

Teaching portfolio

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Teaching philosophy, teaching techniques and exams

While working on my PhD dissertation, I came to read the works of the American philosopher, John Dewey; And Dewey not only came to inspire me when it came to my research project, he has also come to inspire my teaching philosophy. Dewey writes that gaining knowledge and getting new understanding of the world not "depends essentially upon freeing and perfecting the processes of inquiry and of dissemination". Instead, he emphasizes in *The Public and its problems* (1927), it is important to prompt "the methods and conditions of debate, discussion and persuasion". This is an approach that he had already laid the groundwork for in some of his earlier works, like *Democracy and Education* (1916), where he notes that "[t]here is more than a verbal tie between the words common, community, and communication". Ensuring such deliberative processes has become a prime ambition for me while teaching and supervising, and over the years, I have continually tried to develop my own skills - and in time also the skills of others - for accomplishing just that.

For the first years of my academic career, I was mainly concerned with teaching and supervising my own students, and I did this by testing a number of different methods for ensuring deliberative processes. Here, it might be important to note that I am no opponent to classic lecturing. I do believe that lecturers from time to time need to do just that, namely offer authoritative accounts of a theory, a method, a case or other things students should be taught. But for too long we have been content with mainly doing just that, I believe, and in my classes, I have tried to include students in various ways, like having student presentations, group work, case work centering on timely and telling examples etc. Most well-known among my students is probably the role plays I develop in my teaching, and where I challenge students to take on a particular point of view and discuss it with other students, while I moderate the debate. Knowing that such debates will take place disciplines students in the sense that they need to follow the preceding lecturers very closely and do the actual reading assignments before classes, because otherwise they will find it difficult to take part in the debate with the rest of the class and answer the questions I pose underway in the role plays.

I have often taught classes the size of a 100 students (see list included here), and while the deliberative aspects of such role-plays are better accomplished with smaller numbers, I have worked with different techniques to encounter such challenges. In some instances, I have even done such role plays with more than 400 students. Another way of engaging students directly has been to work with teaching-based research. Many employees at universities are familiar with the concept of research-based teaching, where research comes first and the teaching afterwards, but inspired by other colleagues, I have found that students, under the right circumstances, can actually contribute to the research process – and learn from it. A few examples might be helpful here. In one class, I first gave students newspapers from 1905, 1955 and 2005, and then I divided students into groups that were responsible for studying how a particular beat developed (politics, sports etc.). Their work has since become part of the curriculum the following years and ultimately inspired a historical study of my own (see publication list, e.g. E and 20). Likewise, I had a class do research along the lines of the famed American project *Censored*. Each year, this project details the most important stories that did not become news, and the work we did was later presented at the annual conference for media executives in Denmark and sparked a lot of debate about what journalism should and could do.

In both instances, this student work also became part of the final exams, since I believe deliberative processes should also be included to the very end each semester. This, I believe, is also an important part of the actual teaching. Namely, that we make exams an integral part of the learning processes rather than something that is important for the university in order to simply test if students have learned, what we intended for them to learn. While I am well versed with all the classic forms of exams – written and oral – I have experimented myself and encouraged others to experiment as well with novel forms. These include e.g. pitch-sessions, where students work on a project, alone or in groups, and where parts of their exam consist of them presenting an analysis followed by concrete suggestions as to what can be done in the future by themselves, by media companies and so forth. In one such example, I even worked closely with another university, ITU, that specializes in technology. In this case, students from ITU and SDU were paired, following weeks of combined teaching and training, and the results of their deliberative processes were presented in front of the entire student body, plus extra non-formal examiners from a Danish newspaper (*Politiken*) that could aid with questions and relate to the feasibility of the projects.

Another defining feature of the way I teach and supervise within the framework of the teaching philosophy inspired by Dewey is to attempt to prompt aha-experiences among students and others. This comes across clearly in the statement given by my own, internal supervisor during the Lecturer Training Program, I was part of in 2007 (see appendix). Here, my internal supervisor, Erik Albæk, professor at the Centre for Journalism at the University of Southern Denmark, referred to the fact that I was nicknamed "Jesus" by students. This was not on account of the length of my hair or my looks in general, but due to the fact that the students often experienced epiphanies during my lectures and supervision. These aha-moments – also known under other names, such as epiphanies, revelations, cognitive sparks etc. – have since become the focus of a book, I have recently written, *The Aha-experience* (2018) (see publication list F), and these months, I often get invited to teach other teachers, lecturers and other types of communicators on how to teach, coach, supervise etc., since teachers in schools, priests and imams, comedians, politicians and others all have found what I believe to be true, namely, that such aha-experiences strengthen our interests, engagement and the overall willingness to participate and deliberate. The interest in this approach has also grown, and currently an American publisher is considering translating this book to English.

In the more recent years, I have come to do less teaching myself – although I still give many talks, presentations etc. – and instead I have taken on a rather time-consuming post as first head of studies and later director of the Centre for Journalism. At the Centre, we have a BA program with a yearly intake of a hundred students, we have two Master

programs with a combined annual intake of around 75, plus we have managed to build a new program where we engage in continual education for journalists and other media professionals. These new developments and our collective eagerness at the Centre to try out new forms of teaching have also been one of the main reasons why the vice chancellor of the University of Southern Denmark in 2018 gave the Centre the chance to develop the prototype for future teaching at the university. This is a project I am leading, which has a budget of 10-12 million DKK over a three-year program period, and where we will attempt to develop new means, methods and techniques for ensuring deliberative processes, where students become engaged, more knowledgeable and get new competences. All of which is an interesting development for me, individually, and for the Centre, collectively, but which also helps explain why my focus in the past years has moved from teaching on my own to inspiring other colleagues when it comes to teaching and supervising.

Over these past years, I have also, as director at the Centre, worked to introduce other, such new types of programs. This includes a new Master program in journalism (the "cand.mag. i journalistik") with an annual intake of 50 graduate students), and I was the original instigator, when it came to setting up a new educational program for those journalists who have left classrooms for actual newsrooms, but are still eager to become better or have editorial managers, who are eager for them to become better. This was a program that effectively broke the previous monopoly, where another institution, The Danish School of Journalism, was left with the sole responsibility of running such courses and classes. I have also been a member of the study board at Journalism for more than 7 years (see CV), and I often become supervisor for new employers, such as it is currently the case for two out of our three assistant professors for whom I function as internal supervisor. In this connection, supervision also includes PhD students at the University of Southern Denmark and at the University of Copenhagen, where I have been a co-supervisor (see list of PhD students). Mentioned here should also be the more than 50 Masters student that I have supervised over the years and continue to supervise, despite the rather extensive workload associated with running the Centre.

Finally, it might also be worth mentioning that I have worked to establish other types of teaching programs outside the university, since I believe we as a university have a responsibility to not only teach future and present journalists, but also to make other people, outside the classrooms and newsrooms, more knowledgeable about both the problems and potentials of journalism. These include a program for pupils in public schools, Børnejournalistuddannelsen (The Journalism School for Children), where we partnered with the Lego Foundation, Microsoft and a number of Danish news organizations. This also includes the so-called Mediacamps. These were started together with Thomas Kaarsted, deputy director at our university library, and while originally a regional project these Mediacamps have since spread to other parts of the country. The concept is simple: every fall semester we teach high school student the basics of journalism before setting them off to work on their own projects for a week. These courses typically end with me and editors from regional media partners offering feedback of the concrete products, and this practical-deliberative approach, where students test things rather than simply learn about them through lectures, is also an example of how we can work with such deliberative practice-oriented approaches in Dewey's spirit.

To sum up: Over the years, I have taught in both BA and Master programs and from time to time also done presentations at PhD courses. This work also includes professional Master programs for experienced and seasoned journalists, editors and others. I have supervised more than 50 Master theses, five PhDs (four as the main supervisor and one as co-supervisor, at the University of Copenhagen) and taught many different types of courses and classes at the different programs. I have also been head of studies, part of the study board for many years, is currently director of the entire Centre for Journalism, and I have developed new study programs, both inside and outside of the university. On top of that, I often lecture, give talks and in other ways present my own and other works (roughly 20-30 times a year), including a regular teaching stint at an annual summer school at Copenhagen Business School. Furthermore, I am also part of the group of external examiners ("censorkorps") within the areas of journalism, media and communication studies at most of our other national universities: This includes Copenhagen University, Aarhus University, Roskilde University and Aalborg University. Although I have less time to have my own classes now, I still teach rather extensively, under many different circumstances and in many different formats, inside and outside of our Centre. My own experience and the experience of other, skillful colleagues are also one of the reasons why I am now spearheading a project at the University of Southern Denmark, where we are charged with the responsibility to come up with a prototype for how universities in general and the University of Southern Denmark, in particular, can advance teaching in the future.

In essence, I would like to believe that I am well-versed as a teacher, supervisor etc. on all levels, and that I cannot only teach and supervise myself, but also inspire other colleagues as to how they – and we – can become even better in the future.

List of PhD-students (main-supervisor, if nothing is else noted)

Lisa Merete Kristensen (2016 - 2019), currently PhD student at Centre for Journalism, University of Southern Denmark
Søren Schultz Jørgensen (2013-2016), Currently owner, director and founder of Kontrabande, Copenhagen
Anne Kirstine Hermann (2012-2015), currently associate professor, Journalism, Department of Communication and Arts, Roskilde University
Mette Bengtsson (2010-2014), currently associate professor, Journalism, Department of Communication and Arts, Roskilde University (co-supervisor, while she was a student at Copenhagen University)
Morten Skovsgaard (2007 – 2010), currently Professor WSR, Centre for Journalism, University of Southern Denmark

Formal education in teaching methods

Lecturer training program: "the 2007 Teacher-Training Programme for Assistant Lecturers at the University of Southern Denmark". The program consists of – among other things – a three-day residential course, three subsequent workshops in the course of 2007, regular individual guidance and supervision by both an internal and external supervisor (see appendix)

One-day course by Det Centrale Uddannelsesudvalg at the University of Southern Denmark (Central Committee for Education at the University of Southern Denmark) for all leaders and managers at the university (see appendix)

List of regular courses, classes and programs taught over the years

2017

Mediacamp 2017 – Copenhagen

Mediacamp 2017 – Odense, elective course for high school

2016

Media lobbyism (Media lobbyism), Master class/summer school, CBS

Mediacamp 2017 – Odense, elective course for high school

2015

J-Lab (Journalistic Laboratories), Master program

Media lobbyism (Media lobbyism), Master class/summer school, CBS

Mediacamp 2017 – Odense, elective course for high school

2014

Media lobbyism (Media lobbyism), Master class/summer school, CBS

2013

Media lobbyism (Media lobbyism), Master class/summer school, CBS

2012

Media lobbyism (Media lobbyism), Master class/summer school, CBS

Mediesociologi 4 (Media sociology 4), BA program

Journalistikkens historie og etik (journalism history and ethics), Master's program

2011

J-Lab (Journalistic Laboratories), Master's program

Mediesociologi 4 (Media sociology 4), BA program

Journalistikkens historie og etik (journalism history and ethics), Master's program

2010

Journalistikkens historie og etik (journalism history and ethics), Master's program

Mediesociologi 4 (Media sociology 4), BA program

2009

Journalistikkens historie og etik (journalism history and ethics), BA program

Mediesociologi 4 (Media sociology 4), BA program

Journalistikkens historie og etik (journalism history and ethics), Master's program

2008

Politikken i journalistikken (Politics in journalism), continued education course

Mediesociologi 4 (Media sociology 4), BA program

Mediesociologi 2 (Media sociology 2), BA program

2007

Mediesociologi 1 (Media sociology 4), BA program

Mediesociologi 3 (Media sociology 2), BA program

Mediesociologi 2 (Media sociology 2), BA program

Mediesociologi 4 (Media sociology 2), BA program

2006

Mediesociologi 1 (Media sociology 4), BA program

Mediesociologi 3 (Media sociology 2), BA program

Mediesociologi 2 (Media sociology 2), BA program

Mediesociologi 4 (Media sociology 2), BA program

Mediesociologi 1 (Media sociology 4), BA program/elective Master

2005

Mediesociologi 1 (Media sociology 4), BA program

Mediesociologi 3 (Media sociology 2), BA program

Mediesociologi 2 (Media sociology 2), BA program

Mediesociologi 4 (Media sociology 2), BA program

Politikken i journalistikken (Politics in journalism), continued education course

Teaching and supervision

Digital Sociologi I

Peter Bro

01/06/2013 → 31/01/2014

Journalistikkens værdigrundlag og rolle i samfundet

Peter Bro

01/09/2014 → 31/01/2015

Journalistiske værktøjer 1: Mediejura for journalister

Peter Bro

01/02/2014 → 30/06/2014

Journalistiske værktøjer: Mediejura for journalister

Peter Bro & Sten Schaumburg-Müller

01/02/2016 → 30/06/2018

Mediejura for Journalister

Peter Bro & Sten Schaumburg-Müller

01/09/2015 → 31/01/2018

Ph.d. Supervisor

Peter Bro

15/08/2012 → ...

Ph.d. Supervisor

Peter Bro

01/01/2013 → ...

Refleksionsfag 1: Journalistikkens Historie, Værdigrundlag og Etik

Peter Bro

01/09/2013 → 31/01/2014

Refleksionsfag 2: Journalistik og samfund 1

Erik Albæk

01/09/2013 → 31/01/2014