

Undervisningsportfolio

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

I recently start working as an assistant professor at the Research Lab: It and Learning Design. Besides conducting my PhD project from 2018-2022, I also worked as a lecturer for 25 percent of the job position during the four years. In total, I have conducted 2244 hours of teaching, supervision and semester coordination during the PhD period. Moreover, from 2015 – 2018 working as a research assistant in the Research group IT and Learning Design (L-ILD), I have conducted between 250 and 550 teaching hours each semester. Thus, I have a many years of diverse teaching experiences at the university level within the areas of visual methods, design processes, learning and organisational change. I have especially been teaching and coordinating in the educational programmes of MSc in Information Technology, Specializing in ICT, Learning and Organizational Change (ILOO) and the Master of Data-driven Organisational Development (MDO). Below, I will list the main

teaching and supervision activities:

Teaching activities at Aalborg University:

2017 – 2022: Teaching at the course: “Global Perspectives on Competence and Educational Development” in the ILOO Master’s programme (online course). Teaching tasks: Ongoing development of the online teaching activities at the course together with the rest of the teacher team. Furthermore, I have been responsible for teaching cultural perspectives on learning environments in organisations and creative, playful, and innovative perspectives in higher educational contexts.

2019 – 2020: Teaching at the course: “IT and designs for Learning” in the ILOO Master’s programme. Teaching tasks: Providing teaching in graphic and visual facilitation combined with theoretical perspectives on design methods. These teaching activities were also a part of a design experiment in my PhD project which is further elaborated in Hautopp and Buhl, 2021.

2020 – 2021: Teaching at an elective course: “Design and Use of Video Activities for Learning and Collaboration Processes” at the Master of ICT and Learning (MIL). Teaching Tasks: Ongoing development of the hybrid teaching activities together with the rest of the teacher team, introducing students to different audio-visual methods, which they explored and reflected upon in different PBL-based settings. Based on the teaching experiment, we have conducted an empirical study which is elaborated in Ørngreen, Henningsen and Hautopp, 2021.

2015 – 2022: Teaching at the course: “Communication Design: Experiences, Time, and Space” as part of the bachelor’s degree in Communication and Digital Media. Teaching tasks: Providing teaching in graphic and visual facilitation combined with theoretical perspectives on design methods. These teaching activities were also a part of a design experiment in my PhD project which is further elaborated in Hautopp, 2021.

International teaching activities:

2016: Teaching an elective course in graphic and visual facilitation at the NoVA Master’s programme (Nordic Visual Studies and Art Education). Teaching tasks: Introduction to the students on use of graphic and visual facilitation combined with other designerly ways of working in their student projects. (The course was held in English)

2018: Teaching an a 12-week online game-based learning course “Games for change” at the NoVA Master’s programme. Teaching tasks: Introducing students’ to different forms of visualisations and video productions to establish a joint online inquiry space for developing games for change. The course was redesigned and developed in collaboration with my colleague Stine Ejsing-Duun. The empirical data formed a design experiment in my PhD project which is further elaborated in Hautopp and Ejsing-Duun, 2020. (The course was held in English).

2022: Co-facilitation of symposium for students from the NoVA master’s programme, introducing to PBL programmes at AAU and providing feedback on their theses.

Supervision activities:

2016 – 2022: Supervisor on students’ projects in all semesters at the ILOO master’s programme, especially with a focus on 9. and 10. semester.

2016 – 2018: Internal examiner of the student projects at the module: “IT and designs for Learning” in the ILOO master’s programme.

2016 and 2020: Supervisor on students’ projects in relation to the course: “Communication Design: Experiences, Time, and Space” as part of the bachelor’s degree in Communication and Digital Media.

2016 – 2022: Thesis supervisor on ILOO students’ master’s projects. During this period, I have been thesis supervisor on 25 student projects, both concerning individual and group projects. During this period, I have also been thesis supervisor on three student projects in MA in Learning and Innovative Change (LFP) and two student projects in the MDO Master’s programme.

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

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

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

I have participated in several national and international conferences and seminars revolving around pedagogic, didactics and learning. These conferences includes multiple presentations at the conferences of Designs for Learning (DfL), European Conference on E-Learning (ECEL) and European Conference on Game-Based Learning (ECGBL). Based on two conference papers and presentations by the co-author and I at the European Conference on E-learning, the studies in two of design experiments from my PhD project were selected and awarded to be elaborated into journal papers in the Electronic Journal of E-Learning. Thus, the design experiments in Hautopp and Ejsing-Duun, 2020 and Hautopp and Buhl, 2021 are extensively elaborated, but there are sections that overlap with the conference proceedings (Hautopp and Ejsing-Duun, 2019; Hautopp and Buhl, 2020). The writing of journal papers provided the possibility to go into further elaboration and discussion of teaching visual methods to students when working with developing game designs and digital learning designs in higher education.

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

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.

From a pragmatic perspective, I consider my use of visual methods throughout the PhD project as a dynamic exploration and a contribution to educational research and development. As there is no recipe for visual methods (Pink, 2007; Causey, 2017), I took inspiration from different graphic facilitation practice books and courses as well as being inspired by research papers, other academic fields, PhD courses and conferences. I ideated and combined methods in collaboration with colleagues to explore how they would work in different contexts in higher education. These are visual methods which I have used and explored in my own research, but as I also introduce to the students. In Danish University Law (in Danish: Universitetsloven) it is emphasised that the university has, among other things, the obligation to "provide research-based education" and to "distribute knowledge about scientific methods" (Universitetsloven, 2022, Purpose, paragraph 2). As an educational researcher, I perceive it as my obligation to provide students with different theoretical and methodological tools with which to engage in scientific practice as a central part of their academic education.

In chapter 5 "Drawing as a research approach" of the dissertation (Hautopp, 2022a, p. 59-76), I elaborated how I experimented with incorporating drawing as a part of both research and teaching processes. Three significant ways of this exploration were analysed and discussed in detail:

1. Exploration of drawings as a means of doing visual research
2. Exploration of drawings as a means of developing educational designs
3. Exploration of drawings as a means of presenting research

This research project had contributed to the knowledge on how higher educational teachers might engage in design processes, which are knowledge that the research area that have been requested (Goodyear, 2015). Thus, this research project joins the ongoing dialogues aimed at understanding education as designs for learning (Boistrup and Selander, 2022). By the rich and visual descriptions of PBL activities, student work and reflective evaluations in each design experiment the research project can function as inspiration for applying similar approaches to new local contexts in higher education. Moreover, the approaches used in this research project, may lay a groundwork for further investigation of the use of graphic and visual facilitation in organisational and higher educational contexts. My teaching agenda is further development of the combination of visual and design methods supporting students' PBL inquiry processes at the university.

8. Andet.

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