

Teaching Portfolio

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1. Teaching Statement

As a teacher, I hope to inspire students and future scientists to pursue the field of their dreams, and I see it as a privilege to be part of their journey. To me, a good teacher is someone who can meet the students where they are and who can strike a balance by igniting their confidence by grounding my teachings in the familiar, but always challenging them to push beyond that.

I believe the foundation of a good lecture, seminar or workshop is that the students feel comfortable in the learning environment. I believe that learning should not only be fun for the purpose of entertainment, but material learned while having fun ultimately improves learning and memory. This means that I often use humour (where appropriate of course) when I create my lectures and seminar material, but I also ensure that I incorporate activities and tasks that the students find enjoyable and thought-provoking. This could be via in-class exercises, group discussions, virtual games, videos, or live demonstrations. I also often attempt to link my material to real-world and real-time events, in particular ones I believe students can relate to. I have found this approach to be fruitful when teaching classic theories or complex statistics, which can be easier to grasp if rooted in relatable events or concepts. Times have changed and it is important to understand that examples that were appropriate 5 years ago may not be as relevant today. When using PowerPoint slides, I keep them simple and often use more images than text, both to avoid asking students to read and listen at the same time, which can impact their learning, but also as I see the value in students' own notetaking and listening to understand, rather than to memorise.

Another factor I believe is immensely important in my teaching, is understanding the academic backgrounds of students before designing teaching material, as students may come with different skills and levels. Students from science backgrounds vs humanities or even engineering backgrounds all differ in their strengths and areas that need improvement. For this reason, I always ensure that I tailor the way material is presented, as well as the in-class exercises and assignments to the student's needs. During all my teachings, I regularly check in with the students regarding their understanding of the material, by allowing for pauses to ask questions but also through anonymous mini quizzes throughout a class. This also allows me to assess whether I have presented material in a clear manner. Finally, as my classes are always very interactive, I tend to allow questions and discussions throughout, as if a point is missed early on, it may impact a student's understanding of the entire lecture.

Having been trained in psychology, and with a particular understanding of the psychology of groups, my teaching style is often inspired by what I know about group dynamics and what fosters involvement and learning. This includes knowledge of when students may feel uncomfortable speaking up against an apparent consensus, not partaking in groupwork because of the diffusion of responsibility or simply when dominant students overtake a classroom leading to others feeling uncomfortable in speaking up or asking questions. As a teacher, I am very quick to pick up on group dynamics and therefore I always tailor my teaching style, responses and ways of engaging with the students to the group I am teaching.

The rest of my teaching portfolio includes my teaching CV, as well as reflections on some of my previous teachings to provide both an overview of my experience and examples of my teaching practice. In the Appendix, I include an overview of a graduate course I designed and the two teaching evaluations I have been granted access to.

2. Areas of Responsibility: Teaching CV

Course name	Institution	Level	Language	Period	Form of teaching	Responsibility	Students
Advanced Topics in Social and Applied Psychology	University of Cambridge (Department of Psychology)	3 rd Year Bachelor	English	January 2021-May 2021	4 Seminars	Planning, teaching and essay marking	5
Organisational Behaviour	Judge Business School	3 rd Year Bachelor and Masters	English	April 2022	Revision Lecture	Planning and teaching	105
Group Dynamics	Judge Business School	3 rd Year Bachelor and Masters	English	October 2020-December 2020, October 2021-December 2021	31 Seminars of 5 students	Planning, teaching and essay marking	155
Social and Developmental Psychology	University of Cambridge, (Department of Psychology)	2 nd Year Bachelor	English	October 2021-May 2022	8 Seminars	Planning, teaching and essay marking	5
R for Psychologists	University of Cambridge, (Department of Psychology)	PhD Students	English	April 2021-May 2021	4 Workshops for 20 PhD students	Planning, recruiting and facilitating online workshops	40
Branding	Judge Business School	3 rd Year Bachelor	English	April 2022	7 Seminars of 5 students	Planning, teaching and essay marking	35
Research Dissertation	University of Cambridge (Department of Psychology)	3 rd Year Bachelor	English	October 2019-April 2020	7 supervision sessions for undergraduate dissertation	Guidance on research project formulation, experimental design, data analysis and write-up	1
IB (MYP) Student Innovators Project	International Baccalaureate Organization IB Global Centre, Washington, DC	IB Middle Years Programme	English	October 2020-December 2020	Biweekly project guidance	Project guidance and mentorship	1

2.2 Thesis supervision

2019/2020 Academic Year: One bachelor thesis in Psychology and Behavioural Sciences. Student received a First Class grade.

2.3 Formal pedagogical training

Effective Undergraduate Supervision/Teaching course hosted by the Cambridge Centre for Teaching and Learning in 2019.

2.4 Teaching nominations

Shortlisted for Cambridge Student-led teaching awards for supervision of 155 students at Judge Business School in Organisational Behaviour.

3. Teaching Reflections

3.1 Group Dynamics Supervision and Revision Lecture for the Master's in Management at Judge Business School and Bachelor's in Engineering

The Organisational Behaviour Paper at Judge Business School is an optional course taken by two student cohorts. The first cohort I taught were students undertaking a fourth-year build-on course for their undergraduate courses at Cambridge University, known as a Master's in Management. These students came from a variety of academic backgrounds, ranging from natural and social sciences to arts and humanities. This was an important factor to bear in mind as a teacher, as I reflect on in a later section. The second cohort were third-year Engineering undergraduates, who had to select one of several optional management modules to complete their degree. The Group Dynamics module is one of 4 small-group supervisions that accompany the lectures, and the Revision Lecture ties together all supervision material before the exam. I will first outline the purpose and structure of supervisions at Cambridge University; second, I will cover three key reflections related to how I incorporated my teaching values in the supervisions; and finally, I discuss how I conducted the larger Revision Lecture.

For the Organisational Behaviour Paper, and at Cambridge more broadly, students have lectures which are run by a lecturer or professor, and in between lectures they have supervisions which are small group sessions (between 1 and 5 students per supervision), which are aimed at providing the students with an opportunity to explore topics more deeply, discuss their own work and ideas and receive regular feedback. The students are usually provided with an assignment by the supervisor (sometimes set by the lecturer) and the students must prepare this assignment in advance of the supervision. Supervisors are specialists in particular subjects, which is why I supervised the Group Dynamics module given my background in social psychology. For some modules, one supervisor will teach/supervise a select 5 students for *all* the courses modules. For this course however, each supervisor supervised *all* students for one module. This meant that in 2021, I supervised 100 students in 20 groups of 5 for the same seminar and in 2020 I supervised 50 students in groups of 5.

There are three key reflections in relation to how I incorporated my teaching values into these supervisions. Firstly, the importance of creating a comfortable, fun learning environment. Second, ensuring material and teachings are tailored to student backgrounds and finally, encouraging participation and engagement through understanding intergroup dynamics.

It is important to note that for these supervisions, it was my first meeting with the students. Unfortunately, due to the pandemic, both the 2020 and 2021 supervisions and 2022 revision lecture were run on Zoom. This meant that I had to take a few considerations into account when running the supervisions. Firstly, it was important to make the students feel motivated to engage given potential Zoom fatigue, and secondly, as I had only one hour with the various student groups, I had to balance getting to know the given group to ensure a comfortable learning environment with covering all learning material for the session.

When students first entered the session, I always started by introducing myself and my background, so they understood why I had been assigned as a supervisor. Even though some students may know each other from before, others may not, and I always asked the students to introduce themselves as well both by name and degree, also to ensure that I understood their various academic backgrounds. To break the ice, but also to get the students thinking about the lecture material early on, I would then ask each student to mention one finding or fact from the lecture that they found most interesting or surprising. This always led to a great discussion, as students could both reflect on their own learning but also it gave each student the possibility to voice an aspect of their learning early on, which I believe made them more comfortable speaking up later in the supervision, as there were no right or wrong answers. The remainder of the supervision session would then consist of going through the given essay question and switching between hearing the answers given by various students and discussing the strengths/weaknesses of various answers. In terms of creating a fun learning environment for this module specifically, this entailed using entertaining examples and interactive discussions. This would always be tailored to the content and given that this content was highly theoretical and focused on essay writing, I found this method was most appropriate. For other modules, such as for instance the Branding module (where I supervised the same students), the assignment was an exercise, and so the entertaining elements of my supervisions included fun drawing exercises, which always had the students (and even myself) laughing, which I believe fostered their learning.

Although we were not allowed to send individual written feedback to students (as per the university rules), I always ensured that the students received as much tailored verbal feedback as they felt comfortable receiving in the supervision. As I am aware that some students may feel less comfortable speaking up than others, and that sometimes conversations can be overly dominated by certain individuals, in my own teaching notes, I would ensure that for each discussion question, I had noted down several interesting points made by each of the students in their essays. This meant that if there was a moment where either nobody was speaking up or a point where it was clear that some students were a lot more active than others, I would call on certain individuals based on my notes. This was not putting them on the spot and asking them to answer something they did not feel comfortable with; rather this was highlighting that X individual had made an excellent point about Y in their essay and whether they would care to elaborate. I only ever experienced that this would prompt a big smile, and made the students feel proud that their good work had been noticed, but also it gave the quieter students a chance to shine. I thought this was particularly important on Zoom where a lot of students may have felt that speaking up may be awkward, as often several students may start speaking at the same time.

A final reflection involves ensuring that the content is tailored to the students' needs and meeting the students where they are. As half the cohort came from Engineering backgrounds and the other half came from a more mixed range of backgrounds, this meant that the students had vastly different starting points when it came to understanding the material. Through marking their essays, but also through our discussions, it quickly became apparent

that the greatest difficulties for Engineering students were related to writing style and creating arguments, as they did not previously have experience with essay writing. As such, I ensured that for these groups, the sessions would focus a lot on how to incorporate the learning material into well-structured arguments; how to structure an essay from start to finish and going over the importance and basics of referencing.

For the Management students on the other hand, the majority did not have difficulties with their writing style, and so my focus with them was emphasising the importance of evidence-based arguments and the difference between a well-argued opinion and empirically supported conclusions. As the Organisational Behaviour Course was a scientifically grounded social science course, several Management students had difficulties with theories that could not necessarily be proven using business case studies (as they had previously been used to using as evidence), and so for these students, emphasising that not all psychological theories have been tested in real businesses was important. To me, this really emphasised the importance of tailoring teachings to the students' needs and the benefit of understanding students' backgrounds when choosing where to focus your discussions and exercises.

For the Revision Lecture, all students came together for two Lectures, one held for the Engineering cohort and one for the Management cohort. I designed the material for these lectures, which were aimed at providing a summary of all the key learning points outlined through the course. To create the material for this course, I assessed all lectures and supervisions and selected the most crucial topics for the exam as well as the topics that had proven the most challenging for students. This lecture also involved going over the exam structure and answering any questions the students may have regarding this. To give the students a good understanding of this, I also went through detailed 'excellent' responses to previous exam questions. As this was a revision session and we only had 1 hour to cover all material, I did not include interactive elements throughout, but I did ensure that following each topic I reviewed, I left time for questions regarding that topic. It was clear that some students had not yet revised the material at all, whereas others arrived thoroughly prepared. As students had been advised to arrive prepared, I did not spend too much time discussing material that students would easily be familiar with had they began their preparation, but I also ensured that these students did not feel unheard or uncomfortable for asking – I simply guided them to the relevant material to review.

When we reached the more practical exam structure revision, I had created a summary of frequently asked questions that I had received from students as well as their corresponding answers. Here, I also asked if the students had any questions that we did not cover. I found that some of my answers seemed unsatisfying to some students, and I have reflected on how to potentially counter this in the future. Specifically, students would ask questions about what specific material of the material taught they should focus on in their revision, or what kinds of questions were most likely. I am not permitted to answer these types of questions as the exam can involve questions about any and all material covered in the lectures, and we cannot give pointers as to what kinds of questions are more or less likely. In future revision lectures, I will ensure to note what kinds of questions I cannot answer and *why* earlier in the lecture and have a greater focus on providing a more in-depth covering of previous exam questions to give a more thorough understanding of the exam format. As this may not be preferred by all students, it may be beneficial to have the students answer a poll prior to the lecture to gain an understanding of their specific needs in advance to better tailor the session to the given cohort.

Finally, at Cambridge University there is an expectation of teaching excellence and depth of expertise, both from the students and the university itself, which carries with it the responsibility to deliver world-class teaching and insight. This is of course an attribute that takes time to achieve, nonetheless, it is one that I have actively striven to develop and will bring with me in future teaching.

Appendix A

Psychology Tutorial Series

Specialised Topics in Psychological Data Analysis (Using R)

About the Course: This 4-session workshop series provides graduate students in the Department of Psychology (and its affiliates) with training in specialised psychological methods and data analysis. The sessions will be facilitated by experts and graduate student volunteers and will combine theory with practical demonstrations and hands-on walkthroughs using the **program R**. Unless otherwise noted, the sessions take place via Zoom **Mondays at 3-5pm***.

Please note, although there are no pre-requisites for any sessions, we encourage all students to attend the introductory WEEK 1 session to brush-up on your R skills or to learn the basics if you are a complete beginner prior to the more advanced later sessions.

EASTER TERM WORKSHOPS 2021

WEEK 1 10 th May 3-5pm	Introduction to R for Psychologists Topics Covered: <ul style="list-style-type: none">• Core skills a postgrad psychologist needs for programming in R.• Cleaning and handling data (using tidyverse), robust and replicable analysis, and data visualisation (using ggplot).• Covering the basics for beginners and offering tips for people with experience looking to improve their skills. <i>Workshop Facilitators:</i> Benjamin Farrar*, Emily Towner* & David Young* (*University of Cambridge) Zoom Link https://zoom.us/j/93212588985?pwd=eFU5ajFycGhQL1dqVXpsTVdacFhuUT09 Meeting ID: 932 1258 8985 Passcode: qep8Y.R6rA
WEEK 2 17 th May 3-5pm	How to Conduct, Analyse and Visualise Quasi-Experiments in R Topics Covered: <ul style="list-style-type: none">• Drawing causal inferences from quasi-experimental situations and events using two research designs; regression discontinuity designs and difference-in-differences designs.• The conceptual background of quasi-experiments, including the two designs and their assumptions.• Practical walkthrough on how to analyse and visualise quasi-experimental data using R. <i>Workshop Facilitator:</i> Frederik Kjølner Larsen, University of Copenhagen Zoom Link https://zoom.us/j/98150240835?pwd=S2RuQjlZSXITbzZUb0ZpQWRqcWhBQT09 Meeting ID: 981 5024 0835. Passcode: GAZ7M&9v?u

<p>WEEK 3 24th May 10-12am*</p>	<p>Entry-level Natural Language Processing Techniques for Computational Social Scientists</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> • Key NLP techniques including sentiment analysis, word clouds, topic modelling, vectorisation and how to conduct these in R. • Insights into how to predict psychological traits using the above-mentioned techniques in R. <p><i>Workshop Facilitator:</i> Peter Romero (Cambridge Judge Business School)</p> <p>Zoom Link https://zoom.us/j/93809563994?pwd=a0hVaEFsUnA4YmhUWHR2QzhCWHZZZz09 Meeting ID: 938 0956 3994. Passcode: Zyuu=6s+Nw</p>
<p>WEEK 4 7th June 3-5pm</p>	<p>Where it's at: A Hands-on Introduction to Geographical Psychology</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> • Key theoretical concepts in geographical psychology • Hands-on walk-through of how to analyse geo-psychological data in R <p><i>Workshop Facilitators:</i> Dr. Friedrich Götz (UBC & University of Cambridge), Dr. Tobias Ebert (University of Mannheim) & Lars Mewes (Leibniz University Hannover)</p> <p>Zoom Link https://zoom.us/j/98121544368?pwd=akNJUIMrdGhZSytl1JjUDluMDhqUT09 Meeting ID: 981 2154 4368 Passcode: 8Z5nAX8Xp9</p>

Questions?

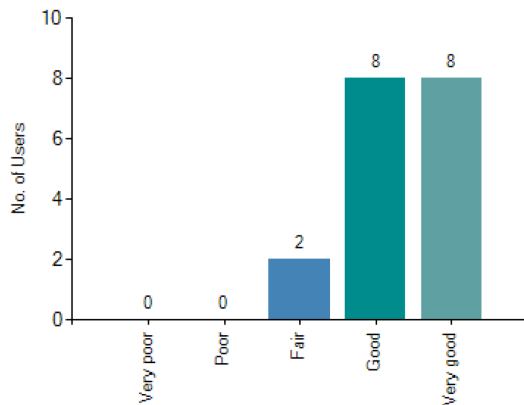
If you have any questions about the Psychology Tutorial Series, please contact one of the co-organisers, PhD students Cecilie Steenbuch Traberg cso35@cam.ac.uk or David Young dy286@cam.ac.uk.

The sessions will be recorded and available to watch online by affiliates of the Department of Psychology at University of Cambridge.

Appendix B

Student Evaluations of Group Dynamics Supervisions 2021

9) How do you rate the quality of the supervisions provided by Cecilie Steenbuch Traberg for MS1?

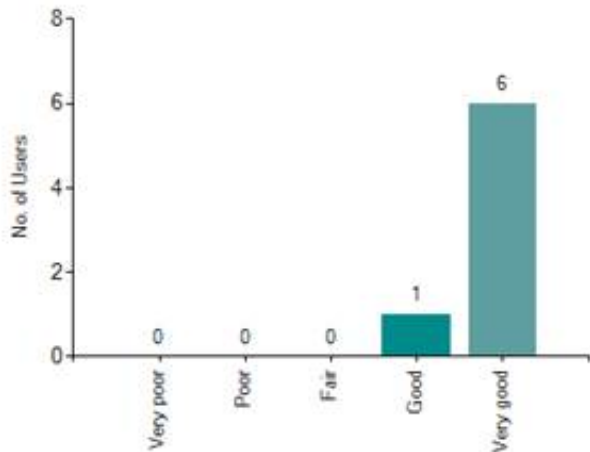


Statistic	Value
Min Value	3
Max Value	5
Mean	4.33
Variance	0.44
Standard Deviation	0.67
Total Responses	18

10) Please type any comments that you would like to make about the supervisions provided by Cecilie Steenbuch Traberg for MS1 in the text box below:

- 1) Yet to be supervised by her.
- 2) -
- 3) Cecilie was helpful, engaging and always encouraged group discussion. I feel that she could have prepared a bit more for the supervision (particularly when someone asked about any real-life business case studies which discuss an improvement in Group dynamics and Cecilie did not have an answer).
- 4) Cecilie was extremely encouraging
- 5) Went through the question in detail to simulate our how our minds should have worked during the essay writing process. Very supportive and helped us think outside the box. Not very critical which perhaps would have helped. Have not yet received individual feedback but I expect it will be quite good.
- 6) Extremely detailed, discussion driven almost entirely by subject matter, gave a lot of material (outside sole assigned reading) to cite in future work
- 7) Was more of an interesting conversation led supervision which helped me to think more profoundly

9) How do you rate the quality of the supervisions provided by Cecilie Steebuch Traberg for MS1?



Statistic	Value
Min Value	4
Max Value	5
Mean	4.86
Variance	0.12
Standard Deviation	0.35
Total Responses	7

10) Please type any comments that you would like to make about the supervisions provided by Cecilie Steebuch Traberg for MS1 in the text box below:

- 1) The supervision was very useful and there were very constructive discussions. I really enjoyed the supervision! It would have been better if individual feedback were given on the essay.
- 2) N/A
- 3) Excellent, very enjoyable
- 4) She was wonderful- she really helped on general exam technique as well, including how to structure essays, which was brilliant for someone who comes from a more quantitative subject.