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### **1. What do you teach?**

Project Management and the Consultant Role approx. 50-100 Danish and International Masters students, last taught course before doing their theses. Judith is now teaching a Bachelors course in project planning where she includes the same teaching methods.

### **2. How is the course assessed?**

It is assessed on the 7 point scale, using group presentations and individual oral exams. It is a popular exam method because they learn how to work together in a group and it reflects real life. They are allowed to choose what they want to present. The presentation requires the same knowledge, skills and competencies needed by a project manager and consultant and so the students see its relevance for their future careers. They have 72 hours to prepare a group presentation on an unknown case; Group members draw lots to decide which section of the presentation each shall present. The following day, we hold the individual oral exams.

The course sounds easy but being a project consultant is very difficult, part of being a consultant is that they can work with different kinds of exercises. I make it explicit that the assessment and being a project manager requires good presentation skills. So perhaps this makes it easier for my class because there's a clear purpose for why they have to present. I am brutally honest about the time-frame for presentations because time-keeping is an important skill.

### **3. How do you engage the students?**

I think how we teach and activate students should be up to the individual teacher so we can address the same Learning Outcomes but in our own ways.

I have taught this course for the last 4 years and I have always introduced the students to hands on case studies and stakeholder analysis. But I have found it has become more and more difficult to get students to speak up. I have started using the Student Response System 'Shakespeak' because it provides me with relevant feedback for example, if they understood the theory. Perhaps I overload the sessions with too much theory so I am looking at how to reduce my input to get more time for student activities and presentations.

One year I introduced Wikis; I uploaded a different case study to the Blackboard and provided an introduction to the activity both on the Wiki and in class. The expectation was that the students would create/add to a Wiki and that they would comment on another/other Wiki but no comments have been posted and some did not submit the Wiki task. I created a group Wiki for all students to see, and they were supposed to comment on the solutions from other groups.

Today I work with the Wiki tool as a way of letting students submit solutions to BB instead of me updating BB.

There were difficulties with finding group members, I based the groups on those who were enrolled on the course but enrolment was not representative of attendance and participation in the course. I am thinking of combining the Wiki and the student presentation because it may be too much for students to complete both.

But overall students found the student presentations and Wikis useful. I think I'll try one more time, either I need to present it better than I did, make the purpose clearer and set up the groups later so they are more accurate. The students said make the Wiki mandatory, make it count towards to the final grade which is something we can discuss in the team.

I use Camtasia to record my lectures and slide-shows for students who are cannot attend the lectures; I have had students who are abroad so if they choose to they can access my lectures online. This is a very good idea but it requires some IT-skills and after Lynch it has become more difficult.

The last 2 semesters I have done student presentations, where I form groups and make them solve different element from previous exam cases. The groups present their solution to the whole class. They are given the same conditions as for the exam and it works very well. They are trained in teamwork and using the tools and theory for the course. It works very well but it is difficult finding the time and making the choice of what to leave out. I stress that they must upload their solutions to the Wiki on BB.

#### **4. What are some of the tools in your active teaching and learning toolkit?**

I have been working as a Development Consultant in the municipality so I bring methods from this job to the class, for example they make 'coats of arms' which show what the group members have in common because they need to find people they can work with in a group. I use post-its, 'Shakespeak' and blue string for the continua activities where they identify how strongly they agree or disagree with a statement, I was surprised how well this works, and the student presentations. I especially like working with post its e.g. tell the students to reflect on how a consultant works, write one idea on each post it, and then think in pairs, delete the ones in common and write new ideas, and then I gather the students in front of the blackboard or wall and tell the students to present their post its and place them on the wall. They get to stand up and they learn to speak up in front of each other which is in alignment with the course and real life.

I also work with Padlets as a way of summing up their thoughts.

I bring my own consultancy kit with different elements to use and I work hard not to bring the same stuff every year.

In order to make the most out of the time I have begun dividing the class into smaller groups who each work with a theory or article and then they present their findings.

#### **5. Do the students get feedback on their presentations?**

They get feedback from me on their presentations; Feedback has been very difficult because it is such a large class and I don't give personal feedback in front of the whole class.

I have begun to give a little individual feedback to some students afterwards in the breaks. But it is difficult to find the quiet space to do it.

**6. What difference do you think it makes to make the students more active?**

I think they learn better. Usually I can see the active students have better exam results. I think they can reflect on questions in a better way; I would like to have students who can argue for their choice of project.

**7. What feedback do you get from the students?**

Some of the tough Cand. Economics guys came to me and told me this course has been really interesting, they said “this is where we learnt to talk with each other and present our findings” because it provides them with a new skills set.

Feedback is usually very good.

**8. Any constraints**

Room size and rooms like auditoriums with fixed seating can limit group work. Students can be unwilling to present and contribute when they are not confident with English because it is rarely the first language for many students in the groups.

It can be a challenge to bring the stuff to class that I would like to use – I go by train and need to bring e.g. post its with me. I cannot bring A2 or A1 sheets of paper with me.