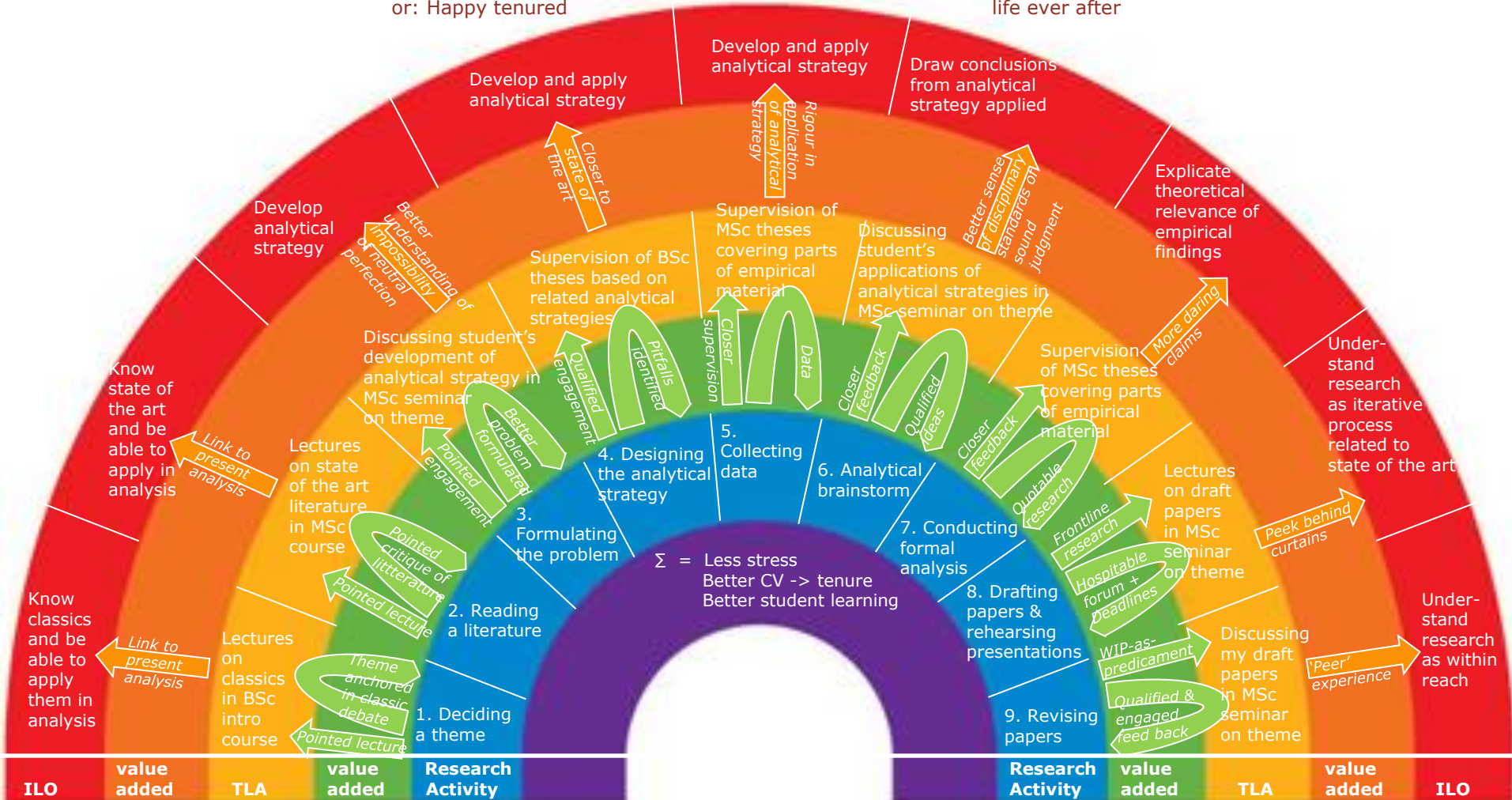


# Teaching Based Research – value added both ways

or: Synergy! How aligning teaching to the life cycle of a research project may facilitate research based learning  
 or: Happy tenured life ever after



**Literature:**  
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 Chang H 2005 Turning an undergraduate class into a professional research community, *Teaching in Higher Education* 10(3):387-94  
 Hansen KM 2006 Undervisningsbaseret forskning, *Arbejdsrapport* 2006/9, Institut for Statskundskab, KU  
 Healey M & Jenkins A 2009 *Linking discipline-based research with teaching to benefit student learning*, annotated bibliography, september, <http://ressources.glos.ac.uk/ceal/>  
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**Research projects:**  
 i) 'Greenland as a case of Postcolonialism', *individual post.doc.* 2014-2017  
 h) 'Politics of Sustainability in the Arctic', collaborative project (*PI*) 2013-2018  
 g) 'Translations of Security', interdisciplinary project (*co-director*) 2012-2015  
 f) 'Migrants in Security Organizations', *individual post.doc.* 2010-2014  
 e) 'Microstates in the Margins of Europe - Post-Colonial Sovereignty Games', interdisciplinary project (*co-director*) 2009- 2014  
 d) 'The Politics of Securitization', collaborative project (*co-director*) 2008- 2012  
 c) 'Scenarios for the Community of the Realm and post-post-colonial identity in Greenland', *everreturning ide project* 2008-  
 b) 'Identity politics and the conflicts of Danish "Muslim relations"', *PhD project* 2006-2010  
 a) 'The place of Danish speaking Greenlanders', *MSc project + spin off's* 2004+2008

