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Formal Teaching Qualifications

2001-2002 University Pedagogy for Assistant Professors, SDU
2016 PhD-supervision course, SDU

Teaching "Philosophy"

The three most important things for teaching at university are academic competence, commitment and development.

At a general level, university teaching consists of highly different categories. There are lectures or large-group lecture-like teaching, where the focus is both on content and mediation of content. Here my focus is on dissemination and activation. The second – and traditionally largest – category is traditional group teaching, organised either as 'from-the-front' teaching or as seminars (typical of advanced courses). Here my focus has been on research-initiated teaching and teaching in teams.

University teaching must be based on research, but it can also be research-initiating. Firstly, one can develop teaching sequences that run parallel with one's own research agenda. This I have done in a number of instances – see, for example, the below courses on "The Cold War in Denmark", "Americanization" or "The Normative Basis of the Welfare State". The advantage is that one thereby gains an extra opportunity to think through one's research projects and discuss them with the students. For the students, the advantage is a more committed and process-oriented form of teaching. Secondly, teaching can be research-initiated by including the students in the actual research process. This can be done in the form of special seminars, but also in sequences where, for example, essay writing systematically attacks a number of historical cases. Together with my colleague Nils Arne Sørensen I have experimented with this type of teaching – most successfully in "The Cold War in Denmark" (2003/04), which subsequently led to the publication of the same title, to which ten students (out of a group of 20) contributed.

There is no strong tradition (not, at least, among historians) for teaching with each other. Except in sharply divided course sequences. My experience from a large number of courses (see below) is, however, that there are great gains to be had from team teaching for both the teachers involved and course participants. In terms of one's own discipline this type of teaching is more developing since it allows for on-going, informal mutual supervision, more direct feedback on ideas and, last but not least, creates a far greater freedom in the teaching situation in relation to the planned frameworks. Together with the participating colleagues and students one can, for example, pursue the ideas and thoughts that arise in the classes in a completely different way. The price paid is a relaxing of the reins, being prepared to risk one's analyses, to expose oneself to one or more colleagues and see one's authority challenged in subject-related discussions for all to see.

Future Goals for Teaching

Based on evaluations – which might not be the most trustworthy instrument for evaluating teaching – my teaching is well-received among students. Based on this positive experience, my goal in the coming years is:

- To develop more activating forms of teaching introducing more 'flipped class room' and 'laboratory-style' teaching.
- Ideally this should align also with ongoing research projects where the students gets involved in the actual process of research
- Develop new ways of challenges students thinking and creativity

Courses taught

My teaching has dealt with a number of subjects in Danish, Nordic and international history, firstly at the University of Copenhagen and from 2001 at SDU. The main emphasis has been on welfare state-related themes and also on Americanization, the cold war, as well as more broadly based courses on Danish political history. Furthermore, I have taught in such method subjects as "History and Social Science", Transnational History and Political History.

Furthermore, I have frequently been acting as guest teacher/lecturer at colleagues courses at SDU and other universities

Teaching

Politik-uge I

Poul Erik Mouritzen, Klaus Petersen & Sune Welling Hansen
01/02/2014 → 28/02/2019

Politik-uge II

Poul Erik Mouritzen, Klaus Petersen & Sune Welling Hansen
01/02/2014 → 28/02/2019

The Danish Welfare State

Klaus Petersen
01/01/2001 → 30/12/2001

The Nordic model (2)

Klaus Petersen &
01/01/2002 → 31/01/2002

History and Social Science (1)

Klaus Petersen
01/01/2002 → 31/12/2002

The Welfare society in an international perspective

Klaus Petersen
01/01/2002 → 31/12/2004

Denmark's recent political history (1)

Klaus Petersen
01/01/2003 → 31/01/2005

The cold war in Denmark (2)

Klaus Petersen & Nils Arne Sørensen
01/01/2003 → 31/12/2003

Denmark and USA 1900-2000

Klaus Petersen
01/01/2004 → 31/12/2004

Sex, Power, Welfare and Revolution - Denmark in the 20th century

Klaus Petersen
01/01/2004 → 31/12/2004

History and social science

Klaus Petersen
01/01/2005 → 31/12/2005

Recent Political History

Klaus Petersen & Sten Rynning
01/01/2007 → 31/12/2008

The normative basis of welfare state

Klaus Petersen & Jørn Henrik Petersen
01/01/2007 → 31/12/2007

Political History

Klaus Petersen & Nils Arne Sørensen
01/01/2011 → 30/06/2011

The Nordic Welfare Model

Klaus Petersen & Nils Arne Sørensen
01/02/2014 → 30/06/2014

Political History

Klaus Petersen
01/01/2014 → 30/06/2014

How to write a book

Klaus Petersen
01/02/2015 → 31/12/2015

Methods 5 (social science)

Klaus Petersen
01/01/2015 → 31/12/2016

Nordic Society

Klaus Petersen
01/02/2016 → 31/12/2016

Methods 5 (social science)

Klaus Petersen & Heidi Vad Jønsson
01/02/2019 → 31/12/2019

Nordic Welfare Society

Klaus Petersen
01/02/2018 → 31/12/2018

Welfare society in international perspective

Klaus Petersen
01/02/2018 → 30/06/2019

Teaching development

I have been responsible for subject development, curriculum, subject aims, complaints and exemption cases for the following courses:

- The welfare society in an international perspective (the cand. negot. course)
- Contemporary political history (Political Science) 2003–2009
- Methods 5 (social science)

I have also been involved in the planning of a European master in Welfare and Social Work in cooperation with The Social High School in Odense and a number of European universities. This is to start up in 2012.

Together with Professor Jon Kvist, I have been responsible in 2011-2012 for the development of an International Master in Comparative Public Policy and Welfare Studies (Faculty of Social Sciences). The course proposals accredited in in 2013 and the program has been running since September 2014.

Together with Professor Anne-Marie Mai, I in 2015 initiated a genuine restructuring of the Scandinavian Area Studies program at University of Southern Denmark.

I have been 'adjunkt-pædagogikum vejleder' for the following persons: Romana Careja, Melike Wulfgramm

Master's theses, etc.

Supervising master's theses have been a part of my teaching obligations. The history of 20th century Denmark is traditionally a very popular field among the students. Since my appointment in 2001, I have thus supervised approx. 50 such theses in the history and cand.negot. courses, and International Master in Comparative Public Policy and Welfare Studies.

Research education

PhD supervision:

Henrik Madsen (2003–2006)
Sissel Bjerrum (2006–2011)
Heidi Vad Jønsson (2008–2012)
Mette Seidelin (2009–2012)
Inge Mønster-Kjær (2009–2012)

From 2007, I have been actively involved in the development of Nordic research education programmes within the framework of Nordic Centre of Excellence Nordwel. I have in this connection been co-organiser of a whole series of international summer schools: Helsinki (2008), Bergen (2009), Odense (2010), Stockholm (2011) and Helsinki (2012), Reykjavik (2013), Helsinki (2014), Odense (2015), Helsinki (2016), Rome (2017), and Helsinki (2018). I have also been co-organiser of, and teacher at, numerous PhD workshops and conference that include research education elements.

In 2008 and 2009 I have been responsible, along with a colleague, for the initial semester for all Danish PhD students of history.

I have been evaluator of PhD-thesis at Århus University, Aalborg University, University of Copenhagen, Copenhagen Business School.

Other teaching

Apart from what are decidedly university courses, I have taught in connection with Master programmes. Here I have normally taken care of modules lasting 2–4 hours. In addition, I have taught, been a guest teacher etc. in a number of other contexts.

Master programmes:

Master in Public Administration (MPA), Copenhagen Business School: 2005, 2006, 2007
Master in Sport and Welfare, University of Copenhagen: 2004, 2005, 2006, 2009

Master in Public Health (MPH), Aarhus University & SDU: 2003, 2005
Master in Public Management (MPM), SDU: 2006, 2010

External examiner

Roskilde University (BA in Social Science), since 2013
History (all Danish Universities), since 2015

Furthermore, I have occasionally been evaluating Master Thesis for SDC (Danish University in Beijing).