

Teaching Portfolio

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———— Teaching Philosophy

In my opinion, good teaching aims at developing students' competencies (1) to understand and compare important political and social sciences theories, (2) to test these theories empirically, and (3) to critically reflect and rethink research results. In this regard, I define explicit learning outcomes at the beginning of each seminar.

My overarching aim is to engage students in debating up-to-date topics and methods with their peers as well as to show them the connection between research in general, and my research in specific, to real-world scenarios. I strongly advocate a critical and interactive classroom learning community. Through thought-experiments, reflecting on assigned readings or discussing daily news, students can develop critical reasoning skills, relate concepts to events they experienced themselves or read in the news. At the same time, I want to give them the skills to develop their own research and stay curious and critical towards new social and political problems in the world.

———— Teaching CV

Since 2010 I have a regular teaching obligation of at least two to three courses per year. I taught courses, seminars, and lectures in German and in English for both Bachelor and Master students at four different universities in three different European countries – Germany, Switzerland, and Denmark. My teaching covers a variety of topics based on my research focus and ranges from particular seminars to comprehensive lectures. The main topics were race and ethnicity, attitudes towards immigrants in a comparative perspective, cultural foundations of economic and political behaviour as well as general societal challenges of disadvantaged groups and methodological issues. From Fall 2020 onwards, I am the coordinator of the Methods lectures at our Department that include three full-year lectures (Methods, 1, 2, and 3).

Course Teaching University of Copenhagen

Term	Course	Level	ECTS	Size	Function	Language
F2020	Metode 2	BA	7.5	350	coordinator & co-teacher – 7*2h	English & Danish
F2019	Forced and unforced immigration: Attitudes and policy responses	MA	7.5	45	coordinator & teacher	English
S2020	The Psychology of Politics	MA	15	25	coordinator & teacher	English
S2020	Metode 1	BA	7.5	330	co-teacher – 4*2h	English
S2020	Metode 3	BA	7.5	270	co-teacher – 2*2h	English
F2019	Forced and unforced immigration: Attitudes and policy responses	MA	7.5	41	coordinator & teacher	English
F2019	Metode 2	BA	7.5	300	co-teacher – 5*2h	English
S2019	Metode 3	BA	7.5	280	co-teacher – 2*2h	English
S2019	Metode 1	BA	7.5	300	co-teacher – 4*2h	English
S2019	Passionate Politics	MA	7.5	35	coordinator & teacher	English
F2018	Metode 2	BA	7.5	300	co-teacher – 5*2h	English
F2018	The Political Legacies of War and Conflict	MA	7.5	49	coordinator & teacher	English
F2018	The Politics of Immigration	MA	7.5	47	coordinator & teacher	English
S2018	The Politics of Immigration	MA	2x7.5	95	coordinator & teacher	English
S2018	Metode 1	BA	7.5	300	co-teacher – 2*2h	English

Course Teaching University of Southern Denmark

F2018	Political Psychology	BA	15	35	co-teacher – 5*4h	English
F2017	Ethnic and Gender Discrimination	MA	7.5	22	co-teacher – 6*2h	English
F2017	Work in the Welfare State - Labour Market Policies and their Outcomes	MA	7.5	30	co-teacher – 2*2h	English
F2017	Political Psychology	BA	15	38	co-teacher – 8*4h	English

Course Teaching University of Bern

S2018	The art of causal inference	MA	6	12	coordinator & teacher	German
F2017	Aspects of Political Psychology	BA	6	14	coordinator & teacher	German
S2017	Attitudes Towards Immigrants in Comparative Perspective	BA	6	25	coordinator & teacher	German
F2016	Politics of Immigration: Multiculturalism, Transnationalism, and National Identity	BA	6	28	coordinator & teacher	German

S2016	Political and Cultural Values in Switzerland	BA	6	25	coordinator & teacher	German
F2015	Attitudes towards Immigrants in Switzerland	MA	6	25	coordinator & teacher	German
S2015	Political and Cultural Foundations of Economy	BA	6	20	coordinator & teacher	German
F2014	Politics, Culture, and Economy	BA	6	23	coordinator & teacher	German
S2014	Research Design in Comparative Politics	MA	3	30	coordinator & teacher	German
F2013	Immigrants in Switzerland	BA	6	25	coordinator & teacher	German

Course Teaching University of Konstanz

S2013	Empirical Tolerance Research	BA	6	12	coordinator & teacher	German
F2012	Diversity, Trust, and Tolerance	BA	6	8	coordinator & teacher	German
S2012	Citizens and Politics	BA	6	22	coordinator & teacher	German
S2011	Introduction to Political Sociology	BA	6	25	coordinator & teacher	German
F2010	Empirical Tolerance Research	BA	6	20	coordinator & teacher	German

Supervision

What	# of students	Where	Language
Master thesis	22	University of Copenhagen	Danish and English
BA thesis	21	University of Bern	German and English
BA thesis	2	University of Konstanz	German
Internship reports	17	University of Copenhagen	Danish and English

————— Pedagogical Practice and Teaching Methods - Teaching Certificate

I attended the Teaching Learning Higher Education training from September 2019 until May 2020. I expect to receive the teaching certificate in September 2020. The evaluation report is attached to this Teaching Portfolio. My TLHE-project, written together with Kristin Anabel Eggeling, evaluates the consequences of the rapid change to online teaching due to COVID-19 on the general perception of online teaching methods. The full project is available under the following link: <https://samf.ku.dk/>

pcs/english/forteachers/tlhe/projects/

Apart from this formal training, I try to engage in a continuous exchange with colleagues about issues we are facing in our teaching. For example, we aim at establishing an informal peer-supervision network in our 'Danish and Comparative Politics' research group for continuous feedback, but also the sake of inspiration for one's teaching.

As a further qualification, I am taking part in the Digital Curriculum 2020-2021 seminar, which aims at increasing digital tools in large-scale lectures and seminars (<https://dighumlab.org/wp-content/uploads/2020/04/Digital-Curriculum-onepager-version3.1.pdf>). In my role as teaching coordinator of the Methods lectures, I aim at integrating more digital tools into the lectures, in particular, the lectures that I am teaching.

Teaching methods examples

Online and blended learning

Background: Due to the COVID-19 crises and the closure of the university campus, all lectures were transformed into an online format. This change meant more or less, going from 0 to 100% of online-and-blended learning. Overall, I had to change six lectures – four in Metode 1 and two in Metode 3 – to an online format. All lectures were recorded in several shorter videos and then uploaded on Absalon.

Implementation of quizzes after each video and discussion forum: To assess whether students understood the content of the lecture, they had to do several quizzes after each video. Most lectures had two to three videos and, in addition to that, two to three quizzes—each quiz comprised between 8 and 18 questions and took the students approximately 10 to 15 minutes. Students could immediately see whether their responses were correct. Further, there were also explanations about each answer; e.g. why it is the correct/wrong answer. Overall, the students highly appreciated the quizzes, even though only a third of the class made use of them. To increase the participation in these quizzes, I will move them to live-sessions.

The quizzes helped the students to test their knowledge but also helped me to structure the content of the next lecture, in particular, the need to repeat certain things. As an additional feedback form to the recorded lectures, the students could post questions about the content of the lecture in a discussion forum on Absalon. However, the students did not make use of this opportunity. An alternative could be to offer a chat where they can ask questions or use more anonymous feedback models, such as padlets. In sum, the experience with the recorded lectures together with the quizzes is good. Especially the integration of explanatory videos for how to estimate things in Stata works very well and may save much time in the lectures. Until now, the Stata explanation takes a large amount of the lecture. The videos help to make this more 'hands-on'. I will undoubtedly keep doing these videos as form of a flipped-classroom teaching.

Flipped Classroom

Even before the COVID-19 crisis, the plan was to move some parts of the Methods lectures, in particular the lectures on OLS-regression, to an online and blended learning format. The students continuously emphasized that they have difficulties following these lectures as they are quite demanding. Moreover, their final exam in Methods 2 is based on their application of OLS regression. That makes them quite nervous about this topic.

The planned format is to record short videos of maximum 10 minutes for each lecture (with 2-3 videos per lecture) that students have to watch before each lecture. The videos will summarise the basics that will be addressed in the lecture. The videos act as a substitution for the required readings. However, the students are encouraged to read the text if they still feel they did not understand specific things after the lecture. This will also help them to prepare for the final exam. In the actual lecture, there will be multiple quizzes testing the knowledge of the students based on the videos. This idea of a flipped classroom follows the approach by Jan Halborg Jensen (<https://obl.ku.dk/case/flipped-classroom-one-step-at-a-time/>) as well as the idea of peer-instruction by Eric Mazur. In detail, the students will receive multiple choice or true/false questions in an online-response system (Kahoot, ShakeSpeak, or similar). Before they each answer the question, they will get some time to discuss the question with their seating neighbours. Following this discussion, they then vote. If more than 70 per cent of the students answer correctly, I can move on to the next question. If it is between 50 and 70 per cent, I will ask one student to explain the correct answer. If less than 50 per cent answer correctly, I will give a short lecture about the topic. With this method, we do not waste precious time on things that are easily understandable and have more time for more difficult topics. The quiz is only one part of the lecture. In the last 15 minutes of each lecture, I will give a short introduction to the topic of the next week. This introduction prepares students for the videos and what to expect. In doing so, the material from the videos will not be entirely new for them.

Feedback design

The undergraduate methods teaching at the DPS is divided into three lectures: Metode 1, 2, and 3. The lectures are divided by a teaching team, meaning that lecturers vary on a regular base. In Metode 2, I am teaching five lectures, all on OLS regression analysis. In fall 2019, it was the second time that I taught these sessions. OLS is the most crucial topic of the Methods 2 lectures as the final exam is mainly based on knowledge about OLS –conduction of a survey and the analysis of the data using OLS. Hence, the students are, in general, very concerned about not genuinely grasping the topic and, thus, potentially failing the exam or receiving a lower grade.

Feedback after each lecture: To enhance the learning and understanding of the students, I implemented a feedback method at the end of each lecture. The students could fill in their "muddiest point" from the lecture in an online survey tool (www.slido.com). I opted for this instead of a discussion forum on Absalon as this is anonymous, and students seem to be more willing to ask questions if others cannot see who posted it. To engage the students actually to use this feedback tool, they also post songs they would like to hear in the next lecture. I play music before the lecture starts as well as in the break.

In the first lecture, I explained what is meant by the 'muddiest point': it could be anything that they did not grasp during the lecture, things that should be explained in more detail again in the next lecture, e.g., specific terms a formula. Below you can see an exemplary comment. Based on these comments, I dedicated the first 10 minutes of the next lecture to address these points. This repetition helped in keeping the students engaged in handing in comments as they could see that they receive an answer to their questions. The comments helped me to understand which were the most difficult topics. This procedure helped to re-structure the lectures in the future. Exemplary comments:

Fangede ikke helt suppressed relationship.

Vær venlig at at genforklare "the overall fit of the model" og "integrate and interpret dummy and categorical variable". Music: Cry me a river with Justin Timberlake

What does it mean when you say "We regress z on y"?

The clear advantage of this feedback design is that it is entirely anonymous. As aforementioned, the discussion forums on Absalon were not used at all, whereas the online feedback worked well. The main reason for this could be anonymity.

Reflections on teaching and teaching development

Research-based teaching

I widely integrate the primary forms of research-based teaching in all of my courses. That means I present current research on topics, and I refer to my research as well as upcoming research projects and research project applications. This is particularly true for my seminars on immigration and integration as my research evolves around these topics. Above this, I integrate methods of research-based learning in particular in my master's seminars. The most recent example is from my course on 'The Psychology of Politics'. Here, students often have an issue with making the knowledge they gained on concepts such as genetics, personality, and emotions more feasible. To achieve this, I created a workshop that takes place after we covered more than half of the literature, in which students have to elaborate on applications and measuring strategies of these concepts. In the first step, they have to reflect on their capabilities, what kind of 'research' they have done before in other courses, and what their primary interest is in this course. They elaborate this by themselves and then present their answers around their table (5-6 students are grouped around tables). Based on these presentations, they elaborate around the table, in a second step, what the most suitable research question would be for each of them. They are also allowed to team-up if they have similar interests. Each student writes down his/her idea on a post-it and sticks it to the board. In the third step, students start working on finding the best feasible method to answer their questions. Most often, this involves designing a survey, which they can do either alone or in small groups. In this semester, five groups of students designed their survey and are currently fielding them. The third step, in particular, represents research-based learning. Following the students' interests, aims, and capabilities, students start working on finding ways to answer the questions there are interested in. As aforementioned, this could be designing survey questions for a survey they program and field together (at the end of the workshop) or finding cases that apply to their research questions. They can also start searching for data and work on this data. This workshop aims to give the students an idea of a research process and how to find collaborators. -

Tackling difficult circumstances and situations

One of the main challenges of teaching at the Department of Political Science at the University of Copenhagen is the size of the seminars. I taught numerous courses before coming to Copenhagen, but they were limited to a maximum of 25 students. Here, the classes are often between 40 and 50 students. Moreover, the students' background is very diverse: many exchange students (ERASMUS) are still in their bachelor, and the students from Copenhagen are close to their master thesis. The academic background of the students is also very diverse: I have a mix of Political Science, Global Studies, Security Studies and Anthropology students in my classes - mainly the ones on immigration. Even the students complain about this diversity as the following comments from the evaluation of my "Forced and Unforced Migration" seminar shows:

There were a lot of exchange students, which isn't also good for the educational level of the teaching,

IMO. They just have a different teaching background/experience than those of us from KU, which sometimes is frustrating.

Annoying with all the exchange students. They bring another teaching mentality to the class, which often turn the discussions in a non-academic direction.

To tackle this situation, that occurs on a regular base, and I invented methods that force the students to read the texts and reflect on the texts before the seminar. Each student has to hand in a "weekly critique" for at least eight of the seminar sessions. In this critique, students have to answer the following questions for each of the obligatory readings:

- [1] What is **your** most important takeaway from the paper?
- [2] What would you **criticise** about the paper?
- [3] What are your **muddiest points** about the papers?
- [4] What would you like to discuss on the base of the readings (one discussion question)

The critiques guarantee that the students read the texts and reflected on them to some extent. They also help in structuring the sessions better by responding to the essential questions about the texts instead of repeating the content. The students appreciate the critiques and are very positively surprised about how they increase the overall engagement and also the quality of the discussions as well as the group work. With this method, I could raise the level of all students instead of downgrading my teaching to the less experienced students. Experienced showed that especially the Bachelor students profit from these weekly critiques as they give them more structure.

Reflections on peer-supervision

To receive the Teaching Certificate, we had to engage in peer-supervision sessions; that is, observing and commenting on one another's teaching. I enjoyed peer-supervision a lot. I liked to get an impression of how others teach and what kind of tools they use. My main takeaway from the supervision session is that a lot of the teaching depends on the group dynamic among the students. The seminar I observed consisted of first-year Bachelor students that were overly eager and well prepared. Nevertheless, I learned from the discussion with my peer that this phenomenon decreases the higher the semester is, which is a similar issue I have in my teaching. Overall, it helped to speak honestly about the concerns one has about the teaching and learn that others share the same, even in a different discipline.

The peer-supervision also opened my eyes to things that I tend to forget in my teaching — for example, asking more clarification questions after student comments. That is, making them elaborate better on their arguments and use the texts to support their contributions. In the Spring semester of 2020, I could already practice this after the supervision session. However, I had a great group of students that semester, which were very engaged and well prepared. It might look different in the other semesters when the seminar size will likely be around 50 students again.

In sum, I think that peer-supervision was the most beneficial part of the TLHE training. Accordingly, I already agreed with some colleagues at my Department that we will engage in some kind of peer-supervision in the coming semesters. It helps a lot to see how others teach a course and what kind of tools they use. Sometimes it also helps the most to talk about the issues one has with the teaching and see someone else's perspective on it. Moreover, it might be even more helpful to see how others at my Department teach as we are facing similar problems, e.g., large seminars, diverse students with different (academic) backgrounds. At the same time, we will integrate more discussions and exchange about

teaching in our research group 'Danish and Comparative Politics - Behaviour, Institutions, Methods' - I initiated this as the new head of the research group.

█ Evaluations – Exemplary student comments

In my opinion, I improved my teaching by accepting the fact that you can never satisfy all of the students, in particular, if you are teaching large classes and lectures. Someone will always dislike the group work; another person will complain about not having enough group work. As long as students indicate in the end that they have learned something in the seminar, I have done a good job; even if some disliked my way of teaching. However, there is very little evidence in research, that good student evaluations are directly coupled to good learning outcomes as they are faced with a lot of bias towards women, people of colour or people with a different nationality. Overall, my evaluations are very positive in the seminars. I have to say that my teaching skills improved since my start in Copenhagen because I could adjust to the different circumstances (as described above). Below are some exemplary comments from my evaluations of my seminars. In the lectures, the evaluations are less positive, and they are almost 100 per cent concerned about the fact that I teach in English. In the coming years, I will switch some of my teachings to Danish, which will hopefully result in more substantive feedback from the student side.

I really liked the course literature, the studies were super interesting, and it also felt like Carolin had made a big effort to find engaging material, including podcasts and articles and I, thought that was really refreshing.

Carolin is a great teacher and creates a good atmosphere in class. The use of other study materials such as podcasts is a very nice addition to the usual literature. She is passionate about the subjects she teaches, and I hope she will develop a class in political psychology. The fact that she reflects on her courses and adjusts them every semester is evidence of an engaged teacher with a thrive to improve.

This is the kind of lecturer a student hopes for.

The course is very empiric, and it is very interesting to learn about subjects that concern us on our daily lives in an academic way, so I would say that the literature that we read and the researches that we discussed were very useful

It has been a very thorough class, and we have gotten around a lot of good material. This has been very useful in getting to grips with the topic of migration. Also, the statistical focus of many of the texts have helped me revive my statistical knowledge.

the course seems coherent and meaningful because Carolin is very organized and manages her time well. She always explains at the beginning of the lecture what we're going to discuss and what she aims to achieve in that particular lecture

Carolin is a brilliant module convener, she is always willing to help and quick to respond to queries, and this module was well structured, and we still managed to have productive and useful virtual sessions despite the circumstances

Det går ikke, at vi har forelæsninger om det sværeste pensum (OLS) på engelsk. Desuden evaluerer jeg kun Carolin Rapp dårligt nedenfor pga, at forelæsningerne var på engelsk. Hun virkede nemlig rigtig dygtig.

Copenhagen, July 31, 2020