

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

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. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

During 2016 – 2020, I had a central role in developing the Master's program in Data-driven Organisational Development (MDO). It was a strategic aim of the Department of Culture and Learning to encourage and support further collaboration between the Research Group IT and Learning Design and the Research Group of Techno-Anthropology. As the main focus of my employment from 2017-2018, my job task was to function as the daily project manager for the development of the Master's program. The proposal for the new Master's program was approved to start in autumn 2020 and I am the semester coordinator at the 4th semester where the students conducted their master projects. Since autumn 2021, I have also been a chair of the study board relating to the ILOO Master's programme, as I have different coordinating roles within this programme. Below, I will list the main coordinator and administration activities:

Coordination activities:

2017 – 2022: Coordinator of the internship course, 9. sem. at the ILOO Master's programme. Coordinator tasks among others: Development of module plan, organising information meetings about the module, feedback and approval on collaboration agreements between students and companies, coordination of supervisors. From 2017-2020, I co-coordinated the module together with Rikke Ørngreen. From 2020 – 2022, I have solely had coordinator responsibility of the module. From 2022, I am the coordinator of 9th semester, ILOO Master's programme, campus Copenhagen.

2022: Coordinator of the 4th semester at the MDO Master's programme. Coordinator tasks among others: Development of semester plan, coordinating of teachers and supervisors, responsibility of a large part of the teaching activities, conducting supervision of two student projects.

2022: Co-coordinator of the course, 8. sem. at the ILOO Master's programme. Coordinator tasks among others: Development of semester plan, responsibility of the teaching activities together with co-coordinator, Birgitte Henningsen, conducting supervision of two student projects.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

During my PhD process, I have completed the 2 ECTS course: "Basic course for university teachers". Furthermore, I have a Bachelor in Education and a Master (MSc) in Information Technology, Specializing in ICT, Learning and Organizational Change (ILOO). Thus, I have experiences of being both teacher and student at Aalborg University.

Furthermore, I have two years of teaching experience in elementary school and three years of experience in bilingual language teaching for adults. Moreover, I have several years of teaching experience within sport activities such as pilates, dance and badminton. Thus, my teaching experiences are deeply rooted in both formal pedagogical training and in practical applications in a variety of contexts. I find my previous teaching experiences both inside and outside university beneficial when AAU have a central focus on PBL learning with a close connection between theory and practice.

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

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 extensive 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. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

In 2018, I started a four-year PhD project entitled: "Drawing Connections – An Exploration of Graphic and Visual Facilitation in Organisational and Higher Educational Contexts." The title of 'drawing connection' captures my research interests, where I focus on bridging and exploring connections between organisational and educational contexts as well as connections between academic disciplines such as Humanities and the design field. Thus, several of my articles in the PhD project revolve around exploring the connections between graphic and visual facilitation and design methods and theories (see Hautopp and Ejning-Duun, 2020; Hautopp and Buhl, 2021; Hautopp, 2021). Here, findings derived from investigating the organisational context were reflected and incorporated into design experiments which targeted the higher educational context. Thus, the purpose was for the design experiments to rely on significant characteristics of graphic and visual facilitation in the organisational contexts and to expand and explore further possibilities in higher educational contexts. In relation to the design experiments, I have contributed to the development of teaching and study programmes that involves visual methods and design processes, when students are developing e.g. digital learning- and communication designs.

The dissertation comprises six original papers and a framing text with an introduction, research questions, research design, and summary of contributions. Drawing on pragmatic approaches and social learning theories, my research project aimed to explore drawing as an academic dialogue tool. Many handbooks and practice-based papers have been published in this field, which has increased its popularity globally. However, before my research project, there was a lack of research in the area (Nielsen et al., 2016; Hautopp and Ørngreen, 2018). My contribution to the field of graphic and visual facilitation is that I have explored and shown possible connections between graphic and visual facilitation and other research fields. Thus, my PhD project has provided an empirical and theoretical groundwork that has supported the establishment of graphic and visual facilitation as a research field.

6. Teaching awards you may have received or been nominated for.

Type your answer here...

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

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. Any other information or comments.

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