

Teaching and supervision

Databehandling

Annette Agaard Thuesen
01/02/2014 → 30/06/2020

Living conditions and life-modes

Annette Agaard Thuesen
01/09/2014 → 31/01/2018

Offentlig forvaltning

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03/02/2020 → 30/06/2020

Offentlig Forvaltning

Annette Agaard Thuesen
01/02/2017 → 30/06/2017

Offentlig miljøforvaltning

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01/02/2016 → 30/06/2017

Problemorienteret projektarbejde

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01/09/2015 → ...

Rural and Small Town Studies

Annette Agaard Thuesen
01/05/2019 → 30/06/2019

Rural Sociology

Annette Agaard Thuesen
11/11/2019 → 31/01/2020

Samfundsanalyse og research

Pia Heike Johansen
01/09/2011 → 31/01/2015

Formal pedagogical education

I have obtained formal pedagogical diplomas for teaching in high school in 2000/2001 as well as teaching at the University of Southern Denmark in 2011/2012. In addition, in the spring of 2014, I completed the Study Director Course.

Teaching experience

I am part of the teaching staff at the study in Sociology and Cultural Analysis at the University of Southern Denmark in Esbjerg. Besides, I have previously been employed as a teacher at Vejen Secondary School as well as at the Social and Health School in Odense. I have also communicated extensively through courses, seminars and lectures to players

outside the university in relation to rural development as evidenced in my CV.

Besides teaching and external presentations, I have experience with the guidance of semester project groups. I supervise about 10-15 project groups annually distributed on the 1st and 2nd semester projects, bachelor projects, and master projects. I see the instructions in the semester projects as a good learning opportunity for students. My approach to the guidance focuses on three things. First of all, I am inspired by Ziehe's vision of the youth, which suggests that the situation of young people is characterized by an orientation towards their own world and informal social habits, which means that there is a need for meaning-making structures to solve learning problems today. This, I think is especially characteristic of students in the first years of a study program. It gives rise to that I try to set a clear framework for my guidance (time, written material, and responsibilities). I also use questioning techniques that activates the students, so they will be the ones who speak and take responsibility for their own projects. The second focus of my project guidance concerns the students' understanding of the 'scientific genre'. Here I do a lot to emphasize the importance of understanding what the scientific genre consists of by showing examples from the students' own texts and others' texts. The third thing that I focus on is improving the students' work through focusing on the current level of their written product. Here, I try to 'seize' the students where they are, and focus on improving the written product from the motto 'everything can be better'. My experience with this three-stringed approach to instruction is that the quality of student semester projects improves, and my guidance becomes more unified and focused.

Tests and exams

I have participated in a course on examination forms that have sharpened my awareness of the role of exams for students' learning and their learning strategies. My practical exam experience primarily concerns the courses 'Living conditions and life-modes', 'Problem-based project work', 'Data treatment (teaching NVivo)', 'Public administration' and 'Public environmental administration'. My former participation on the Board of Studies of Sociology and Cultural Analysis means that I have knowledge of a wide range of examination methods used in Sociology and Cultural Analysis and have participated in many discussions concerning alignment between course content and exam.

Teaching methods and considerations on ongoing course development

Most often, I use lectures in combination with group work or other forms of varying and activating learning. I have, for example used idea writing, pauses for thoughts, blogs, mind maps, video clips and quiz-and-swap cards in terms of repetition. I have a clear feeling that the involvement of the students and discussions among the students contribute to their learning. This can be supported by Illeris' learning triangle, where the content, the driving force, and the social element together create relevant learning situations. The entire program in Sociology and Cultural Analysis is designed with a strong emphasis on project work where the students come together to work their way towards a result and can thus be placed within the socio-cultural constructivist teaching tradition, which is very consistent with my own approach to teaching.

Earlier on, in the course 'Living conditions and life-modes', I have worked with alignment issues, which is to match target, teaching methods, and assessment criteria and exam. When I took over the course, there was a vague statement of the course objectives. These are now spelled out so that the concepts, which the students are expected to account for at the oral examination, are listed in the course description. It is ensured that the students are tested at the appropriate taxonomic level, where the aim is that students should show 'knowledge'. It is debatable whether the clear link between goals, exam form and teaching, can result in a simplification of an otherwise complex subject area with the risk of reducing the students' opportunity for deep learning and creativity. This, I think, is avoided by the fact that the students work more in depth with one of the main topics from the course in their semester project where they are trained to work research-based; they have to develop a problem formulation, apply and describe the method and theory, and analyze, discuss and conclude within the main topic.

In the course 'Data treatment', which is mainly dealing with qualitative data analysis via NVivo, it is more difficult to apply the activating teaching approach, since it is largely about having the students sit at their computer and work with a particular program. However, through changes in the course description for this course, both in terms of teaching methods and examination form, I have secured a better alignment to the goal description of the course. Part of the change has been that some of the testing is now done individually with the passing of an individual mandatory assignment, in addition to the students work with the NVivo program in their semester project. This is to ensure that students actually learn what they need and that it is not just one or two students of a project group's members who perform the part of the claim on behalf of the group. Previously, I had a suspicion that the testing method affected the students learning behavior negatively.

When taking over the teaching and course responsibility for the courses in 'Public administration' and 'Public environmental administration', I have also worked with how better to align teaching method and exam form. Instead of having the students randomly select a question, which was the case before I took over the course, the students are now told to be ready to provide answers within the whole course material without extra preparatory time and in a written exam.

Evaluations

The electronic evaluation of my courses has not always functioned optimally, due to first very low response rates and later a too centrally developed approach to the development and distribution of the questionnaire. The latter meant that even though we achieved very high response rates from the 1st semester students one autumn (around 75 %), there were large

validity problems attached to the answers, because the students were asked questions relating to exercise lessons that were not at all a part of the course.

I have, however, consequently conducted my own internal evaluations, for example in the course 'Living conditions and life-modes' halfway through the semester. These oral assessments have then been documented by one of the students, read to the whole class, and signed by two students. Since the fall of 2013, I have instead used a questionnaire on an A4 page, to achieve both the individual mid-term review and a discussion on the team. The overall satisfaction on the courses on a scale from 1 to 5 proved to be more around 4. In general, I find that mid-term evaluations have proven to be a very useful tool for adjusting expectations about teaching.