

Teaching Portfolio

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Pedagogical view

In general, my teaching is characterized by the following:

Interactive lecturing

To help students to achieve their intended learning objectives, it is important for a teacher to motivate the students and help them to actively engage in their learning process. From my experience, I believe that showing variation in teaching can increase the students' motivation for learning as well as keep them focused in their learning process. Also, to overcome the limitation of the traditional monologue way of teaching, I spend a lot of time to ensure that the teaching session includes not just the lectures by me but also room for several other activities such as group discussions, individual and group problem-solving tasks, tutorials, feedback and peer feedback sessions, large and mini case activities, poster sessions, usage of student response system like PollEv, Q & A sessions, recap sessions etc. to maintain the students' active participation during the long four hours lecturing. As the result, the monologue time and monotony of a teaching/learning activity is greatly reduced which, in turn, helps me to promote both independent and collaborative learning and work environments among students, encourages critical thinking and allows them to learn from their mistakes and to evaluate others' opinions.

User orientation

To ensure the students' level of understanding, I try to employ some form of formative assessments (i.e., MCQ tests/survey, solving problems and cases etc.) and thereby take required actions. Also, I devote a lot of time to make improvements in courses by receiving students' feedback whenever possible (i.e., both during and at the end of the course).

Research based teaching

Firstly, it is important that the students are introduced to the fundamental concepts and theories required to achieve the required program objectives. Since good research can contribute to good teaching, I try to combine the benefits of my research experience to enhance the students' understanding in their learning process. To deepen the understanding behind the theories, I provide materials gathered from the academic literatures. However, learning just theories without case examples will be hard for the students to understand the concepts and remember it for a long time. Therefore, case examples gained through the literatures and from the real-world problems are utilized.

Problem-based learning

Since the topics dealt in my teaching are applied, it is highly essential that the students apply the academic theories into a practical business context. Therefore, my course includes assignments where students have greater opportunity to work under real-world business problems and to examine the ongoing research projects. Hence, by working under the problem-based context in a more flexible manner, the students deepen their knowledge around the topic and improve their critical thinking, innovativeness, and spirit of working both in teams and as individuals during their learning process.

Teaching experience

I have gained teaching experience at both the bachelor and master level education programmes. The course contents mainly cover supply chain and sustainability-related topics such as purchasing, logistics, strategic global sourcing and sustainable/circular procurement, sustainable/green supply chain, circular economy and sustainable development goals (SDGs). In addition to teaching, I am also experienced in supervising both the bachelor and master level student projects. Overall, I have supervised 5 engineering bachelor thesis (30 Ects), and 3 engineering master thesis (30 Ects). Additionally, I have also supervised 4 bachelor projects (5 Ects) and 1 master project (10 Ects).

Formal pedagogical training

My formal teaching qualifications include the completion of the Lecturer Training Program (LTP) at SDU during Jan 2017 along with the participation in the below-mentioned pedagogical courses.

- Use Student response systems in your teaching
- Interactive lecturing
- Engage students in group work

- Designing and updating courses
- Oral examination in Higher Education in Denmark
- Helping students understand assessment using rubrics, peer review, and exemplars
- Questioning – how it can support learning, teaching, and assessment
- Effective feedback and feedforward
- Engage students with discussion forums, wikis, and blogs

Other activities related to teaching and teaching development

Additionally, I have obtained the certification for teaching in English at SDU during April 2016