

Teaching and supervision

aktionsforskningsmetode

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03/09/2011 → 01/09/2014

Culture, learning and innovation

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01/09/2012 → 01/09/2014

Human Rights

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01/09/2015 → 31/01/2018

Kulturinstitutioner og kulturliv

Martin Lindhardt
01/02/2011 → 30/06/2018

Kultursociologi og analyse

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01/02/2011 → 30/06/2018

kvalitative metode

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01/09/2008 → 01/09/2010

organisationssociologi

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03/09/2011 → 03/09/2014

Politisk sociologi

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01/02/2012 → 30/06/2018

Rural and small town studies

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01/02/2018 → 23/08/2018

Samfundsanalyse og research

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01/09/2011 → 31/01/2015

Social Control and Politics in Everyday Life

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01/02/2014 → 30/06/2016

Understanding the senses in society

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01/02/2015 → 30/06/2018

videnledelse og læringsprocesser

Pia Heike Johansen
01/09/2010 → 01/09/2011

Teaching methods

I am convinced that go back and forth from the abstract to the concrete ad vice versa is important for learning I therefore prefer to teach with the students' active participation in the lecture. I prefer to use the blackboard, which I think makes the teaching more dynamic and allows the students to takes notes more efficiently and in a more reflective way. If the texts very difficult or if I use my research as examples I sometimes supplement with power point presentation. I plan my lecture so that the students are involved in group work, discussions, and student presentation and have time for questions. I often ask the students to a find and exemplify with present cases from society, so that the theories and concepts they are introduced to during the lecture are anchored. This can be supported by Illeris' learning triangle, where content, the driving force, and the social element together create relevant learning situations.

Exams

I am aware of the role of exams for students learning and their strategies. Therefore I think that the alignment between course content and exam is very important. I have worked with alignment issues, which is to match target, teaching methods, and assessment criteria and exam, for making sure that the students are tested at the appropriate taxonomic level, where the aim is that the students should show their knowledge. It can however, be debated whether the link between goals, exam from and teaching, may result in a simplification of an otherwise complex subject area. In such case there is a risk of reducing the students opportunity to deep learning and creativity. The following exams are included in the course description I have developed:

Written semester projects employing all the courses at the semester and with oral defence.
Individual chapters in semester projects. For example methods chapters.
48 Hour take home exams
Portfolio exams
Oral exams with preparation
Oral exams based on a written essay or synopsis

Pedagogic stand

It is my pedagogic stand that the students learn by taking part in the lessons. Interactions during the lesson between the students and me are important for my teaching because in that way a may be able to adjust the level of abstraction and supplement with example it I get the feeling that the students need this. I have the pedagogic stand also that students learn from each other and that facilitating group work is an important teaching methods.
I think it is very important to clarify ambitions and expectation, so I always start the first lesson in the semester by introducing and discussing the course description with students, so that they are aware of what is expected from them. After four lessons I make an internal evaluation to make sure that everybody is on track and to find out if I need to adjust. I have understanding for the confusion and frustrations among the students may be part of their learning process. This is supported by for example Polanyi and Dreyfuss explanations about emotional reactions as part of learning processes. I have the stand that it is my task as a researcher and a teacher to support the students to reach both their personal goals and the course goals.