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**Pedagogical idea/basic view**

There are many different styles of learning and the ways the individual student best acquires new knowledge varies. For that reason, my basic pedagogical goal is to stimulate and support the students’ independent learning processes.

As a teacher it is my responsibility to create the best possible setting for the students’ learning through a careful selecting of readings, through planning of lectures and exercises, and by, to the best of my abilities, disseminating the substance in an easy to understand and interesting and stimulating way. Learning is generated in an interaction between teacher and students, however, and the students must be motivated to learn. This is best achieved if the students have an intrinsic interest in the topics covered in the course. Of course, extrinsic motivators (e.g. passing the exam, getting a good grade etc.) may also drive students to study hard. But the latter is likely to only stimulate surface learning and much of the new knowledge being quickly forgotten once the exam is over. An intrinsic interest, on the other hand, is likely to facilitate deep learning and motivate the students to get an in-depth understanding of the subject. It is, moreover, likely to make them to seek additional knowledge and motivate them to learn even after the course is finished.

According to self-determination theory, the satisfaction of basic psychological needs for autonomy, competence, and relatedness provides the nutriments for internalizing and maintaining intrinsic motivation (As a teacher, I can support this needs satisfaction through my teaching methods in several ways and in that way hopefully help to facilitate the students (intrinsic) interest in the topics taught.

The need for autonomy concerns the experience of choice and being the perceived initiator of one’s own action. A basic premise for my teaching is that the lectures, exercises etc. are something that the students can choose to make use of or not. However, supporting the need for autonomy should not be understood as a laissez-faire or “hands-off” approach and a lack of expectations to the students’ active participation and effort. At the start of a course I try to establish a psychological contract with the students about our shared expectations to the course and each other’s roles. The aim is to involve the students and make them co-responsible for making the best possible learning environment during the course. Drawing up the psychological contract, firstly, involves me presenting the goals for learning outcomes, and explaining how any later courses may build on what is learned in this course, and its role in the overall study programme. But the students can also voice their expectations to the course. This helps develop a shared understanding of what the learning outcomes are and why it is important to learn this. Secondly, the psychological contract also involves establishing mutual expectations about what my role as a teacher is and what role the students have. With regard to the former, I see my role as being a facilitator for the students’ (collective) learning processes and not as giving an authoritative version of the specific topic in focus. Among other things, this entail that I typically do not slavishly go through the individual assigned readings but instead try to synthesize, contrast, and draw out the essential points. I highlight and clarify the central concepts, theories, and methods but I also strive to present the critic that may be raised against these. Moreover, I always try to illustrate through concrete examples how the (abstract) theories may play out in real life. Regarding the students’ role, I always encourage them to be active, ask questions, raise discussions, contribute with examples etc., and I try to support their active participation is a number of ways (cf. below). Of course, the expectations to the scope and depth of student involvement in the lectures differ from course to course depending on the number of students in the class and their academic level. There is a big difference in to what extent the teaching can be based on discussions and active participation (e.g. group work, case-based teaching etc.) depending on whether it is a class of a 100+ students on first semester, an elective MSc-level course with 20 students, or a class of professional master students who has much practical experience.

The need for competence concerns the experience of succeeding at optimally challenging tasks and being able to attain desired outcomes. Feelings of competence will develop the students’ academic self-efficacy, and students generally learns more when they are challenged to engage critical reflection and work actively with the concepts, theories or methods looked at in the particular course or lecture. To support the students’ opportunity to bring their competences into play it is important that the teaching is not a one-way communication form the teacher to the students. In almost all lectures, I will make use of questions or short cased-based assignments to engage the students in the subject and help them to apply theories to practical situations. I also try to support the students’ learning activities outside the classroom; for example, by assigning questions to the texts which the students can use to prepare for class. What is more, I am very attentive to give constructive criticism and positive feedback when supervising or reporting back on assignments. Positive feedback that signify effectance support the need for competence and enhance intrinsic motivation; whereas negative feedback conveys ineffectance, thwart the need for competence, and undermine intrinsic motivation.
The need for relatedness refers to having a sense of belongingness and establishing a sense of mutual respect and reliance with others. As a teacher, I try to be open and accessible both in- and outside of class and try to create a learning environment where everyone feels welcome and feel confident in participating and contributing to the collective learning. I also try to come across as a role model by showing my own commitment and enthusiasm for the subject. Moreover, especially when I have taught first semester students I also make an effort to build a shared identity as being political science students and I encourage them to help and support each other; for example, by actively using study groups.

References:

Teaching
Public Administration and Organization (BSc in Political Science): Fall 2018
Political Leadership (Professional Master of Public Governance): Spring 2018
Personal Leadership (Professional Master of Public Governance): Fall 2017
Philosophy of Social Science and Methods 1 (BSc in Political Science): Fall 2015, Fall 2016
  - Organizational Theory (Professional Master of Public Governance): Spring 2016
  - Methods 1 (major in Social Science): Fall 2015.
  - Management, Motivation, and Performance in the Public Sector (MSc in Political Science): fall 2013, spring 2015.

Supervision
Master theses (Professional Master of Public Governance).
Master theses (Professional Master of Public Management).
Master theses (MSc in Political Science).
BA theses (BSc Political Science).
Elective assignment (MSc Political Science).
Internship assignments (MSc Political Science).
Methods 3 research projects (BSc Political Science).

Pedagogical competence
Head of Studies, Master of Public Management (MPM): Fall 2018 -
Lecturer Training Programme (University of Southern Denmark) 2015-2016
  Workshop: Supervision – Roles and Relations, 2015
  Workshop: Feedback and feedforward, 2016
  Workshop: Stemmen i personlig udvikling, 2016
  Workshop: Case Method Teaching 2012
Development project: E-learning project on Flipped Learning 2015