This is an example of a teaching portfolio, used for application for a position as an associate professor at the Department of Economics.

Teaching portfolio

Name

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Contents

1. Teaching statement

In order to ignite student motivation, create understanding and build competences within a subject, it is not sufficient for the teacher to master the substance of the subject. It is an important prerequisite, but cannot stand alone.

When I teach, my first job is to create a good learning environment where the students know why they should learn and feel comfortable while trying—and while making mistakes. It is an environment that encourages active participation where students are challenged by the questions I ask them or the tasks I give them, but not despondent and ready to give up. This balancing act requires an understanding of the students' backgrounds and existing knowledge to know what they can build upon and how to create flow in their learning process. I explicitly address potential student frustration to raise the students' awareness that frustration can be natural step in the learning process before you reach mastery of the subject matter. Placing the students at the center of the teaching and learning activities in (and outside of) the classroom makes them engaged, active and thereby contributes to deeper student learning. From a teacher's perspective, it requires constant and ongoing adjustment of the activities. That need not be highly time consuming in preparation time as long as I do not make too detailed teaching plans far in advance.

Building competences within a subject requires active use of the tools and terminology within the subject and independent reflections on these. When I lecture, when I instruct exercise classes, and when I supervise, I use different approaches to foster active student participation. My guiding principles are that a lecture should at least include some kind of student activity every 15 minutes; exercises should mainly consist of students working independently or in groups; and supervision meetings should take student comments and questions as a starting point. I provide examples for all three types of teaching in the Teaching reflections section. I aim to shift information that requires little student-teacher interaction outside of the classroom, for instance by making use of screencasts with technical instructions for the students to watch at home. In that way, I can make use of the confrontation hours that I have with the students in the most productive way.

The remainder of my teaching portfolio is structured as follows: First, I include an overview of my teaching experience, my pedagogical training and experience with teaching at the administrative level. Next, I give some reflections on my recent teaching experiences, and describe how I address challenges and adjust my teaching accordingly, and how I experiment with new approaches to improve learning outcomes of the students. Finally, I provide an appendix with student evaluations and teaching material to support the described development in my teaching.

2. Areas of responsibility - Teaching CV

2.1 Teaching experience

Course name	Institution	Level	Language	Period	Form of teaching	Responsibility	Students
Advanced Research methods	UCPH, Global Development	Master	English	19/9 -24/10, 2016	Exercises	Teaching	30
Introduction to Econometrics	UCPH, Global Development	Master	English	5/9 - 14/9, 2016	Lectures	Planning and teaching	60
Introduction to Stata	UCPH, Global Development	Master	English	5/9 - 14/9, 2016	Computer exercises	Planning, teaching and instructing the other exercise teacher	30
Seminar on Development Economics and Microeconometrics	UCPH, Dept. of Economics	Master	English	Spring 2016	Two lectures, individual supervision and student presentations workshop	Planning, teaching, supervising and grading	15
Introduction to Econometrics	UCPH, Global Development	Master	English	31/8 - 11/9, 2015	Lectures	Planning and teaching	60
Introduction to Stata	UCPH, Global Development	Master	English	31/8 - 11/9, 2015	Computer exercises	Planning and teaching	2 x 30
Introduction to Stata	UCPH, Dept. of Economics	Bachelor and Master	English	March 2013	Two lectures	Planning and teaching	60
Seminar on Development Economics and Microeconometrics	UCPH, Dept. of Economics	Master	English	Fall 2011	Two lectures, individual supervision and student presentations workshop	Planning, teaching, supervising and grading	9
Econometrics B	UCPH, Dept. of Economics	Bachelor	Danish	Spring 2011	Exercises	Teaching	18
Principles of Economics 1 & 2	UCPH, Dept. of Economics	1st year bachelor	Danish	Fall 2007 Spring 2008	Exercises	Teaching and adjusting material for all seven exercise teachers	25

2.2 Thesis supervision
Fall 2015: One bachelor thesis; Spring 2016: One master thesis

2.3 Formal pedagogical training
Teaching and Learning in Higher Education Program, September 2015 – September 2016. *Elective workshops*: Supervision, Online and Blended Learning, Teaching and Learning in the International Classroom, Teaching Portfolio. *TLHE project*: "The use of meta-text in supervision".
TLHE certificate and supervision assessment report are in Appendix A.

2.4 Teaching awards
Project of the year at the Teaching and Learning in Higher Education Program 2015/2016

2.5 Experience with administration and evaluation of teaching
Student representative at the Study board of Economics, 2007-2009

President of the student council of Economics, 2008-2009

Organized a large student evaluation of the 2005 study regulation February 2008, and used the evaluation to form the 2008 study regulation

2.6 Publication of teaching material
Editor of teaching material for first year high school mathematics (C-level) with XXXXX.
"Overgang eller undergang? Tal fra det postsovjetiske Kirgistan", Operation Dagsværk, 2005, 22 pages.

3. Teaching reflections

3.1 Practice and reflection – knowledge of learning, teaching and the study programme
Introduction to Econometrics and Software at the Master in Global Development
Related appendix material: Course evaluations for 2015, 2016 and differences between the two years, Slides on variance from lectures in 2015 and 2016, Stata code from exercises 2015 and 2016

In 2014, the first cohort of students started at the new interdisciplinary Master in Global Development. The students are admitted from very diverse backgrounds: they hold bachelors in economics, anthropology, political science, business, geography, history, international relations, or developments studies, and it is a challenge to teach students with so diverse academic backgrounds. With the experiences from the first year, the head of studies decided to have two weeks of introduction to econometrics and software, and I became responsible for developing and teaching this course in 2015 and 2016.

The idea is to provide the students with some core concepts in econometrics and statistics and to introduce them to the statistical software Stata. The introduction should create some common ground for the students which the following courses can build upon. Planning and teaching this course showed to be a true challenge because the diversity of students made it really difficult to set the level of teaching. The first year, it was particularly difficult for me to grasp the existing skills of those students with qualitative backgrounds such as anthropology. Some did not know how to calculate percentages and some had never opened a spreadsheet program before, which was quite far from the economics students I had met in any previous teaching experience.

For instance, I was used to students who would obtain a deeper understanding of a concept if they saw the underlying mathematical formula (myself included). This might also have been the case for a few of the Global Development students, but the majority was more confused than enlightened when I presented math during lectures. Showing the formulas would even make some students despondent because of their limited previous training in math. When adjusting the material for 2016 I eliminated a lot of the math from the slides and replaced it by intuition about the concept instead (as an example I show the change in the exposition of variance in Appendix B). I also added more context to the lectures by using a Tanzania survey from my PhD as a frame for introducing the statistical concepts. These adjustments were well met by the students: the share of students who rated the lecture at 4 or 5 out of 5 increased from 51 to 79 percent (see evaluation in Appendix B).

During lectures, I involve the students in plenary discussions, or I let them discuss questions with their neighbor to ensure that everyone is actively considering the question at hand. For simple questions I also let the students vote and may ask them to motivate their vote in follow up questions. Engaging students during lectures serves a dual purpose: they learn more when they actively reflect on the material we are covering, while I also learn if my exposition of the material is adequate and adjusted to the level of the students. According to the course evaluations, the share of students participating in student activities 'most of the time' or 'always' increased from 51 to 61 percent suggesting that the exposition and the questions were better targeted at the students' level. Furthermore, 93 percent stated that the number of planned student activities during lectures was 'just right' in the 2016 evaluation compared to 71 percent in 2015. These numbers strongly suggest that I have found a level of student activities that the vast majority appreciates.

During the exercise classes in 2015, my limited experience with the computer proficiency of anthropology students led to tensions in the classroom that had negative impacts on learning.

> *Example*: In the first exercise class I was going over some programming code in plenary and the students were supposed to execute the code at the same time. I helped the students to adjust the code so that they could run it individually, and at the end of the class all students were able to run the code. But when we started the second exercise class it turned out that a handful of students had not saved the changes to the code and would have to start over making the same adjustments again. I did not manage to cover my surprise: "Did you not save *all the work* we did last time?!" I tried to help them getting back on track while the rest of the class was waiting. One student gave up and a saw her texting on her phone while I was giving her personal instructions. When helping her in the break I noticed that she had renamed the file 'pissurvey'.

Expressing surprise about the low level of computer proficiency among students made some students feel dumb and also very negative towards me and towards learning the material as the example shows. When I realized that it was new to many students to have several file formats associated to one program, I gave a thorough explanation of the different files both orally and in a note, and I took the blame for the confusion. When teaching the course the following year, I also provided the students with a screencast of how to stay organized with the different file formats. It is my clear impression that the students were much more positive towards me and the learning situation when they felt that I acknowledged their difficulties and provided multiple ways to bridge the gap to the wonderful world of programming.

The example also illustrates that going over programming code in plenary was maybe not the best approach when students have very diverse prerequisites. I had provided the students with programming code and spend a lot of time in the exercise classes walking through the code in plenary. The code only contained few exercises where the students were supposed to write their own code. In the evaluation of the course in 2015, 55 percent of the students found that there were too few exercises in the Stata seminars. Hence, for 2016 I completely changed the form of the seminars to have very limited plenary activities and instead have the students work with the material at their own pace using screencast instructions I had made for them, written instructions, and examples of code. (Examples of Stata code for 2015 and 2016 is shown in the Appendix B to illustrate the difference). Then I could walk around and provide individual help and explanations for those students who needed it the most. When I discovered a common problem I would explain for everyone in plenary. Only 16 percent found that there were too few exercises in the 2016 evaluation.

Supervising students at an economic seminar at the Master in Economics

Related appendix material: Supervision document, Student evaluation of the supervision document

Based on the workshop on supervision in the Teaching and Learning in Higher Education program I was inspired to experiment with the use of meta-text in supervision. In the spring 2016 I taught an economic seminar titled “Development economics and microeconometrics”. The students were expected to write a twelve pages empirical project on a topic of their own choice using publicly available household data from Tanzania or Uganda. The seminar started by two lectures followed by a period of supervision with two supervision sessions per student of half an hour. Then students handed in draft papers and presented their work to the other seminar participants and discussed each other’s work. Finally, they had the opportunity to make changes to their paper before handing in the final version.

I developed a supervision document to be used in the supervision process based on advice from the literature presented at the supervision workshop (see the supervision document in Appendix C). The supervision document has multiple purposes: it should work as a tool for the student to structure her writing process; as an exploratory text to help her start writing early on in the process; and as a tool to guide the supervision sessions both by ensuring student preparation before supervision and student reflection on her own process. In addition, it should make the teacher's preparation time more efficient both by providing a nice overview of the project, but also because the supervision document would be the only thing the teacher reads throughout the supervision process for the seminar paper.

It consists of four components: 1) Answers to four questions relating to the *focus* of the paper: the research question, how it will be addressed, why it is important, and expected findings; 2) an extended outline of the paper; 3) a timeline; and 4) comments including student reflections on all parts of point 1 to 3. Here the student should express if they were content with the given part or if they had doubts or needed guidance.

The use of comments was essential to improve student reflection on the writing process, and they worked as a starting point for the supervision sessions. I first let the student take the word and comment on the supervision document orally, before I addressed the written student comments. This created a comfortable supervision situation where the main student concerns were the first to

be addressed. Because I had a list of the students comments prior to the supervision session, I could ensure that we would have time to address all concerns in the limited supervision time. In the evaluation of the supervision document 77 percent of students agreed that the use of comments made them reflect more on where they needed guidance, while 83 percent found that the comments guided the following supervision session (see evaluation in Appendix C).

I generally found that the use of the supervision document made the students more well-prepared for the supervision session. This meant that we could spent the supervision session exploring how the student could e.g. improve on the empirical method through open-ended questions and not resort to me providing suggestions. It is faster when the teacher addresses the weak points of the projects and suggests how to improve it. However, the student will learn much more from being nudged to realize why the point is weak and from being coached to reflect on how to improve it. I find that this also improves the coherency of the paper as the student will be better at explaining the choices that they have made. I sensed that some students were disappointed by not receiving direct guidance in how to set up their paper. At the same time, I felt that most students would reflect more on the choices to make because I let the final decisions be their own and not mine. This stimulated student independence and deeper student learning.

While the use of the supervision document left more room for student independence with respect to the content of the paper, the template probably left too little room for individual reflection on how to best structure the seminar paper which also constitutes an important learning process. Half of the students agree that they followed the example of the paper outline closely, while only two students disagree. Going over the supervision documents, I find that the strong students were not more likely to deviate from the outline example than the weaker students. For future use of the supervision document I will provide several examples of outlines instead of just one which will force the students to reflect more on the optimal structure for their paper instead of just copying the template. In addition, I think the purpose of the supervision document will become clearer if I split instruction on how to write the supervision document and examples into two separate documents. In the current version, the examples of comments can also be a bit confusing.

Many initiatives to improve student learning requires teachers to produce extra material such as screen casts, reading quizzes, and so on, but I find that implementing the supervision document does not necessarily increase teacher preparation time. I spent on average 18 minutes per student reading the first supervision document and preparing for the supervision meeting, while I spend nine minutes per student on preparation for the second supervision meeting. The fact that (almost) all students followed the same template made it easy to read and assess the supervision documents. The students would have to send me the supervision document two working days before the supervision session, otherwise the session was cancelled. In this way we also avoided wasting supervision time where the student was unprepared.

In general I found the use of the supervision document to be a success. All but one student found that the supervision document was useful for the supervision process and 75 percent would use this kind of document as a tool when they write other term papers and/or their master theses.

Appendix

A. TLHE certificate and supervision assessment report

B. Material related to Introduction to Econometrics and Software

1. Student evaluations for 2015, 2016 and the difference between the two years
2. Slides on variance from lectures in 2015 and 2016
3. Stata code from exercises 2015 and 2016

C. Material related to Supervision in an Economic Seminar

1. Supervision document
2. Student evaluations of the use of the supervision document