

Lars Demant-Poort

Education

University Pedagogy

Ph.D. 2016 (Dissertation: Science Education in the Greenlandic public school: A multiple case study of nature, teaching and language)

The University of Greenland – Institute of Learning & The University of Aarhus – Danish School of Education

Master of Arts in Education. January, 2008. (Thesis: The Impact of Climate Change on Society and Education in Greenland)

The University of Greenland

Bachelor of Education. June, 2002. University College of Southern Denmark

Employment

2022-

Associate Professor – University of Greenland, Institute of Learning

2016-2022

Assistant Professor – University of Greenland, Institute of Learning

2012-2016

Ph.D. Candidate – University of Greenland, Institute of Learning

2008-2012

Science Education Consultant – Government of Greenland

2002-2008

Teacher in Ummannaq, Qaanaaq and Tiniteqilaaq

Project management

2023-2024

Lead of subproject: A survey of sustainability teaching in the Nordic Countries; Main project: Sustainability Education in the Nordic Countries. (Financed by the Nordic Council of ministers).

Collaboration between the University of Iceland, University of Helsinki, University of Greenland, Utdanningsforbundet in Norway, VIA University College Aarhus, Skolverket in Sweden, Utdanningsdirektoratet in Norway, Sverigeslarare. Report from survey will be presented to the Nordic Council of Ministers in October 2024

2017-

Lead of project on student perspective of schooling in Greenland. First survey in 2019-2020. Second survey 2024 (autumn).

2014

Lead of the project: Sustainability in the public school of Greenland; a practical and applicable science project. Collaboration between the University of Greenland, Institute of Learning (Demant-Poort, L.), DTU (Arne Willumsen), and the University of Aarhus, Danish School of Education (Jonas Lysgaard Andreasen).

Teaching experience

2012 –

Science education – physical geography

Teacher Education Program, Ilisimatusarfik – University of Greenland.

2017-2018 & 2024-2025

University Pedagogy

Institute of Learning, Ilisimatusarfik – University of Greenland

Research interests

Science education

- Climate change
- Ice and snow
- Physical geography

Student perspective of schooling

Teacher education

International relations

- Member of QGreenland Coordinating Board; Reference, Twila Moon, National Snow and Ice Data Center, University of Colorado, Boulder. (<https://qgreenland.org>). 2020 -
- Joint Science Education Project – Greenland Lead. Collaboration between Danish Ministry of Education, Greenland Ministry of Education and Dartmouth College. Ref. Lauren Culler, Dartmouth College, Ross Virginia Dartmouth College and Elisabeth Rom, National Science Foundation. 2017 -
- Schools in the Periphery of Greenland – a pilot study on conditions for teaching in smaller communities in Greenland- Collaboration with Benedikte Brincker, Department of Sociology, University of Copenhagen. 2023 -

- Studenteraktiv læring (STAR). Project collaboration with Greta Gudmundsdottir and Kristin Vasbø, University of Oslo. 2024 -
- Member of Research Group 'Teachers Professional Development and Educational Change' – TEPEC. University of Oslo. 2024 -
- Member of Research Group 'Challenges of Sustainability in Educational Research' – COSER. University of Oslo. 2024 -
- Member of SENC (Sustainability Education in the Nordic Countries) (2022-2024)
- Research stay University of Oslo; January – June 2024

Publications (selected):

Journals

Lars Demant-Poort & Paul Berger (2021) "It is not something that has been discussed": Climate change in teacher education in Greenland and Canada, *Journal of Geoscience Education*, 69:2, 207-219, DOI: 10.1080/10899995.2020.1858265

Lennert, M. & Demant-Poort, L. (2021). Uddannelse – nøglen til Grønlands fremtid. *Samfundsøkonomen*, 4, p. 58-71. DJØF Forlag

Book chapters (peer-reviewed)

Demant-Poort, L., Elstad, E., Christophersen, K-A., & Turmo, A. (2024) *The Relationship between Instructional Self-Efficacy and Contextual Factors in Greenlandic Student Teachers' Practical Training*.

Polar Journal – Submitted.

Demant-Poort, L., Andersen, L.P. (2023). "A Lesson Is Most Exciting [When] the Teacher Typically Explains Complex Topics": A Student Perspective on Public Schooling in Greenland. In: Hirshberg, D.B., Beaton, M.C., Maxwell, G., Turunen, T., Peltokorpi, J. (eds) *Education, Equity and Inclusion*. Springer Polar Sciences. Springer, Cham. 10.1007/978-3-030-97460-2_9

Demant-Poort, L., Elstad, E. (2023). Teacher Education in Greenland. In: Elstad, E. (eds) *Teacher Education in the Nordic Region. Evaluating Education: Normative Systems and Institutional Practices*. Springer, Cham. https://doi.org/10.1007/978-3-031-26051-3_10

Outreach

Demant-Poort, L. & Lennert, M. (2019). Hvordan måler vi kvaliteten af folkeskolen – Kronik. *Sermitsiaq, uge 39*.

Demant-Poort, L. (2019). Særligt meningsfulde naturvidenskabelige aktiviteter. *Ilisimatusaat* p. 21-22. https://uni.gl/media/4932936/ilisimatusaat_dansk.pdf

Demant-Poort, L. & Pindstrup Andersen, L. (2019). Man bliver glad af at lære – En undersøgelse af elevers undervisningsoplevelser i den grønlandske folkeskole. *Ilisimatusaat* p. 25-27. https://uni.gl/media/4932936/ilisimatusaat_dansk.pdf