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1. Formal educational training

As a research assistant with almost full-time teaching for two years, formal educational training in teaching at university level have yet to be furthered. My teaching approach is therefore built on experience and previous education at master's level.

However, I have taken sought educational practices including the SDU organized conference "Teaching for Active Learning", and the European Conference on Game-Based Learning. I have also been part of the educational development project "Spearhead" with the purpose of aligning student goals with course curriculum to improve motivation and employability (see point 5).

2. Administrative tasks relating to education

In my work, I have been the course coordinator of several courses which is documented in point 3. Apart from the general tasks such as planning course content, administration, teaching and examination, I have been trusted with developing and revising several courses. Together with colleagues, I have been a part of developing the bachelor study programme in Sports and Health, Innovation and Entrepreneurship educational track to improve and ensure course synergy in the track. This includes the development of two new courses titled "IN4 - Sports Practice and development of movement concepts" and "IN9 - Movement Space and Experience Design in Sports", and development of "IN5 - Partner Innovation & Meta Learning".

In addition, I have developed courses on the 3rd year of the bachelor programme. Building on the experience from teaching the 9-ECTS case-based course in fall 2018, the 15-ECTS course "Project Management and Leadership" was developed further in for winter 2020 with a more project-based approach. The course was extended with a focus on project leadership in practice, including meeting facilitation and emphasis on aligning the project description with an external partner. A major goal was to align the student projects for their internship in the course titled "Project Internship with External Partner", taking advantage of the potential synergy between the two courses for both students and internship partners.

The synergy was further supported through my position as project internship coordinator in the 15-ECTS internship course "Project Internship with External Partner". Through coordinating the approximately 80 student internships in 2018/2019 and 2019/2020 I have improved the connection with the project management course and improved the potential student employability learning outcome. Furthermore, a key focus has been on improving the collaboration with external organizations to improve the mutual benefits between the organizations and the students.

In sum, I have had several course coordinator roles, developing courses and creating text for the curriculum (Danish: Studieordning). I believe that my main contribution has been to seek alignment and synergies across courses to improve the learning environment and student motivation, and to put the employability aspect as a major part of the study programme. Although not always expected of me, I can not help to work on developing and improving.

3. Experience as a teacher, examiner and supervisor

My university-level teaching experience has been in teaching at the bachelor's and master's degree programme in Sports and Health as a research assistant at the institute of Sports Science and Clinical Biomechanics, University of Southern Denmark. From this, I have experience with a variety of exam types and in using e-learning facilities such as Zoom, video instructions, BlackBoard etc.

Based on my teaching, I was nominated by student representatives for the Faculty of Health Sciences Teaching Award 2020, which I perceive as a major professional achievement although I did not win.

Teaching and supervision

1. IN5 Partner Innovation and Meta-learning

Lars Elbæk & René Engelhardt Hansen
02/09/2019 → 24/12/2020

Teaching and supervision: Teaching

2. **Project Governance and the Project Employee as a Consultant**
Thomas Skovgaard, Just Bendix Justesen & René Engelhardt Hansen
20/04/2020 → 25/06/2020
Teaching and supervision: Teaching
3. **Active Outdoor Life - Activation of Outdoor Space through Event Design**
Søren Andkjær, Jens Troelsen & René Engelhardt Hansen
28/05/2020 → 30/05/2020
Teaching and supervision: Teaching
4. **Bachelor Project Supervision**
René Engelhardt Hansen
01/08/2019 → 16/04/2020
Teaching and supervision: Supervision
5. **Project Internship with External Partner**
René Engelhardt Hansen
06/01/2020 → 12/04/2020
Teaching and supervision: Teaching
6. **IN9 Movement Space and Experience Design in Sports**
René Engelhardt Hansen
03/02/2020 → 27/03/2020
Teaching and supervision: Teaching
7. **Project Management and Leadership**
René Engelhardt Hansen &
11/11/2019 → 24/01/2020
Teaching and supervision: Teaching
8. **FF1 – Ball games and team development**
Ole Mathorne, & René Engelhardt Hansen
02/09/2019 → 08/11/2019
Teaching and supervision: Teaching
9. **IN4 Sports Practice and development of movement concepts**
René Engelhardt Hansen
02/09/2019 → 30/10/2019
Teaching and supervision: Teaching
10. **IN5 Partner Innovation and Meta-learning**
Lars Elbæk, & René Engelhardt Hansen
03/09/2018 → 25/06/2019
Teaching and supervision: Teaching
11. **Bachelor project supervision**
Thomas Viskum Gjelstrup Bredahl & René Engelhardt Hansen
01/04/2019 → 14/06/2019
Teaching and supervision: Supervision
12. **Active Outdoor Life - Activation of Outdoor Space through Event Design**
Søren Andkjær, Jens Troelsen & René Engelhardt Hansen
02/05/2019 → 06/05/2019
Teaching and supervision: Teaching
13. **Project Governance and the project employee as a consultant**
Thomas Skovgaard, Just Bendix Justesen & René Engelhardt Hansen
10/04/2019 → 10/04/2019
Teaching and supervision: Supervision
14. **Project Internship with External Partner**
René Engelhardt Hansen
01/01/2019 → 29/03/2019
Teaching and supervision: Teaching

15. **IN9 Movement Space and Experience Design in Sports**

René Engelhardt Hansen
28/01/2019 → 29/03/2019
Teaching and supervision: Teaching

16. **Project Management**

René Engelhardt Hansen &
03/09/2018 → 09/11/2018
Teaching and supervision: Teaching

17. **IN4 Sports practice and development of movement concepts**

René Engelhardt Hansen
03/09/2018 → 31/10/2018
Teaching and supervision: Teaching

4. Methods, materials and tools

In my teaching I have utilized a range of teaching methods and materials including:

- Powerpoint and Prezi for lecturing
- Various online collaboration tools for student groupwork and supervision such as Trello (project management), mind-mapping tools, Google Docs, etc.
- Online teaching through Zoom
- Video recording of lectures
- Online workshops through Zoom
- Pre-defined templates in design, such as Empathy Map Canvas, Lean Canvas, Event Design Canvas, etc.
- Analogue tools for visual thinking and communication such as post-its, prototyping etc.
- CV-resume format for assessing student learning outcome

Apart from the above, I often develop my own templates for the specific teaching or design task to structure student work and support reflection. E.g. I have developed the "Expectation Canvas" for aligning student personal and professional expectations regarding learning environment and course content. To support course evaluation and student reflection, I have also developed the "Course Outcome Canvas". I have found both very valuable in my teaching, for course development, and for student learning.

Another major teaching tool development have been the "Student Development Talks" and "Skill Matrix" which were both developed with colleagues as a part of the Spearhead project funded by the university. Both tools are designed to support student reflection and alignment of employability goals for improving student motivation and course content.

5. Educational development and applied research into teaching at university, including educational awards

In 2018/2019 I was a part of the project "21st Century Employability Goals of Higher Education: Aligning Authentic Learning Goals of Courses and Self-Determination of Students". The project was funded with 208.000 dkr. by the SDU Centre for Teaching and Learning (SDUUP) through the Spearhead project fund, with Associate Professor Md. Saifuddin Khalid and Associate Professor Lars Elbæk as main applicants. The project was conducted in collaboration with SDU Research and Innovation and SDU HR.

The purpose of the project was to explore how to improve student learning goal alignment with the study programme, focusing on the innovation and entrepreneurship courses. Through the project, we developed "Student Development Talks" as a method for supporting students learning and career goal management which have been incorporated in the study programme track in innovation and entrepreneurship at the bachelor's programme in Sports and Health. Furthermore, the format of a "Skill Matrix" was developed with the students as the users, but have later proved to be more useful for study programme coordination of teaching topics, methods etc.

Based on the study, I participated in the "Teaching for Active Learning" conference hosted by SDUUP, and presented part of the project outcome. This was further disseminated on the NERA 2019 conference in Finland.

In addition to the Spearhead project, I have worked with employability and 21st century skills as a part of developing the course "IN9 - Movement Space and Experience Design in Sports". The course was designed to support employability through student development of key employability skills. The purpose of the course was to enable the students to be a part of a project organization with the common goal of designing and executing an event for an external organization. The course is funded on project-based learning and game-based learning, simulating the setup and work in a project organization with all students role-playing specific roles in defined project organization departments. The goal is to give the students the opportunity to experience working in a medium-sized company, gaining employability competencies and skills for the 21st century job market.

Based on the course design and execution, a research article titled "Educating for the 21st century with role play in event design" was published in collaboration with a colleague. The article was published in the conference proceedings of the

European Conference of Game-Based Learning (ECGBL) in 2019 and was presented at the conference. No specific funds were used for this project, but publication, conference subscription, and traveling expenses were covered with internal funds. I have been participating with presentations in the ECGBL conference in 2017, 2018, and 2019 and find that it is a great source of inspiration for my teaching.

Prizes

Nominated for the University of Southern Denmark, Faculty of Health Sciences Teaching Award 2020
Hansen, René Engelhardt (Recipient), 2020

6. Reflection on own teaching and future development

I have a strong passion for teaching, and love to interact with students. Based on my design thinking background and learning philosophy, I believe that the best results for student learning is achieved by involving the students in their own learning process and adjust the framework of a course to the given group of students. My experience is mainly in teaching at bachelor's level, but I also have experience at master's level in the Sports and Health study programmes.

In my teaching I draw heavily on Project Based Learning and Game Based Learning, focusing on creating a setup which to a great extent mimics the tasks and positions the study program is aiming at. Employability and development of 21st century skills are therefore key areas of interest in my teaching. Taking a teacher-role of more of a facilitator than a lecturer, my approach is characterized by flipped-classroom and workshop-based learning. The former as a description of learning process where professional and theoretical learning is combined with practice in a workshop format. E.g. in teaching concept development processes, the students work on creating their own concepts as part of the process, reflecting on both process outcome during the workshop. In my experience and based on student evaluations, the students find my approach to be motivating and different from more classical teaching methods.

For further development of my teaching competencies, I would like to work further with the approach described above. My focus areas will include: Furthering my theoretical foundation to teaching, development of tools and techniques to structure student involvement in course development.