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Teaching Philosophy

When teaching at university level it is always important to meet the students as adults. The task of the teacher is to provide the students with tools and approaches that can help them structure their individual learning processes. Obviously this should also make them better equipped for the challenges in the life that awaits them after university.

I use my own international experience in my teaching in European Studies. Profiting from the privilege to teach students from many different national backgrounds and traditions, I find it important to develop the consciousness about diversity in methods and approaches – and at the same time to stress the importance of reaching a common understanding of relevant concepts and theories.

As a historian it is my ambition to make the bachelor students understand the importance of a critical historical perspective. The focus lies in the critical and reflective reading of texts and sources, and the ability to understand complex information. In my courses about the European Integration proces or the role of the contemporary European nation states the students learn to reflect about historical developments without hindsight or teleological arguments. The past was characterized by alternatives and choices too. Historical processes as well as developments in contemporary societies cannot be understood without realizing that there is no such thing as a simple, progressive development.

My teaching is focused on developing the students ability to ask critical questions, engage with complex information and make sense of it. Reading of essential sources and relevant textbooks must always be accompanied by cases and examples that goes beyond mere theoretical understanding. Presentations, assignments and discussions are tools to develop a curious and reflective approach of each singular student.

Teaching should always be a process, and the teacher must be able to take changing expectations and experiences from earlier classes into consideration. No class is like the previous, and this requests the teacher to be open for dialogue and to understand his own teaching as a dynamic and changing experience too.

Teaching

Collaborative Strategies of Regions

Steen Bo Frandsen
01/02/2018 → 30/06/2018

Collaborative Strategies of Regions

Steen Bo Frandsen &
01/02/2017 → 30/06/2017

Contemporary European History

Steen Bo Frandsen & Katarzyna Stoklosa
02/09/2015 → 31/01/2016

Contemporary European History

Steen Bo Frandsen
01/09/2014 → 31/01/2015

Contemporary Perspectives in Border Regions

Steen Bo Frandsen & Katarzyna Stoklosa
13/09/2016 → 31/01/2017

Contemporary Perspectives in Border Regions

& Steen Bo Frandsen
15/09/2015 → 15/12/2015

Contemporary Perspectives in Border Regions

Steen Bo Frandsen, Katarzyna Stoklosa & Jaime Castan Pinos
01/09/2014 → 31/01/2018

European Nation States and Integration

Steen Bo Frandsen
03/09/2018 → 31/01/2019

European Regions, Regionalism, Regionalisation

Steen Bo Frandsen
01/09/2013 → 31/01/2016

Grænser og grænseregioner i Europa

Martin Klatt & Steen Bo Frandsen
01/02/2018 → 30/06/2018

History of European Integration

Steen Bo Frandsen
01/09/2016 → 31/01/2019

Modern European History

Steen Bo Frandsen & Martin Klatt
01/09/2010 → 31/01/2011

Political Theory

Lola Aubry, Katarzyna Stoklosa, Dorte Jagetic Andersen, Martin Klatt & Steen Bo Frandsen
03/02/2020 → 31/05/2020

Training

My paedagogical experience has developed in a process of learning by doing in different contexts. I have taught courses at German universities (in German and in Danish) on bachelor and master level, before becoming engaged with teaching in European Studies at the University of Southern Denmark. Furthermore I have a long record of disseminating knowledge in public presentations, academic excursions as well as books and articles for a broader public.