

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

I have gained teaching experience from teaching in several courses at AAU and at DTU. In addition to this I have experience in teaching in mathematics in high school and at University of Copenhagen (as a teaching assistant). A complete list of teaching activities is attached. Course teaching activities have been directed towards IT engineering students at AAU (and DTU before employed at AAU). Courses have been provided to students at bachelor, master, and PhD levels, and to business professionals. My personal preference has always been towards project-based teaching, as I see preparation of written assignments as a key activity in the learning process. Large projects are difficult to fit into structure with 5 and 10 ECTS point courses, and where individual exams are required. Therefore supervision projects like the semester projects carried out at AAU in large groups were a new experience, when I was employed at AAU in 2008. The subjects have been within the area of economics and regulation with special emphasis on ICT. My research and publications are within the same area. In addition I have been teaching in project based learning. My competences in this area have been strengthened through participation in a number of ERASMUS+ projects on this subject. Courses: • Problem based learning (ITCOM, MOE and SB, bachelor) - 5 ECTS • Problem based learning (master students from various studies) - 2 ECTS • Governance of ICT infrastructures (master - ICTE) - 5 ECTS • Managerial Economics and entrepreneurship (master - ICTE) - 5 ECTS • Economy Strategy and business (master - LIB) - 5 ECTS • Internet Governance and regulation (PhD) - 3 ECTS • Governance of Cybersecurity Supervision: On the bachelor educations ITCOM and Computer and Cyber Technology and the master educations ICTE, LIB, and Cybersecurity. Supervision of PhD projects: • Leveraging mobile computing and communication technologies in education: Incorporation of mobile learning into Tertiary Education. • Re-engineering Governance; E-Government Approach to Decentralization in Ghana • Total Productive Maintenance for Achievement of Industrial Excellence • Policy to strengthen universality of telecommunications services in Vietnam • Legal and political barriers and challenges in deploying of telecom solutions in Russia, Kazakhstan and Ukraine • Analysis of Public Private Interplay Frameworks in the Development of Rural Telecommunications Infrastructure • Secure Electronic Voting System Adoption: Ghana as a Case Study

### 2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

Former member of the Study Board Programme Coordinator of ITCOM bachelor Semester coordinator at ITCOM and ICTE Organising Open House event and study practice programme for high school students

### 3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

Workshop in PBL at AAU (2008) Participation in AAU Teaching Day once a year. Participation in two days PBL seminars in Aalborg (2013 and 2015) Participation in ongoing consultations and evaluations of the PBL courses at Faculty of Engineering and Science at Aalborg University Participation in a study group on new teaching methods at DTU Assistant professor supervision course at DTU (2000).

### 4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

Participated in UnCreate - an ERASMUS+ project on online learning Participated in WeLearn - an ERASMUS+ project on managing cultural differences in learning Participated in FAMET - an ERASMUS+ project on learning of entrepreneurship learning Participated in PISH - an ERASMUS+ project on project-based learning on STEM educations

### 5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

Developed online courses on entrepreneurship for migrants as part of the ERASMUS+ project FAMET

### 6. Nominering til og/eller modtagelse af undervisningspriser.

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### 7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på

## **undervisningsevalueringer m.v.**

I have experienced three major challenges as a lecturer: •The use of ICT as a facilitating learning tool •Teaching in a foreign language •Teaching of large classes When teaching IT engineering students, it is obvious to test various ICT based applications in the teaching. At DTU we had a post graduate training programme offered in collaboration with AAU to students in both Aalborg and in Copenhagen. I was therefore among the first to apply ICT as a tool for distance learning. I have used this opportunity to write a few papers on my experiences. This research has been further developed in collaboration with one of my former phd. students Nana Kofi Annan and in an EU funded project called Uncreate developing new practises for collaborative teaching. ITCOM and ICTE are both offered in English and a substantial part of the students are coming from abroad – especially from Eastern Europe. This implies that only few of the students have the teaching language as their native language. Although most of the students are fluent in English, it needs to be aware the limitations it implies. It is important to support presentations with slides and avoid lengthy lectures. These general rules apply to teaching in any language, but are even more important if there is a language barrier. Another recommendation is promote interactivity and encourage all students to take part in the discussions. After some years the size of the PBL class increased, as two additional educations has joined, and included more than 100 students until the three bachelors held in English were closed down in 2018. This is not extraordinary, but it is a challenge when teaching in PBL. PBL is about active student participation, and it is demanding to make sure that everybody in a large class is active. One possibility is to apply IT applications for activating students during lectures. This is something I would like to test in the future.

## **8. Andet.**

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