

Teaching portfolio

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Pedagogical idea

In my teaching, I strive to provide a structured setting that facilitates learning through relevance and active participation. I provide a structured setting in order to support the students in focusing on the most important part of the course, namely the content. For students to make sense of this content they need to perceive it as relevant—either for their present role as students or their future roles on the labour market. Further, in order for the students to experience deep learning they need to be well prepared and take active part in the teaching. I encourage active learning by including the students in various activities. Relevance and active learning come in many forms, however, and are dependent on both the specific course and the students enrolled in it. Therefore, it is important for me to keep in mind the specific purpose of the course and the motivation of the students when planning my teaching.

Teaching experience

2020

- Journalism and Society (Bachelor level, Journalism)

2019

- Journalism and Society (Bachelor level, Journalism)

2018

- Political Communication (Bachelor level, Political Science)

- Journalism and Society 1 (Bachelor level, Journalism)

- Journalism and Society 2 (Bachelor level, Journalism)

2016

- Media effects on political attitudes and behaviour (Master level, Journalism and Political Science)

In addition, I have supervised Master Theses at Journalism and Political Science, given various guest lectures, and been Teaching Assistant in several methodological courses in the Journalism and Political Science programs.

Pedagogical competence

I completed SDU's Lecturer Training Programme in 2019. In addition, I have completed pedagogical courses on developing and updating courses, oral examination, supervision, and using student response systems in teaching.