

Teaching overview

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1. Formal pedagogical training

- Fall 2009 – Teaching in Higher Education (Semester-long course on teaching pedagogy, University of Minnesota)
- Fall 2011 - Practicum for Future Faculty (Semester-long course on advanced pedagogy, University of Minnesota)
- Fall 2012 - Teaching and Learning Topics in Higher Education (1/3 semester course on development of instructional activities and assessment of student outcomes, University of Minnesota)
- Fall 2016 - Completion of tailored version of Lecturer Training Programme

2. Administration of education

- 2016-(ongoing): Responsible module coordinator B04 (Personality and Social Psychology)
- 2016-2018: Responsible coordinator for Political Psychology section of B10 module
- 2010-(ongoing): Coordination/administration (sole or joint with co-instructor) for all courses outlined in 3.1.

3. Experience with teaching, supervision, and examination

3.1 Courses independently designed and implemented, including all examination

- 2016-(ongoing) Personality and Social Psychology (University of Southern Denmark)
- 2015-2018 Political Psychology (University of Southern Denmark)
- 2014 Personality Psychology; Understanding Ideology (Colgate University)
- 2013 Personality Psychology; The Nature/Nurture Debate (Colgate University); Individual Differences (Graduate-level course; University of Minnesota)
- 2012 Introduction to Personality (University of Minnesota)
- 2011 Introduction to Individual Differences (2x; University of Minnesota)
- 2010 Introduction to Individual Differences; Introduction to Personality (University of Minnesota)

3.2 Additional lectures contributed

- 2015-2017 : B01 (Intro), B05 (Biological Psychology) (University of Southern Denmark)
- 2011-2012: Psy 5137 (Behavior Genetics), Psy 3135 (Individual Differences), Psy 3101 (Personality) (University of Minnesota)

4. Methods, materials and tools

B04 (Personality and Social Psychology) is a large, lecture-based course that supplements lectures and readings with small group discussions and online activities. All course components (lectures, readings, online activities, and examination) are in English. Attendance is not mandatory but is strongly encouraged, as the course includes frequent short activities designed to facilitate understanding of challenging concepts from lecture and readings. Students should

consult the Study Guide to evaluate their choices regarding textbook purchasing: The course increasingly uses various online components produced by the textbook company and tailored by the instructor for this course to allow the students to read in a time-efficient manner and to identify and remedy deficits in their understanding of concepts discussed in the textbook.

5. Educational development and applied research into teaching at the university

Educational development is pursued through the established program to annually re-evaluate courses on the basis of feedback, and through refinement of the course designed to meet new needs identified by departmental committees.