate course, instructor •New Wars and Conflict (2017), post-graduate course, instructor •Humanitarian Intervention and Peace Building (2016, 2017), post-graduate course, instructor •Comparative Politics (2012, 2013, 2014, 2015, 2016, 2017, 2018), undergraduate course, instructor •Contemporary Perspectives in Border Regions (2014, 2015, 2018), undergraduate course, instructor •Political Theory (2014), undergraduate course, instructor •Policy Analysis (2013), undergraduate course, instructor

Queen's University Belfast •Contemporary Europe (2009), undergraduate course, teaching assistant

### *Experience with course management/responsibility*

I have been course responsible for the following courses: •International Politics, undergraduate course (since 2013) •Comparative Politics, undergraduate course (since 2013) •Bachelor Thesis (since 2015) •Humanitarian Intervention and Peace Building, postgraduate course (since 2016).

### *Examinations carried out*

•I have developed and evaluated different types of exams at SDU, for instance: take-home assignments (Political Theory and Policy Analysis, New Wars and Conflict), oral exams (International Politics) as well as 4-hour written assignments (Comparative Politics and International Politics, Humanitarian Intervention and Peace Building), 2012-2018. •At Queen's university Belfast, I evaluated essay-type exam in the module 'Contemporary Europe', 2010.

### *Experience with supervision*

•Marina Best. Separatism and conflict-The barriers to Georgia's Europeanization process, Europa Universität Flensburg, 2015 (postgraduate thesis, second supervisor). •Jan Oliete Tortosa. Cross-border Cooperation in the Catalan Cross-border Area, Europa Universität Flensburg, 2017 (postgraduate thesis, second supervisor). •Laszlo Bugyi. The future of the Common Security and Defence Policy, University of Southern Denmark, 2017 (postgraduate thesis, main supervisor) •Jeremy Sacramento, Paradiplomacy and Self-determination a Question of Necessity: case studies of Catalan and Gibraltarian paradiplomacy, University of Southern Denmark, ongoing. (postgraduate thesis, main supervisor) •25 Bachelor Theses supervised since 2013 at the University of Southern Denmark. •12 Bachelor Internships supervised since

2013 at SDU

*Experience working in teams of teachers*

•2016: The postgraduate course 'Humanitarian Intervention and Peace Building' was co-developed and co-taught with Prof. Sten Rynning. •2014-2015: The undergraduate course 'Contemporary Perspectives in Border Regions' was co-developed and co-taught with Prof. Steen Bo Frandsen and Olivier Walther. •2013 and 2014: Organization of an international summer school (Debating separatism in Europe) with Sophie Wulk, a colleague from Europa-Universität Flensburg. We jointly developed the programme, the courses, the teaching materials and the learning aims. The summer school also included a simulation game, designed together with Dr. Wulk, where students had to recreate the European Council. Around 50 Bachelor and Master students from Europe, Africa and Asia participated in both editions. •2012-2018: Joint teaching (1 class) with colleagues (Dorte Jagetić Andersen and Katarzyna Stoklosa) for the module: 'European Studies: Introduction to Issues & Concepts'; Mustafa Khalil (1 class) for the module: 'Qualitative Inquiry' (2013) and with Katarzyna Stoklosa (1 class) for 'Political Theory' (2015-2016)

*Experience with degree programme management*

•In 2016-2017, I was a member of the Political Science study board at the University of Southern Denmark. •Since 2015, I have been the programme director of European Studies at the University of Southern Denmark. Through this responsibility, I have enhanced my experience in module development and I have gained expertise in managing our overall curriculum. As programme director, I have played an instrumental role in redesigning the entire study programme of European Studies in order to, on the one hand, make it more coherent and more pedagogically comprehensive and, on the other, in order to make it economically viable.

**3. Pedagogical Competence**

•2013: 1-year course in pedagogics 'lecturer training programme' at the University of Southern Denmark (SDU). Within the framework of this programme, I have participated in courses such as 'Public Speaking and presentation Skills Training' and 'Engage your students with discussion forums, blogs and wikis'. At the end of the Lecturer Training Programme I was awarded with the best pedagogical project 2013. •2009: Completion of courses 'working with students' and 'small group teaching' in Queen's University Belfast. •2007: Certificate of Pedagogical Aptitude (Certificado de Aptitud Pedagógica) from the Universitat Autònoma de Barcelona which qualifies me to teach history and geography in Spanish secondary schools. The course consisted of 300 hours of theory and 40 hours (10 weeks) of practice in a high school.

**4. Results**

My commitment and approach to teaching have been recognized with consistently high teaching evaluations as well as teaching awards such as best lecturer of the year (2014) at my Campus (University of Southern Denmark), awarded with 20,000kr, and the best pedagogical project in 2013. I am committed to continue developing my pedagogical skills in the future.