

Jon Kvist Teaching portfolio

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TEACHING STATEMENT

"Tell me and I forget. Teach me and I remember. Involve me and I learn." These words of Benjamin Franklin (b. 1706, d. 1790) reflect my teaching philosophy. I try, when relevant and feasible, to organize and deliver my teaching in ways that enable students to acquire new competences. Let me offer some illustrative examples:

- *Change of curricula, course structure and exam form.* In 2009 I took over the BA course in Comparative Politics for a colleague on maternity leave. She organizes the course around descriptions of polities in different countries taking one system at a time. My colleague and I split the course in two parts. First we introduced students to the main theories in comparative politics tested mid-term by a new multiple-choice exam. Second we demonstrated how these theories apply in different polity and policy areas using cutting edge applied studies in comparative politics.
- *Learning objectives.* At the beginning of a course - and sometimes also at start of a lecture and written in the course outlines - I state the learning objectives that students should be able to attain by taking the course. When possible I state these objectives in terms of the acquisition of knowledge and skills to do or perform something—that is, behaviorally defined learning objectives that involve recognizing, defining, understanding, explaining, predicting, evaluating, and analyzing. By stating objectives in this way, the emphasis is on active rather than passive learning, on application rather than learning by heart. By stating objectives explicitly student and teacher expectations are aligned. By stating objectives in course outlines students focus their reading.
- *Alignment of student motivation, learning outcomes and exam forms.* At SDU I have taught students of journalism, both BA and MA, whose passion for making stories is as big as their dislike for abstract, theoretical material and the typical academic essays required in social science. Therefore I changed the exam form from a seven days ten page essay to a 74 hour written assignment as a policy memo of 6,000 units (2.5 A4 page), one illustration and a separate page with references and sources. During the course I organize a whole day paper seminar based on students' memos written in groups and with student opponents and my comments. As a result students engage

more in teaching and the students performance measured by drop-outs and grades have increased markedly.

- *Cases and exercises.* Knowledge and skills are not maintained without opportunities for application to real-world problems. For this reason I use contemporary cases of real-world problems in my teaching and try to give students opportunities to demonstrate the application of knowledge and skills to such problems. I attempt to draw students away from abstract theoretical discussion into the real world and to let them present the result of such analysis in ways that are relevant for them in their study and future jobs. The possibilities for making realistic, relevant and up-to-date cases and exercises has greatly expanded over the last few years by technological advances and a revolution in information and empirical evidence.
- *Synergies and progression in a multidisciplinary setting.* Designing a new two-year multi-disciplinary master in *Comparative Public Policy and Welfare Studies* taught me how important it is to carefully organize teaching to unleash the potential for synergies between subjects and progression over time.

In short, the master has three tracks: politics, policies and craftsmanship. Lecturers come with backgrounds in political science, sociology, history and public policy and administration. In the first semester we identify key concepts and processes in the politics and policy tracks that is examined in depth in the craft track. To further increase learning outcomes and to allow for synergies between courses in the three tracks we run a stream of exercises next to lectures in the craft track:

- *Conceptual.* Students make Wikiblogs on definitions of key concepts in the courses' literature like 'universalism' and 'poverty'
- *Theoretical.* Students compare theories on crucial dimensions
- *Method.* Students assess measurement validity of indicator on key concepts
- *Data.* Students find updated data on the used indicators and new data on other indicators on the same concepts
- *Analytical.* Students replicate studies by using updated empirical evidence and other empirical evidence

In the exercises I coordinate the efforts of lecturers and the IT department to implement elements of blended learning. In blended learning the student learns "at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and mortar location away from home" (Staker and Horn, 2012, *Classifying K-12 Blended Learning*). Blended learning entails a great deal of student involvement and is therefore, in my eyes, a potentially promising avenue for teaching.

Already I have some experience with blended learning as the SDU has a brand new project room. In the Autumn of 2012 and Spring 2013 I used this room for project-oriented teaching with elements of blended learning as one of a few lecturers. Blended learning – for example pre-taped lectures and hands-on exercise – give lecturers more time for coaching and

students better control of their learning process. Many universities have started exploring the efficacies of on-line learning, including the top universities in the US.

My teaching commitment is more than continuing efforts of becoming a better teacher. My commitment is also to supervise junior colleagues and to develop and improve educational programs with colleagues.

TEACHING RESPONSIBILITIES

Throughout my career I have been teaching students at different levels ranging from first year university students over master and PhD students to dual career students taking a master or a PhD next to their main job. From the University of Southern Denmark, abroad, Copenhagen University and Copenhagen Business School I have acquired competences in teaching people with diverse disciplinary, educational and cultural backgrounds. As can be seen from the list of teaching responsibilities below I have in particular experience with teaching in European and comparative public policies as well as on methodological issues for students in political science, sociology, and economics.

University of Southern Denmark, Autumn 2008-present

- Socialøkonomi og –politik (Welfare economics and policies), compulsory course for BA students of journalism, Autumn 2008
- Sammenlignende statskundskab (Comparative Politics), compulsory course for BA students in political science, Spring 2009 (with Patrick Emmenegger)
- Socialøkonomi og –politik (Welfare economics and policies), compulsory course for BA students of journalism Autumn 2009
- Welfare Policy and the European Union Spring, elective course for BA and MA students in political science, Spring 2010 (with Caroline de la Porte)
- State, Market and Society: The case of immigration, elective seminar for BA and MA students in political science, Autumn 2010 (with Patrick Emmenegger)
- Borger, velfærd, samfund (Citizen, welfare, society), compulsory course for MA students in Journalism and elective course for MA students in political science, Autumn 2010
- Socialøkonomi og –politik (Welfare economics and policies), compulsory course for BA students of journalism Autumn 2010
- Comparative Welfare State Analysis, elective course for BA and MA students in political science, Spring 2011 (with Caroline de la Porte)
- Borger, velfærd, samfund (Citizen, welfare, society), compulsory course for MA students in Journalism and elective course for MA students in political science, Autumn 2011
- Comparative welfare state Analysis, elective course for BA and MA students in political science, Spring 2012 (with Caroline de la Porte)
- Gældskrise, ØMU og nationale reformstrategier, elective course for BA and MA students in political science, Spring 2012 (with Caroline de la Porte)

- Borger, velfærd, samfund (Citizen, welfare, society), compulsory course for MA students in Journalism and elective course for MA students in political science, Autumn 2012
- Borger, velfærd, samfund (Citizen, welfare, society), elective course for Master students in Public Management (Master i offentlig ledelse, MOL), Spring 2013

Aarhus University and University of Southern Denmark

- Social Science as a Craft, compulsory PhD course for PhD students in political science at the Aarhus University and University of Southern Denmark, Spring 2011 (with Svend-Erik Skaaning)

Maastricht University, Maastricht Graduate School of Governance, and the UN university 2008-present

- Comparative methods: Old issues, new methods, PhD programme in Public Policy and Policy Analysis (PPPA), 11-13 November, 2008
- Comparative methods: Old issues, new methods, PPPA, 18-20 November, 2009
- Comparative methods: Old issues, new methods, PPPA and GPAC2 (dual career PhD students), 15-16 November, 2010
- Crafting Comparative Studies, PPPA and GPAC2, 16-18 November 2011
- Crafting Comparative Studies, PPPA and GPAC2, 15-16 November 2012

Copenhagen University, 1996-2008

- Socialpolitik (Social Policy), øvelse (seminar) for MA students in economics, Institute of Economics, 1996
- Socialpolitik (Social Policy), øvelse (seminar) for MA students in economics, Institute of Economics, 1997
- Socialpolitik (Social Policy), øvelse (seminar) for MA students in economics, Institute of Economics, 1999
- Komparative studier af velfærdsstaten (Comparative studies of the welfare state), elective course for MA students of political science, Institute of Political Science, Spring 2000
- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Autumn 2002
- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Spring 2004
- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Autumn 2004
- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Spring 2005

- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Autumn 2005
- Comparative Welfare State Research, elective courses for MA and international students, Institute of Sociology, Spring 2006
- Comparing Welfare States, elective courses for MA and international students, Institute of Sociology, Spring 2007
- Changing European Social Models, elective courses for MA and international students, Institute of Sociology, Autumn 2007
- Changing European Social Models, elective courses for MA and international students, Institute of Sociology, Spring 2008

Copenhagen Business School, Department of Intercultural Communication and Management, 1999-2005

- Komparativ Kultur og Samfundsanalyse (Comparative Analysis of Culture and Societies), compulsory course for first year students of language and economics (Språk), 1999-2000
- Komparativ Kultur og Samfundsanalyse (Comparative Analysis of Culture and Societies), compulsory course for first year students of language and economics (Språk), 2000-2001
- Komparativ Kultur og Samfundsanalyse (Comparative Analysis of Culture and Societies), compulsory course for first year students of language and economics (Språk), 2002-2003
- Komparativ Kultur og Samfundsanalyse (Comparative Analysis of Culture and Societies), compulsory course for first year students of language and economics (Språk), 2003-2004
- Komparativ Kultur og Samfundsanalyse (Comparative Analysis of Culture and Societies), compulsory course for first year students of language and economics (Språk), 2004-2005

Copenhagen College of Social Work, 1994-1997

- Socialpolitik (Social policy) and various other courses and seminars

CONTRIBUTIONS TO TEACHING

- Architect of new master programme. My most recent contribution to teaching has been to lead and draw up a new international two-year master programme in social science, *Comparative public policies and welfare studies*, that was accredited by ACE Denmark (Akkrediteringsinstitutionen) in November 2012 and to start in August 2013. As one of only three successful applications the master programme went through the accreditation process without any remarks on its substance.

- Organiser of international Summer School. Together with Klaus Petersen and Patrick Emmenegger I organised the Joint NordWel and Reassess International Summer School, *Cross- and Multi-Disciplinary Perspectives on Welfare State Development*, 15-20 August 2010, for forty PhD scholars (selected from more than 100 applicants) and where twenty distinguished senior scholars gave papers and commented on PhD projects and papers. See appendix C for the programme.
- Organiser and senior participant in international research seminars and workshops for PhD scholars. I have participated in many summer schools and workshops for PhD students that have been organised as part of conferences or in the own right. For example, I have been mentor at the annual International Sociological Research Committee 19's slots for junior colleagues, given papers on Publishing strategies (a much neglected area in my view) for PhD scholars at Sociology at Copenhagen University and at Political Science at SDU, and once a year I coach international PhD students enrolled with the UN and Maastricht university on their research design.
- Group coordinator (fagkoordinator). I am coordinating teaching of the research group on welfare state studies at the Department of Political Science, University of Southern Denmark.
- Subject director (fagansvarlig). I have been subject director at a wide range of courses, including not only my own courses at SDU, Copenhagen University and Copenhagen Business School, but also that of junior colleagues giving courses in methods, comparative politics, and EU studies.
- Supervisor in didactics. I am internal supervisor for a junior colleague, Paul Marx, taking a pedagogical diploma (pædagogikum), and have undertaken this task earlier for Patrick Emmenegger.
- Student and seminar responsible. At the University of Bath I had the pleasure in the first half of 1994 of being responsible for a weekly seminar and a one-week study trip to Brussels for international ERASMUS students on the Master in European Social Policy Programme (MESPA).

TEACHING EFFECTIVENESS

Assessing the effectiveness of teaching is not easy. As said in my teaching statement I believe that using a wide range of different teaching techniques is valuable when trying to learn students new essential knowledge and techniques and, especially, when the aim is to facilitate students acquiring new competences.

At a general level my experience is - across disciplines and educational level - that such a variety of teaching techniques helps increase students understanding and appreciation of a course.

AWARDS

Best teacher, Copenhagen Business School, FUHU Teaching Award, 2002. The teaching award was given for "excellent and extraordinary efforts in teaching with invigorating, innovative planning and implementation with a special focus on students learning process".

TEACHING PLAN

Fortunately new technologies and more accessible data allow teachers to involve students more and thereby boost student's competences, skills and knowledge. My goal is to use these new possibilities by moving, when relevant, from traditional lectures to blended learning. Besides a promise of improved learning outcomes, greater teacher satisfaction and higher student satisfaction and retention, blended learning also offer asynchrone communication and the possibility of long-distance learning.

In the short term, I will incorporate more elements of blended learning through:

- Rotating lab sessions where students switch between accessing and analyzing on-line data and lectures and supervision that address issues of measurement validity, choice of method and population etc.,
- Conceptual exercises with, say, Wikiblogs on conceptual definitions and critical overviews of key studies), as well as the possibilities in
- BlackBoard and similar learning management systems to integrate students better through social media and using new tools of assessment where students instantly can see how they perform (and teachers do not have to assess and grade).
- Videos and podcasts on classic lectures (e.g., The development of the welfare state and Welfare regimes) that students can see as often they want and when and when they want.

In the medium and long term I want to make an e-textbook in European Public Policy: Comparative public policies and welfare. E-books give students easy access at home and on the go and can link to real-time data, power points and other lecture material, games and tests for self-evaluation. E-books give us, lecturers, the possibility to make teaching more real-world relevant and to easily revise texts and data.

However, I think that today with blended learning there is much greater potential for involving students and thereby increase their learning outcome. And I want to be part of the team that unleashes this potential in a multi-disciplinary setting with students capable of undertaken project oriented work on contemporary issues on societal change.