

Teaching portfolio

1. Teaching CV

Teaching:

'Challenges and Futures of Communication in Global Contexts' course 8th semester, Culture, Communication and Globalization

'Transnational Mobility and Communication' course 8th semester, Culture, Communication and Globalization

'Intercultural Communication' course 7th semester, Culture, Communication and Globalization

'Philosophy of Science and Methodology' course and workshops 7th semester, Culture, Communication and Globalization

'Applied Methodology: IRGO' course 8th semester, Culture, Communication and Globalization

'Globalisation' course 7th semester, Culture, Communication and Globalization

'Contemporary Political and Social Discourses' course and workshops 2nd semester, Language and International Studies (currently LISE)

'Discourse, Power and Identity' course 3rd semester, English Almen

'Culture and Identity' course 7th semester, International and Intercultural Communication

'Theories of International and Intercultural Communication' course 7th semester, International and Intercultural Communication

'Management and Communication' course 5th semester, Language and International Business Communication

'PhD project' guest lecture UniEngelsk

'Project Writing' workshop 1st semester, International Studies Programme

Supervision:

Project Supervision 7th, 8th, 9th semesters, Culture, Communication and Globalization

Project Supervision 3rd semester, English

Project Supervision 2nd, 6th semesters, Language and International Relations

Written Assignments 7th, 8th, 9th semesters, Culture, Communication and Globalization

Written Assignments 2nd semester, Language and International Relations

Written Assignments 5th semester, Language and International Business Communication

Master Thesis 10th semester, Culture, Communication and Globalization

Censoring:

Projects and Written Assignments 7th, 8th, 9th semesters, Culture, Communication and Globalization

Projects and Written Assignments 2nd, 6th semesters, Language and International Relations

Projects 3rd semester, English

2. Study administration

2015-present *Coordinator* International Master's Programme 'Culture, Communication and Globalization'

2011-2015 *9th Semester and Admissions coordinator* International Master's Programme 'Culture, Communication and Globalization'

3. University pedagogy qualifications

2012-2014 "University Pedagogy for Assistant Professors" course

April 2007 "Grundkursus for Universitetsundervisere" course

4. Other qualifications

Relevant publications:

- Thomsen, R. C., & Zhukova Klausen, J. (2012). Handbook of Project Writing under the Study Board for Cross-Cultural Studies: Culture, Communication and Globalization & Tourism. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.
- Zhukova Klausen, J. (2013). Internship Guide under the Study Board for Cross-Cultural Studies: Culture, Communication and Globalization. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.
- Zhukova Klausen, J. (2013). Mobility Stay Guide under the Study Board for Cross-Cultural Studies: Culture, Communication and Globalization. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.
- Zhukova Klausen, J. (2012). Culture, Communication and Globalization : An International Two-Year Master Degree Programme. Brochure. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.
- Zhukova Klausen, J. (2013). Study Guide (Danish) under the Study Board for Cross-Cultural Studies: Culture, Communication and Globalization. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.
- Zhukova Klausen, J. (2013). Study Guide (English) under the Study Board for Cross-Cultural Studies: Culture, Communication and Globalization. Aalborg: Study Board for Cross-Cultural Studies & Aalborg University.

Relevant activities:

Participation at the University Pedagogy Day, Department of Culture and Global Studies, Faculty of Humanities, April 2014

Participation at the University Pedagogy Day, Department of Culture and Global Studies, Faculty of Humanities, March 2012

Speaker at the Undervisningspuslespillet seminar, SPIRIT, interdisciplinary doctoral programme, Faculty of Humanities, Faculty of Social Sciences, March 2009

Poster presentation at the University Teaching Day, "An Opportunity for Change", the University Pedagogy Day, Department of Culture and Global Studies, Faculty of Humanities April 2014

Presentation at the closing seminar of the "University Pedagogy for Assistant Professors" course, 'Assessment in Higher Education', 2014

Change project "Assessment in Higher Education", 'University Pedagogy for Assistant Professors' course, 2014

5. Teaching activity development and teaching materials

My teaching style and the teaching techniques and strategies, which I develop to implement the teaching philosophy highlighted above in concrete teaching contexts, is shaped by an objective to engage students in active, dialogic and participatory forms of learning. I realise this objective, first and foremost, by investing a great deal of work and time in preparing for each teaching session and through the imaginative and versatile organization of seminars, during which I shift between learning/teaching formats, such as lecturing segments, group work, class discussions, short individual assignments, blackboard presentations by the students and debates between groups.

This might, for instance, include such activities as considering and discussing in groups the questions that I formulated based on the readings for a particular session and displayed on a PowerPoint slide with the subsequent presentation for the whole class of the results of these group discussions and debating these results across the formed groups. The group and class discussions can also be anchored in and take place around a documentary, a video posted on YouTube, an image published on a website, an advertisement in a magazine, an article in a newspaper, a commercial in a TV programme or a segment of a news report. The students are asked to watch/read/look at this material in class and then discuss it in relation to the readings for a particular session, in connection to the arguments and scholarly contributions that I presented earlier in this class and by using a set of questions and points for discussions that I formulated for them.

Another way of organizing such class work consists in formulating for the students and writing on the blackboard three questions. The first question is anchored in the readings. The second question requires from the students to move in their discussions beyond the specific empirical, analytical or conceptual contexts of these readings and to connect the

arguments presented in the texts to a broader set of relevant social and societal issues. The third task consists in asking the students to formulate on the basis of the scholarly and socio-political agenda, which they were encouraged to debate through the first two questions, a number of problems which they could potentially address in their projects and written assignments. This classroom activity is carried out in groups. Each group receives post-its of a particular colour and is asked to consider/answer/discuss the aforementioned questions and then to present the results of these discussions on the post-its in any form they like (keywords, bulleted lists, questions, drawings, symbols, etc.). At the end of the group work, the groups attach their post-its to the blackboard under the questions that I have written and then 'translate' their post-its for the class, i.e. present the results of their group work with a possibility of a subsequent discussion of these results with the rest of the class. At the end of the seminar, the blackboard represents a 'mind map' which I photograph and publish in the course database/Moodle. In addition I type into a document and post all of the presented 'problem formulations', thereby, turning the results of the students' work in class into a valuable and easily accessible resource for their project work, preparations for exams, etc.

I transport my research interests in multimodality, social semiotics and media into my teaching practice by including teaching content which spans across a variety of modalities, presentational formats, media and materialities, such as animated and static graphs, images, photos, film clips, videos, documentaries, social media and Internet resources, printed handouts, help sheets, Moodle (electronic course database) resources, etc. Integrated within the diverse teaching methods illustrated above, the modal and semiotic diversity of the teaching content allows me to engage the students in a variety of cognitive and intellectual activities, such as listening, observing, taking notes, writing keywords, answering questions, etc., thereby maintaining their interest and concentration throughout a teaching session.

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

7. Personal reflections and initiatives

My approach to teaching in class and supervision is defined by the problem-based model of knowledge dissemination and acquisition practised at Aalborg University. I see diverse contexts and forms of teaching in which I am engaged as an opportunity to inspire in students critical thinking, to encourage them to question the taken-for-granted modes of talking about and investigating diverse aspects of social, political and cultural realities and to provide them with the theoretical, analytical and methodological tools for their examinations and discussion.

At the same time, I am convinced that an ability to problematize can only be developed based on a solid foundation of knowledge of existing theories, conceptual repertoires, methodological perspectives and empirical and analytical contributions relevant to the problem in focus and to the research fields across which it is positioned. This entails that I systematically revise and update course programmes, compendia, the content of my teaching sessions and workshop plans as well as I develop and implement new course ideas in order to ensure that my teaching practice keeps up both with the state-of-the-art theories and scholarly contributions in the relevant academic field/s and with the dynamics of international events, human concerns, technological and media innovations, etc.

In carrying out supervision tasks, I realise the aforementioned goal by encouraging the students to position their own examination in relation to the existing scholarly writings and approaches, to make this position transparent in their projects and written assignments, to account systematically for the theoretical and methodological choices and their consequences as well as to discuss the results of their investigations in relation to the developed conceptual and analytical frameworks.

My approach to teaching development is guided by continuous and thorough consideration regarding the objectives of concrete teaching activities, their role in the development of knowledge, skills and competences targeted by the study modules within which they are placed, their orientation towards the thematic framework of particular semesters as well as their position in the study curriculum of the programme and in relation to its educational goals. I realise this task by clearly communicating learning goals, requirements and expectations for courses, project work and written assignments with which I am involved as an instructor or a supervisor.

8. Any other information or comments