

Angus A. A. Mol, PhD — Teaching Portfolio

“You can change the world with your mouse.” (Anonymous RoMeincraft player)

Keywords: theory and practice, structure and flexibility, research-driven, fun and enthusiasm

Courses as principle teacher/coordinator

2018

Digital Media, Society, and Culture

- A BA3 level, 5 ECTS course that is part of Leiden University’s Digital Humanities Minor (5 ECTS). Course outline available at <https://digmedia.lucdh.nl>.
- Evaluation 8.3 (out of 10; evaluations attached as Appendix A).
- Student testimonial (from personal reflection essay):
“This course has been extremely inspiring and stimulating. It has given me the opportunity to express myself and create content which others could discuss with me. [...] In particular, the enthusiasm of the teacher together with his observations and suggestions have been extremely important for both the creation and development of my writing. [...] I can truly say that this course has represented such a positive experience and it is surely one of the best university courses I have attended so far.”

Information Visualization and the Humanities (Digital Humanities Minor; Leiden University)

- A BA3 level 5 ECTS course that is part of Leiden University’s Digital Humanities Minor (5 ECTS). Course outline available at <https://infovis.lucdh.nl>.
- Evaluation 8.3 (out of 10, evaluations attached as Appendix B).
- Student testimonial (from an evaluation):
“The course covers a lot of topics, but it gets you informed and prepared to get deeper into it yourself. Fine course!”

Digital History (Institute for History, Faculty of Humanities, Leiden University; Coordinator))

- A BA2 level, 5 ECTS course that is part of the History curriculum (5 ECTS). During the course students are introduced to datasets and tools for historical study with both theoretical and practical components
- Evaluations pending.

Digital Approaches to Historical Inquiry (Digital Humanities Minor; Leiden University)

- A BA3 level 5 ECTS course that is part of Leiden University’s Digital Humanities Minor (5 ECTS). Course outline available at <http://www.shoresoftime.com/dighist>
- Evaluation 7.5 (out of 10, available upon request).

2013

Indigenous Heritage (with Eithne Carlin, Faculty of Humanities, Leiden University)

- A graduate-level course for humanities and archaeology students on how we can use non-Western ontologies, accessed through linguistic,

ethnographic and archaeological research, to think about contemporary culture and heritage (5 ECTS). Evaluation: 4.5 (out of 5, available upon request).

- 2011-2012 *Research in Practice*
- An Honours College course which discussed research practices and culture, ending with poster presentations. This was followed by an internship with a Leiden research group in the 2nd year (5+5 ECTS; 2011-2012). 10-15 Honours students (BA, students from various disciplines).
- Science in Society, Archaeology Honours College seminar*
- An Honours College course which provided a view on science and research and its wider societal impact, followed by an internship with an institute or company of wider societal relevance (5 ECTS; 2011-2012). 10-15 Honours students (BA, students from various disciplines).
- Theoretical Seminar*
- An Honours College seminar which discussed a key concept from current theories and ended in paper presentations in a conference format (5 ECTS; 2011: Networks; 2012: Evolution). 10-15 Honours students (BA, students from various disciplines).
- 2010 *Mobility and Exchange.*
- An archaeology and humanities Graduate course in which we studied and discussed the movement of people, goods and ideas in the pre-colonial Caribbean through archaeology, ethno-history and linguistic lines of evidence (7.5 ECTS; 2010).
- 2009-2011 *Shamanism in Lowland South American and the Caribbean.*
- An advanced anthropology, archaeology and humanities BA course that looked at non-Western, “shamanic” worldviews and how they can help in deconstructing your own worldview to come to a new understanding of both (7.5 ECTS 2009-2011). Evaluation 2009: 4.5; 2010: 4.8; 2011 4.6 (out of 5, available upon request).

Mentorship of Graduate Students

- 2018-current Two MA Students, Faculty of Humanities and Faculty of Science, Leiden University.
- 2013 – 2015 Two PhD Students, Faculty of Archaeology, NEXUS1492 project, Leiden University.

Teaching Statement

I come from a family of teachers and therefore teaching has never been and will never be an afterthought for me. I look at it as a reciprocal process and seek to create courses and classes that are enriching exchanges of minds. To achieve this, I ensure that they contain the following ingredients:

- **Theory and practice**

I have taught a variety of practical and theoretical subjects: from field schools, internships and software tutorials to courses on data and info visualization, shamanism or epistemology. Regardless of the subject or form of a course, my goal is the same: to provide skill-oriented learning *and* knowledge transfer by explicitly connecting theory to practice (or vice versa).

- **Structure and flexibility**

Teachers need to be flexible in accommodating different styles of learning and be mentors to all. In this respect, I have learned much from two years of teaching avid and very independent students of the Leiden University Honours College, several of which have now gone on to do PhDs at top-ranked institutes.

- **Actual case-studies and data**

I believe that students learn best if the topic of classes is connected to case-studies that they can relate to. Often, I can use my own research for this. If not, I connect the topic of a class to popular themes and current affairs. Furthermore, where possible, I like to create an opportunity for students to engage with the data and methods underlying the research, through e.g. practical exercises in class or blended learning resources.

- **Playfulness and infectious enthusiasm**

I like to think that education (and research) can be seen as a playground, an enclosed place where the world is discovered and engaged with through a set of structures and rules, which are taken seriously and enjoyed by everybody. Whenever I am in classrooms, workshops, or other education contexts, I have fun. I have frequently been told by colleagues and students that they feel positively affected by my open-minded and inspired communication.

- **Feedback and continued learning**

Mid-class pop-quizzes, classroom exit surveys, online tests and open-office hours are just a few examples of effective ways to create recurring windows for feedback. Evaluation is not meant to signal errors, but presents opportunities for information exchange and therefore learning. This also applies to teaching evaluations at the end of the course. I often receive excellent evaluations. Even so, there is always room for improvement, which is why I have continued my education in education at Leiden and Stanford through certified courses and teaching workshops.

I can **design and teach courses**, and supervise theses on:

Data analysis and visualization; digital history and heritage; digital media and game studies; (Social) Network Analysis, GIS and spatial data; Agent-Based- and Graph-Modelling; basic programming; material culture, anthropological, and historical theory; the Caribbean and colonialism; public history and knowledge democratization.

I have **taken courses** on:

Grading and testing (BKO-module); Mentoring (BKO-module and Stanford teaching workshop); Blended learning (BKO-module and Stanford teaching workshop); Designing an Effective Syllabus (Stanford

Appendix A: Course Evaluations for *Digital Media, Society, and Culture*

5170K02

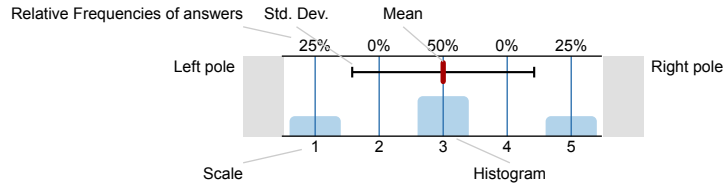
Digital Media, Culture, and Society ()
No. of responses = 15



Survey Results

Legend

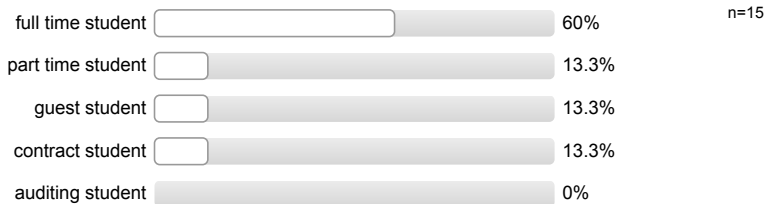
Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

General -

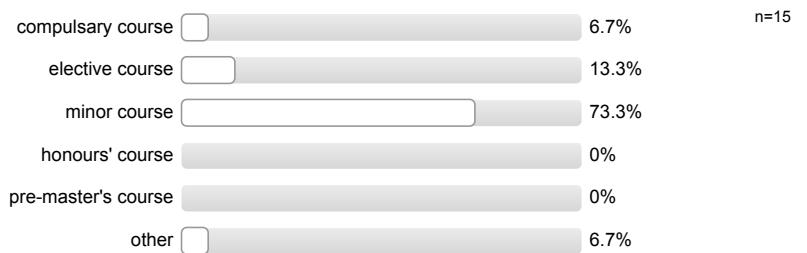
I am registered as a(n):



I attended this course as a:

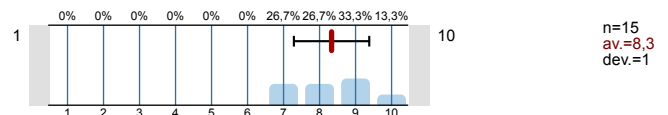


In my degree programme, this course is a(n):

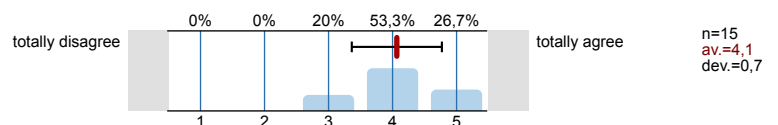


Questions regarding this course

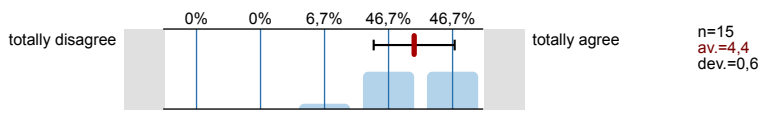
Your overall rating of this course on a scale from 1 to 10 (Dutch grading scale) is:



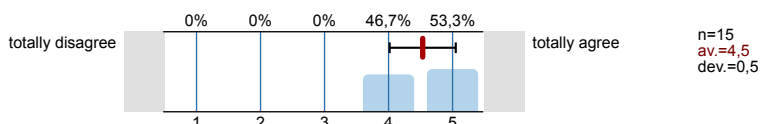
At the beginning, it was made sufficiently clear what you could expect of this course (this includes written (e-prospectus/blackboard) and oral information on content, learning goals, programme, literature, forms of assessment).



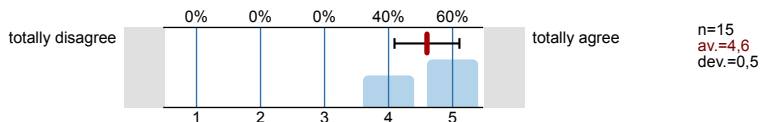
You find the content of the subject matter interesting.



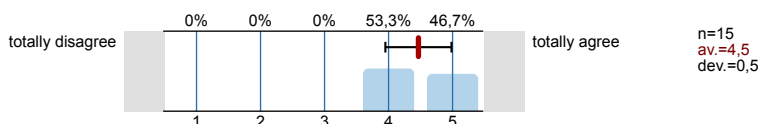
The lecturer(s)/instructor(s) in this course teach(es) well.



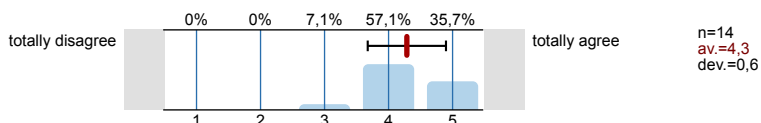
The course/instructor(s) stimulate(s) you to actively process and apply the course contents.



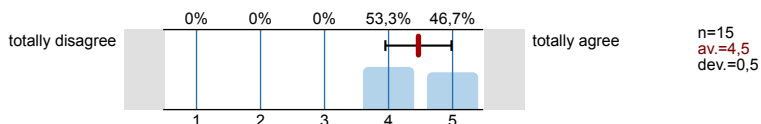
The course materials (literature, video, podcast, Blackboard, etc.) are well matched to what you should have mastered at the end of the course.



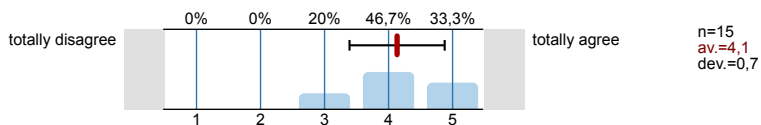
The instructional methods (lecture, seminar, practical/lab work, etc.) are well matched to what you should have mastered at the end of the course.



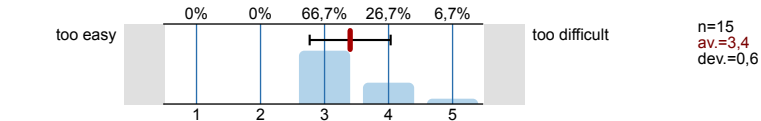
This course offers effective support for your learning process by using a balanced mix of digital and non-digital instructional methods, both during and outside lectures.



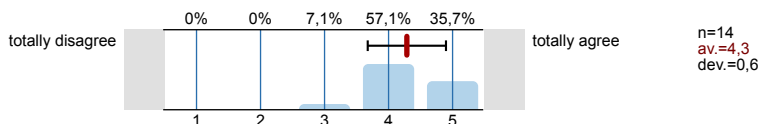
The assessments (method and contents) are well matched to what you should have mastered at the end of the course.



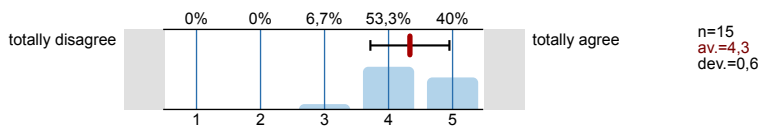
In terms of difficulty, the course is (1 = too easy ... 3 = fair ... 5 = too difficult):



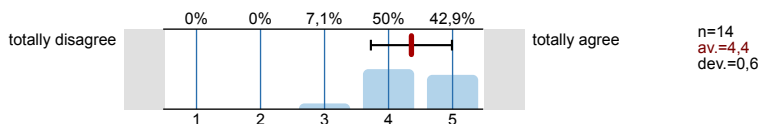
The overall organisation of the course is good (e.g. provision of information, timetabling, preparation of classes by instructor, etc.).



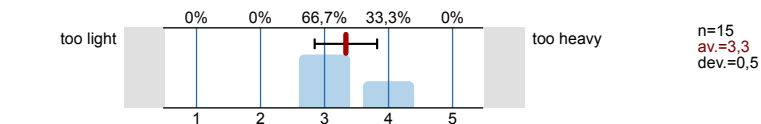
The internal cohesion of the course is clear.



The course fits in well in the overall degree programme thus far.

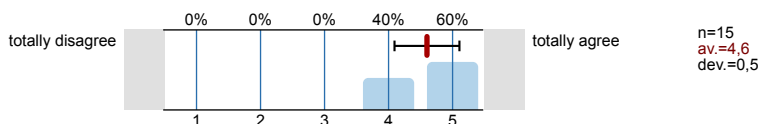


Compared to the prescribed study load (1 EC = 28 hours including contact hours), the actual study load of this course is (1 = too light ... 3 = in proportion ... 5 = too heavy):

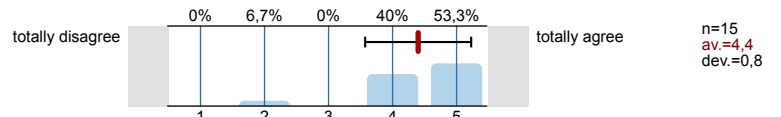


Additional questions Masters and Bachelors taught in English

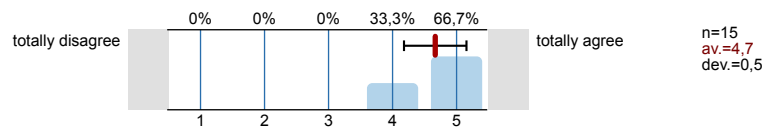
Differences between students with respect to the level of relevant (prior) knowledge do **not** affect the quality of teaching in this course negatively.



Differences between students with respect to language proficiency do **not** affect the quality of teaching in this course negatively.

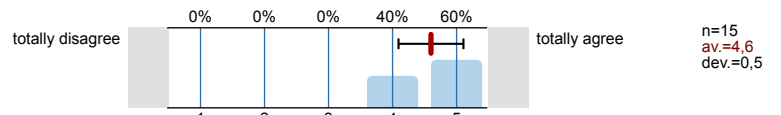


Your proficiency in English was sufficient to participate in this course without problems.

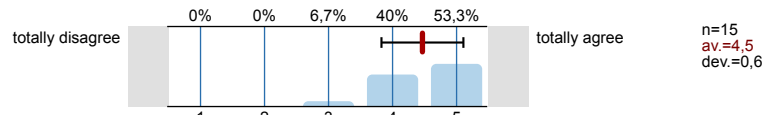


Lecturer: Dr. A.A.A. Mol -

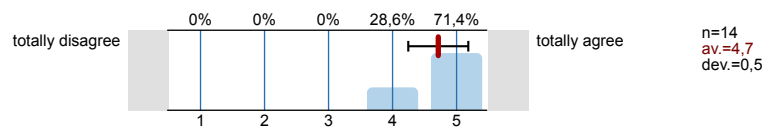
The instructor's lecture/explanation is clear and coherent.



The instructor provides useful feedback on presentations, assignments and assessments (including: contents, structure, grammar, presentation skills, etc.).



If taught in English: The instructor's proficiency in English is sufficient.



Profile

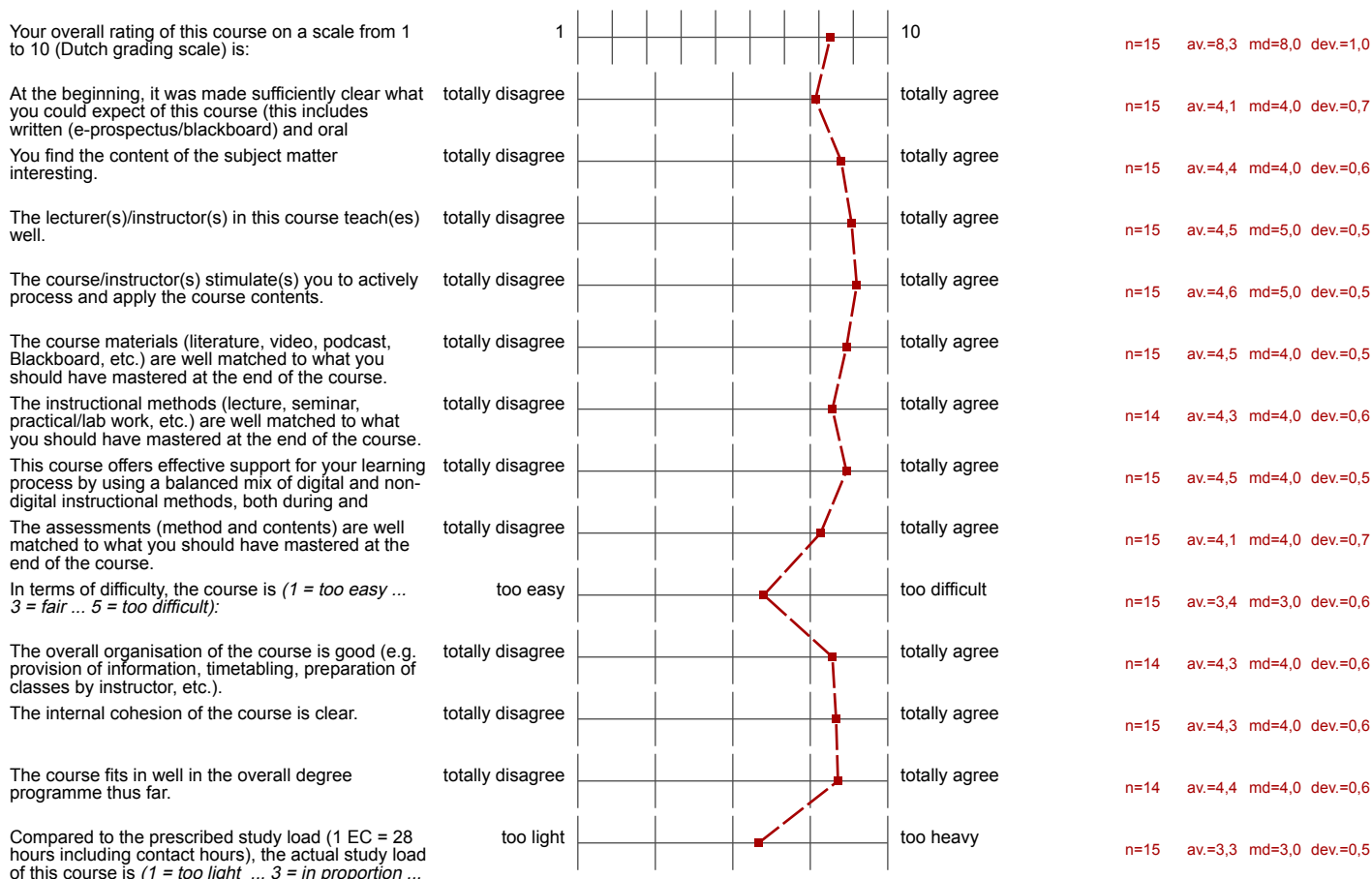
Subunit: FGW minor Digital Humanities 18-19 [2208]

Responsible for modules: 5170K02

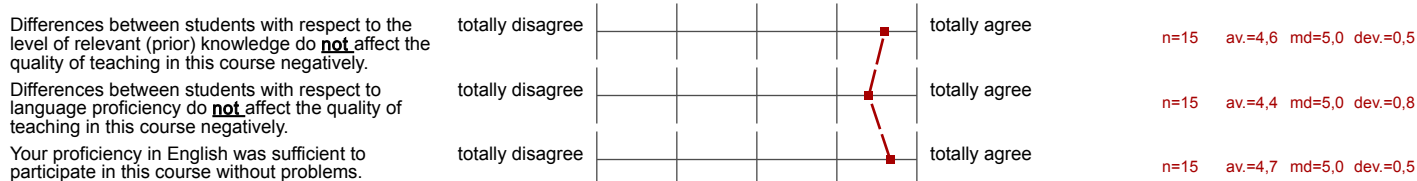
Name of the course: Digital Media, Culture, and Society
(Name of the survey)

Values used in the profile line: Mean

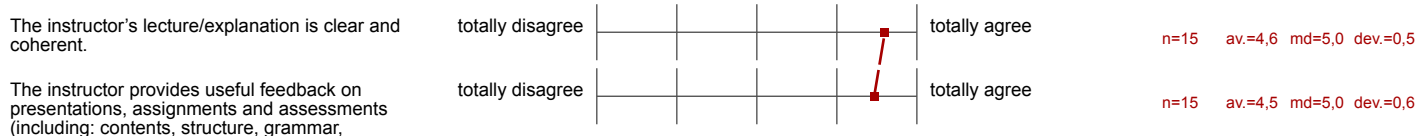
Questions regarding this course



Additional questions Masters and Bachelors taught in English



Lecturer: Dr. A.A.A. Mol -



Open questions -

Can you list a few strong points of this course? (Preferably only a few points with a brief explanation instead of many points without explanation)

It's interesting and the game lectures were really good.

I consider the course material very interesting.
 Extremely enthusiastic teacher very understanding. He helps you everywhere, whenever he can.
 Props for Angus. Favourite teacher so far.

videos
 interactive
 games

I could really use my own creativity during this course. It also fit very well into the classes I have followed for my major, but it gave me a very general insight in problems (which I later could apply to the knowledge from my ^{map}).

Interactive nature of class
 Hear everyone's ideas

Really liked the discussions. Might be fun to also have a group project in the course where a group investigates a ~~the~~ digital phenomenon.

Encouraged us to think about the use and role of digital media critically. Some great insights of fellow students

I enjoyed the readings and topics for the classes. It was well organized.

→ very interesting topics

like all the different topics and cover such a great extent of things some might never explore on their own

- great content and interesting lectures

The fact that we can share our ideas. It was interesting to hear different ideas and concepts from different background.

This class takes on a wide variety of digital phenomena which makes it very interesting.

Can you list a few points that need improvement? Do you have anything else to add?

Discussing the blogs could perhaps be shorter as it is not that interesting

The weekly blogs are very nice but it would be great if one could need 8 points or so, rather than 10, to give you a break every one in a while. But this is a personal thing. I think

not

Perhaps pay less attention to the blogs (as in discussion) and spend some more time on the classes and the readings. I've read everything, but as we didn't talk about it during class much, I already forgot what I've read.

In general Digital Humanities has a lot of assignment!

7 credits worth is

~~could~~ see strong points.

post a syllabus also on Blackboard.

- The course load with the blogs was a bit heavy as its very difficult to do research and write ~500 words on new topic weekly when following a handful of other courses too that are at BA3 level too but feel less heavy.

Maybe provide class to teach how to make use of video tools, such as Vegas or Premier

We didn't receive any grades during the semester and while most of us are confident that we will pass this class it would give some people comfort to know how they're doing.

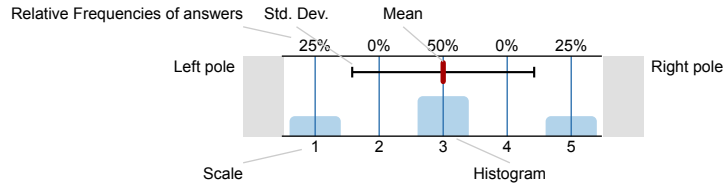
Appendix B: Course Evaluations for *Information Visualization and the Humanities*



Survey Results

Legend

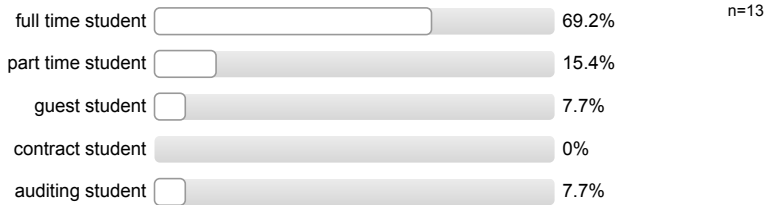
Question text



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General -

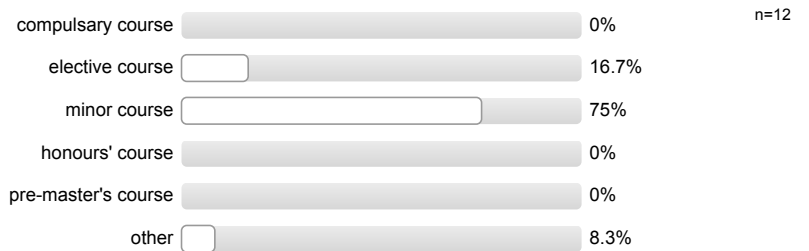
I am registered as a(n):



I attended this course as a:

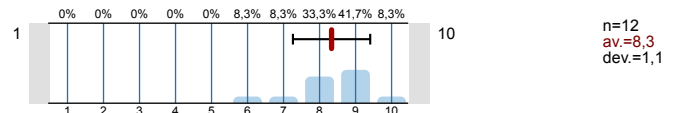


In my degree programme, this course is a(n):

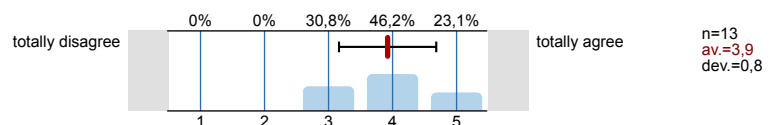


Questions regarding this course

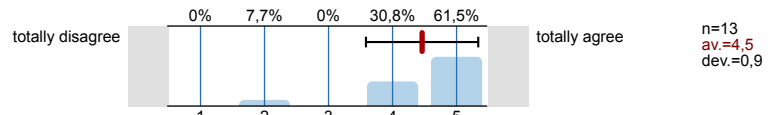
Your overall rating of this course on a scale from 1 to 10 (Dutch grading scale) is:



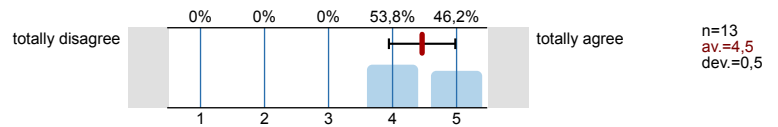
At the beginning, it was made sufficiently clear what you could expect of this course (this includes written (e-prospectus/blackboard) and oral information on content, learning goals, programme, literature, forms of assessment).



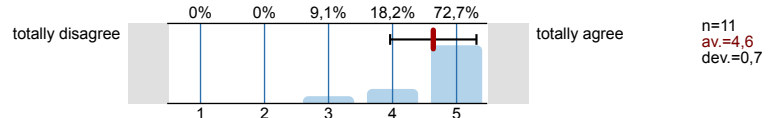
You find the content of the subject matter interesting.



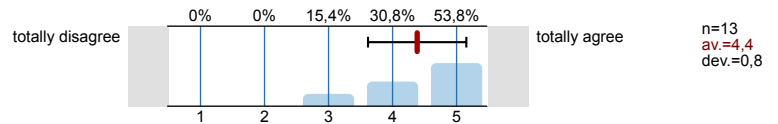
The lecturer(s)/instructor(s) in this course teach(es) well.



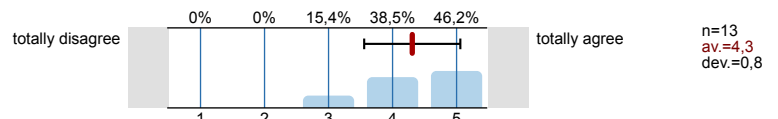
The course/instructor(s) stimulate(s) you to actively process and apply the course contents.



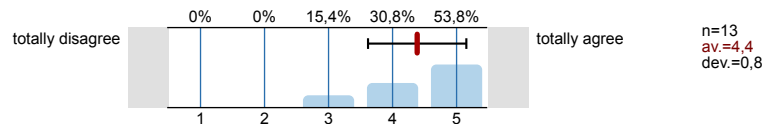
The course materials (literature, video, podcast, Blackboard, etc.) are well matched to what you should have mastered at the end of the course.



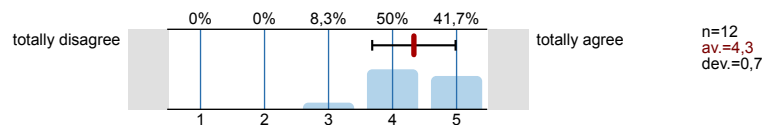
The instructional methods (lecture, seminar, practical/lab work, etc.) are well matched to what you should have mastered at the end of the course.



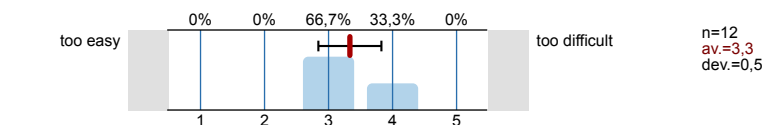
This course offers effective support for your learning process by using a balanced mix of digital and non-digital instructional methods, both during and outside lectures.



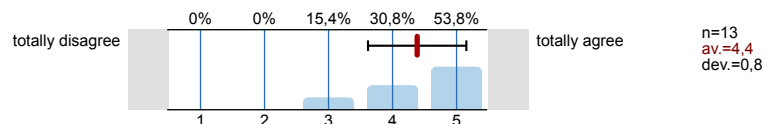
The assessments (method and contents) are well matched to what you should have mastered at the end of the course.



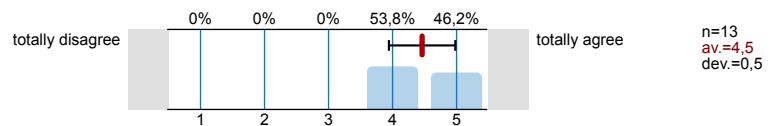
In terms of difficulty, the course is (1 = too easy ... 3 = fair ... 5 = too difficult):



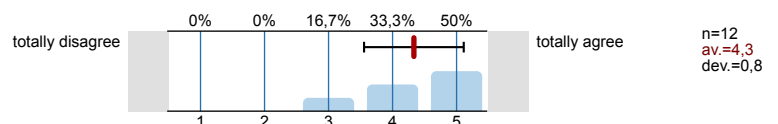
The overall organisation of the course is good (e.g. provision of information, timetabling, preparation of classes by instructor, etc.).



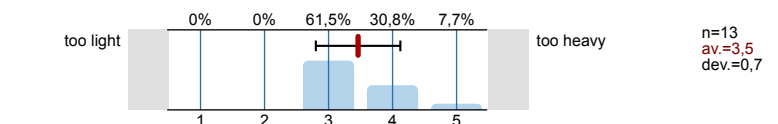
The internal cohesion of the course is clear.



The course fits in well in the overall degree programme thus far.

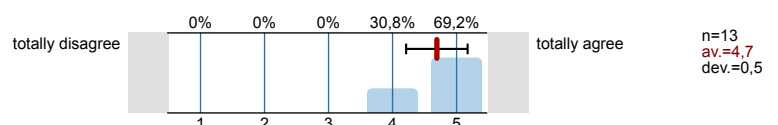


Compared to the prescribed study load (1 EC = 28 hours including contact hours), the actual study load of this course is (1 = too light ... 3 = in proportion ... 5 = too heavy):

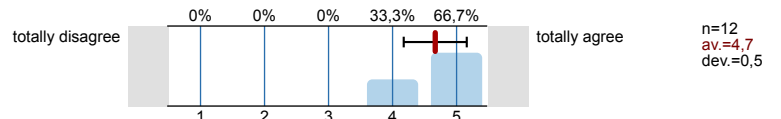


Additional questions Masters and Bachelors taught in English

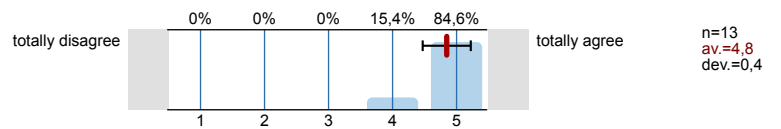
Differences between students with respect to the level of relevant (prior) knowledge do **not** affect the quality of teaching in this course negatively.



Differences between students with respect to language proficiency do **not** affect the quality of teaching in this course negatively.

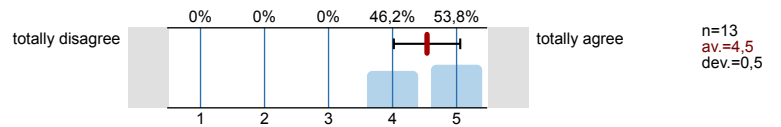


Your proficiency in English was sufficient to participate in this course without problems.

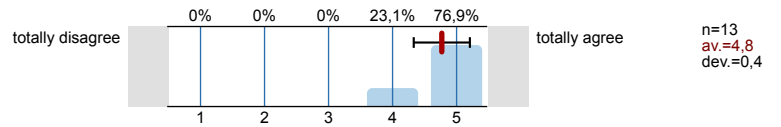


Lecturer: Dr. A.A.A. Mol -

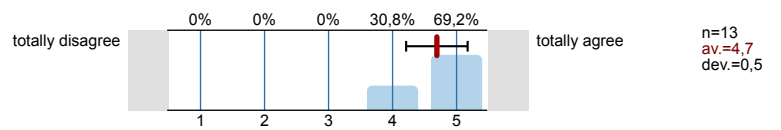
The instructor's lecture/explanation is clear and coherent.



The instructor provides useful feedback on presentations, assignments and assessments (including: contents, structure, grammar, presentation skills, etc.).



If taught in English: The instructor's proficiency in English is sufficient.

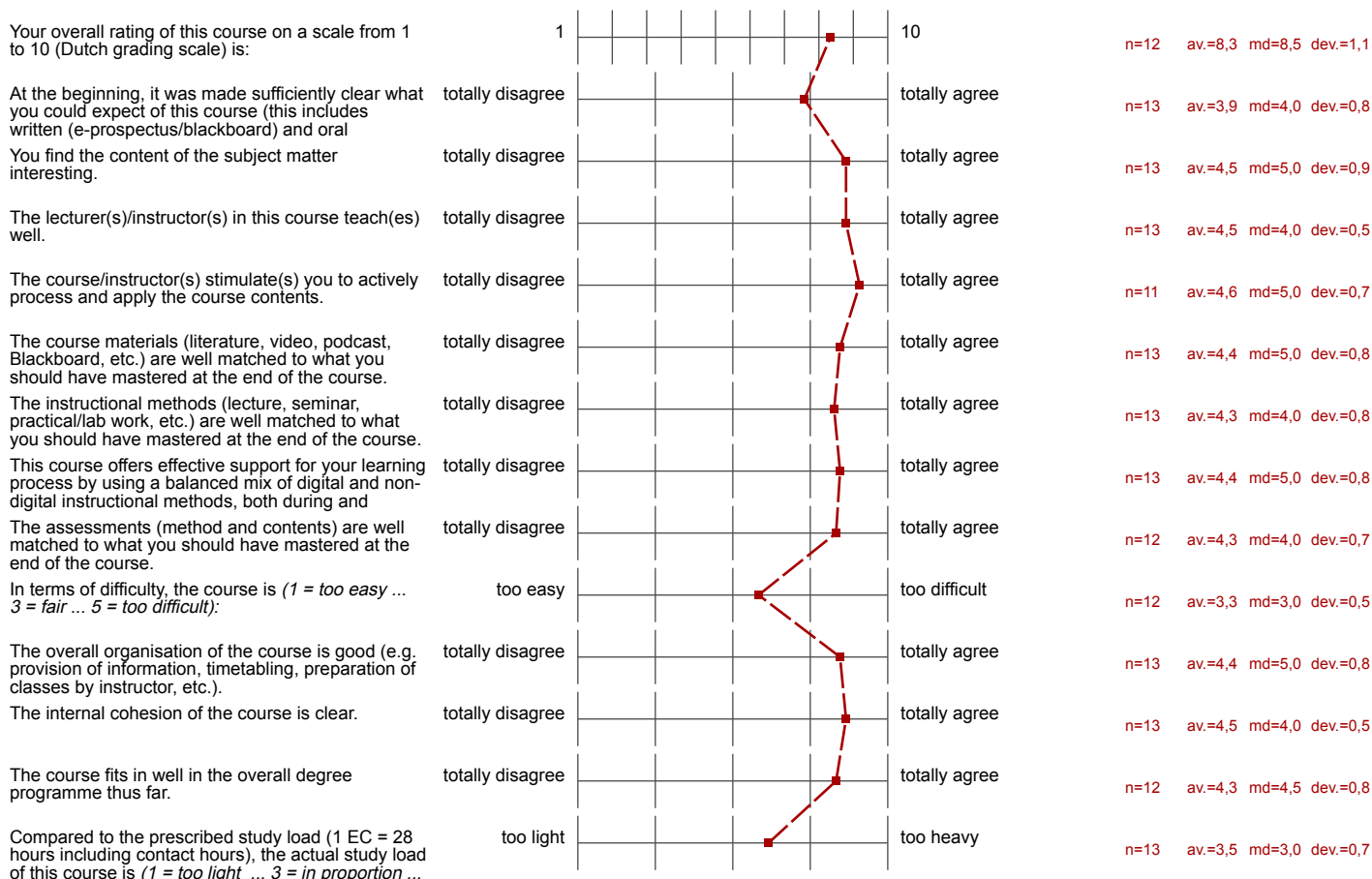


Profile

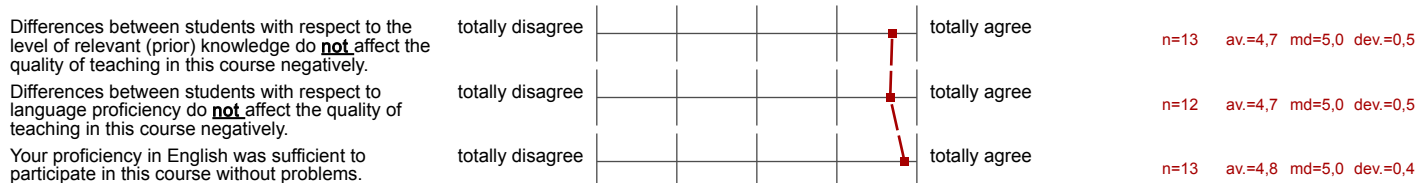
Subunit: FGw minor Digital Humanities 18-19 [2208]
 Responsible for modules: 5170K01
 Name of the course: Information Visualization and the Humanities
 (Name of the survey)

Values used in the profile line: Mean

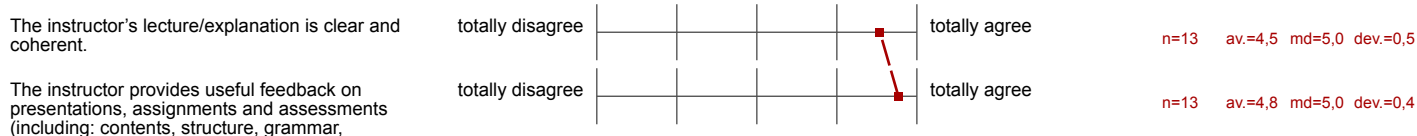
Questions regarding this course



Additional questions Masters and Bachelors taught in English



Lecturer: Dr. A.A.A. Mol -



Open questions -

Can you list a few strong points of this course? (Preferably only a few points with a brief explanation instead of many points without explanation)

- powerpoints
- offline support

The course covers a lot of topics, but it gets you informed and prepared to get deeper into it yourself.

Fine course!

It's good and a lot of stuff is new and some things Angus is a good prof.

Encourages creativity and flexibility. Different from other university courses I took, in that it gives you ~~flexibility~~ a way of doing things differently.

Really liked all the assignments! Wish they all were 10% though. ~~Best~~

- accessible for everyone, no prior knowledge in programming or whatever needed; might be not too challenging if you are already skilled; covers lots of different topics.

Interesting subject matter and the new programs introduced can be useful in the future. computer

I liked the tools;
Enthusiastic teaching
Very interesting course with lots of ideas/inspiration
for visualization

• The course covers the basic aspects of visualization in humanities and teaches to think in terms of how visualizations are perceived & what are the possibilities of making them.

- Very hands-on approach to programming
- good balance between theory and practice
- the time schedule was designed to accommodate one-on-one problems and solutions

interesting topic, practical ~~and~~ nature
good assignments to test one's capability

Can you list a few points that need improvement? Do you have anything else to add?

Some things are really complicated and could use some more time

Also I think that the design choices in color are subjective and should maybe be looked at differently?

Sometimes difficult to follow as a collective. Otherwise a great course!

Don't like the percentage division of the course. A lot of time goes into the assignments, rather see those all 10%.

- chaotic nature of the schedule for class at times

Lecturer is sometimes a little unclear when providing details for assignments.

• Upload course docs, powerpoints, assignments on a regular expected day. Upload well in advance! Streamline info. ~~and~~
• Just felt like this is worth ~~my~~ more than 5 credits worth.
• Difficult to follow computer's tutorial - too fast to keep up and missed things.

- slides and literature for class were infrequently posted on the side.

- Some examples for codes were very difficult to access.

It was a very interesting, nice course with an enthusiastic teacher. Very understanding of problems and always willing to talk or help out.

Sometimes the study load was a bit overwhelming. But we learnt much for that reason.