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This Teaching Portfolio provides information on:

- Formal education in teaching methods and pedagogical practice
- Participation in study programme development
- Received honors
- Basic teaching philosophy
- Examples of my teaching methods
- Teaching experience
- Experience with supervision

Formal education in teaching methods and pedagogical practice

Supervision of Camilla Bjarnøes's teaching, the Department of Political Science and Public Management, University of Southern Denmark (E2017-18)

JTI certification Course, Center for Ledelse, København 2017

Management course for Head of studies, University of Southern Denmark (2015)

Course in PhD supervision, University of Southern Denmark (2014)

Supervision of Niels Opstrup's teaching, the Department of Political Science and Public Management, University of Southern Denmark (E2013)

Adjunkt pædagogikum, University of Southern Denmark (2012) (appendix 3.a.):

- Course: 'Stemmen i udvikling' (2012)
- Course: 'Undervisningsportfolio' (2012)
- Course: 'Case-undervisning' (2012)
- Participation in supervision of Troels Kristensen and Ditte Caroline Andersen
- E-learning project

Casewriting and caseteaching, Department of Political Science and Public Management, University of Southern Denmark & Nancy Bell Evans Center on Nonprofits and Philanthropy Evans School of Public Affairs, University of Washington, Seattle (2009)

Undervisningspædagogik, SamFUN, University of Southern Denmark (2006)

Kursus i mundtlig videnskabs formidling, University of Southern Denmark (2006)

Participation in study programme development

Member in the Development Group for the new Master in Public Management (MPM), at the Department of Political Science and Public Management, University of Southern Denmark together with Niels Opstrup and Kurt Klaudi Klausen (2017-2018)

Head of the Professional Master of Public Governance, Department of Political Science and Public Management (2014-2015)

Member of the Study Board, at the Department of Political Science and Public Management, University of Southern Denmark (2010-2012)

Member in the Departments Methods Group, at the Department of Political Science and Public Management, University of Southern Denmark where we continuously discuss and develop the new methods-track at the Political Science Bachelor-Program (Metode 1, Metode 2 og Metode 3). (2010-2014)

Received Honors

2015:

The students prize: Teacher of the year 2015 at Department of Political Science and Public Management

Basic teaching philosophy

I find teaching an important and very enriching task. My main pedagogical aim is to stimulate the students to a high degree of independent and critical academic thinking, to participate actively in the courses and to be responsible for their own learning.

I believe that for teaching to be successful, there are several core requirements:

The lecturer need to show and transfer his or hers' academic commitment and enthusiasm to the students. I am highly committed to my teaching and I am always trying to clarify for the students the reasons why I find, for example, a particular type of method or leadership exciting. I have consistently received excellent evaluations from the students, who among other things emphasize my commitment in the courses.

The expectations to the course concerning academic demands, activities and level should be clearly stated from the lecturers' side and balanced with the students' expectations in the beginning of the course. I introduce all my courses with an overview of my expectations to the students (concerning the academic level and their participation in the course). In this way I try to establish a psychological contract with the students, to make them co-responsible for an engaging and activating learning environment during the course. This is of course much easier to do in small classes (with 30 students) than in the 1. Semester with 110 students. However, I try anyway, and I persistently follow up on this 'contract' during the course, by for example pointing out how and when we approach the academic qualifications the course should result in, and by insisting on the students' active participation in discussions, exercises, group work etc.

It is a pedagogical task of the lecturer to nurture and help develop the students' academic self-efficacy. I am very concerned with creating an activating and inclusive learning environment. This is an especially important task in the first year of the bachelor programme but as well at the professional masterprogrammes. I do this by continuously encouraging the students to raise questions and discussions in the courses and by showing the students my academic respect and interest, when they raise topics or questions. I also try to support student activities outside the classroom whenever it is possible. Finally I work actively with this pedagogical approach when I coach my instructors. We discuss these issues in relation to the weekly exercises, and I am very salient about what kind of pedagogical approach I expect them to use during the exercises. I have very good experiences with this, and the instructors find it challenging but they also perceive it as an important support. We usually get a lot of positive feedback on the exercises.

The lecturer should not review the curriculum literature with the students but instead strive to broaden the students' understanding of the most prominent themes in the curriculum. To make the lectures more interesting and also worth the effort for the most skilled and prepared students I never review the curriculum texts on a one-to-one basis. Instead I concentrate my lectures on prioritized issues and concepts and try to broaden the students' perspectives on the topic and provide critical views on the problems discussed adapted to the academic level of the students. This approach to my lectures also forces the students to prepare well for the classes.

The courses should provide in-depth and applied knowledge about the concepts discussed and the methods used. I continuously try to develop my courses in both social science methods and public management so they contain knowledge and challenges which are of practical relevance to the students. I find this issue very important, and I have worked particularly hard with developing methods in my teaching to meet this goal. I describe one of these methods below. Beside the described method, I also work a lot with action-based learning at our professional master programmes. Using action-based learning principles I strive to transfer the theoretical knowledge obtained in the class-room to practical experiences obtained in the public managers daily practice. To facilitate this transfer I use a variety of different pedagogical techniques and practical exercises both during the classes and between the lectures.

Examples of my teaching methods

The Harvard model of Case Method Teaching

I have used Case Method Teaching and Case Based Examinations in several of my courses. I find the Case Method a very fruitful way of teaching. Below I will describe some of the principles in my Case Methods Teaching (primarily inspired by the Harvard model) and reflect on some of my experiences with this teaching method.

Case Method Teaching is a novel understanding of the teachers' role as knowledge transferor to the students. It is a shift from a preoccupation with behavior and skills of the teacher to a concern for the more complex cognitive processes that underlie the successful performance in the classroom. It is a new way of activating the students and make them more responsible for their own learning. The idea is that propositional knowledge can be limited in its ability to guide students in taking action in practice. This is a significant disadvantage in courses which aim at transferring practical knowledge to the students e.g. course of social science methods and course in management in practice, as I have been teaching.

Case teaching has the ability to present theoretical knowledge as well as to provide an opportunity to develop analytical skills and exercise judgment in relation to situation-specific contexts. Students' learning derives from both deduction from theoretical principles and induction from multiple experiences (both personal and inter-personal) working with the cases. Thus, through Case Method Teaching it becomes possible to challenge the students' skills of empirical inquiry, practical

experience and moral and ethical reasoning in a way, which also makes the students aware of the practical relevance of the theoretical and sometimes abstract concepts presented in the course.

My teaching departs from several goals, when I apply Case Method Teaching:

- To improve students' motivation to learn
- To encourage students to integrate knowledge across subject boundaries
- To develop students' problem-solving skills
- To foster deep learning and critical analysis
- To lay foundations for using the theoretical concepts and discussion in the students' future work and careers.

My experiences with the Case Methods teaching are highly positive.

Student outcomes are significant:

- Great commitment and desire for active participation in the courses
- Development of academic self-efficacy and increased interpersonal working skills
- Awareness among students that they can actually learn from each other
- A more practical approach to the study (which make the study more relevant in some of the students' opinion)

I have also experienced disadvantages of the Case Method Teaching:

- Writing and preparing a teaching case are far more time consuming than preparing an ordinary lecture
- It is difficult (but not impossible) to use the Case Method Teaching on more than 50 students at a time (normally I split my classes in the undergraduate programmes (110 students) in two separate groups – this is of course much more time consuming)
- Some of the students (primarily at the day-time studies) have difficulty accepting the inductive form – and therefore it is important to prepare them carefully in case method teaching before applying it.

Teaching experience

Personligt ledelsesgrundlag

Peter Sørensen & Signe Pihl-Thingvad

28/05/2021 → ...

Dit personlige lederskab

Signe Pihl-Thingvad

01/09/2015 → ...

Videnskabsteori og samfundsvidenskabelig metode (metode 1)

Signe Pihl-Thingvad

01/09/2010 → 31/01/2014

Censor in sociology

Signe Pihl-Thingvad

01/01/2007 → 01/02/2009

Videnskabsteori

Signe Pihl-Thingvad

01/09/2006 → 31/12/2010

Fra klassisk til moderne ledelse - med fokus på HR og arbejdsmiljø

Signe Pihl-Thingvad

01/02/2012 → 30/06/2014

Organisationsteori

Signe Pihl-Thingvad
01/02/2015 → 01/07/2015

Ledelse og psykisk arbejdsmiljø i det moderne arbejde

Signe Pihl-Thingvad
01/09/2015 → ...

Dit personlige lederskab

Niels Opstrup
01/09/2014 → 31/01/2018

Moderne Ledelse

Signe Pihl-Thingvad
01/02/2017 → ...

Metode 2

Signe Pihl-Thingvad
01/02/2016 → 30/06/2017

Metode 2

01/02/2012 → 30/06/2017

Videnskabsteori og samfundsvidenskabelig metode (Metode 1)

Niels Opstrup
01/09/2010 → 31/01/2018

Organisationsteori

& Mads Bøge Kristiansen
01/09/2015 → 30/06/2018

Metodesamling

Signe Pihl-Thingvad & Johannes Michelsen
01/02/2014 → ...

Ledelse og HRM

Signe Pihl-Thingvad
01/02/2015 → 30/06/2015

Videregående kvalitativ metode

Dorte Jagetic Andersen
01/02/2016 → 30/06/2018

Ledelse og HRM. (Søjle 2 - Generiske ledelsesfag)

Steen Scheuer & Søren Voxted
01/02/2014 → 30/06/2018

Metode-samling

Johannes Michelsen
01/02/2014 → 30/06/2018

Mixed methods in theory and practice

PhD course v Morten Frederiksen Aalborg University
Signe Pihl-Thingvad
01/02/2016 → 31/12/2016

Experience with supervision

Main-supervisor for PhD fellow Jesper Asring

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01/01/2017 → ...

Main Supervisor for PhD fellow Michelle Schelde Hansen

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01/01/2017 → ...

CO-supervisor for PhD fellow Jesper Asring

Signe Pihl-Thingvad
01/01/2016 → 31/12/2016

Co-supervisor for PhD fellow Maiken Kruse Westergaard

Signe Pihl-Thingvad
01/01/2015 → 31/12/2015

Main Supervisor for PhD fellow Maja Müller

Signe Pihl-Thingvad
01/01/2014 → ...

Co-supervisor for PhD fellow Dan Michael Nielsen

Signe Pihl-Thingvad
01/01/2011 → 31/12/2013

Supervision on Professional Master Level in Public Management (MPM and F-Mol) , the Department of Political Science and Public Management, University of Southern Denmark (2006→...) Supervision of more than 40 master thesis

Supervision of Master theses, in Political Science and Public Management, the Department of Political Science and Public Management, University of Southern Denmark (2006→...) Supervision of more than 30 master thesis. Among others:

Amalie Ahlehoff Hansen og Christian Bächler: 'Nye arbejdsopgaver på skoleskemaet' (Who won a prize for best masterthesis at Selskab for Surveyforskning 2017).

Supervision of bachelor projects, at the bachelor programme, the Department of Political Science and Public Management, University of Southern Denmark (2006→...)

Supervision of frit-valgs, seminar and praktik assignment, the Department of Political Science and Public Management, University of Southern Denmark (2009→...)

