

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

PhD level: •Summer 2018/2019/2021. Visual Methods. PhD Summer School, Aalborg University, Denmark. Week long. Organizer and lead teacher. •Fall 2021. Human Development in Cultural Context. PhD course. Aalborg University, Denmark. Week long. Organizer and lead teacher. •Fall 2019. Liminality and Cultural Psychology. PhD course. Aalborg University, Denmark. Week long. Organizer and lead teacher. •Fall 2019. Architecture, Neuropsychology and Philosophy. PhD course. Aalborg University, Denmark. Two days. Lecturer. •Fall 2018. Cultural Psychology of Semiotic Dynamics. PhD course. Aalborg University, Denmark. Week long. Organizer and lead teacher. •Summer 2016. Life Course Ruptures and Reconstructions. PhD Summer School, Aalborg University, Denmark. Organizer and lead teacher. One week. Organizer and lead teacher. •Spring 2016. The Method of Imagination. PhD Winter School. Aalborg University. •Fall 2015. Aesthetics Interactions PhD Course, Aalborg University, Denmark. Two days. Organizer and lead teacher. •Spring 2014. Existentialism and Phenomenology in the Social Sciences. Aalborg University, Denmark. Two days. Organizer and teacher. •2010-2022. 14 PhD assessments in 8 different countries. Master level: •2013-2022. Cultural Psychology specialization MA programme, Aalborg University, Denmark. Designed, directed, taught, supervised and examined on all four semesters of the program. •Fall 2018/2019/2020/2021/2022. Grief Culture. Elective Course, Aalborg University, Denmark. •Spring 2011/2012. Existential Psychology. Elective Course, Aalborg University, Denmark. Undergraduate level: •Fall 2010-2022. Social Psychology and Social Theory. AAU, Denmark. •Fall 2010-2017. Continued education. AAU, Denmark •Fall 2015-2018. Advanced Methods, AAU, Denmark. •Fall 2017/2018. Urban Theory. Urban Planning, AAU, Denmark. •Spring 2010-2015. General Psychology, AAU, Denmark. Supervision: •2011-2021. 2nd semester qualitative methodology projects. AAU •2010-2015. 6th semester general psychology projects. AAU •2013-2022. 9th semester 'Theory, practice, and scientific theory' projects. AAU •2010-2022. 10th semester master theses. AAU •2013-2021. PhDs: three students as primary supervisor, and four as co-supervisor.

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

2015-2020Director, Cultural Psychology Doctoral Programme (Aalborg University, DK) 2015-2019Member, Humanities Doctoral School Study Board (Aalborg University, DK) 2013-presentCreator and now co-director of the Cultural Psychology and Educational Practice MA Programme specialization (Aalborg, DK). 2017. Social Psychology and Social Theory course organiser 2010-2014International Coordinator for psychology (Aalborg University, DK)

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Type your answer here...

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Type your answer here...

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

Type your answer here...

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Student evaluations from a single year: "I voted for Brady Wagoner (as teacher of the year). His slides are nicely structured and he is, if any, the most humble teacher we have had on 1st semester in psychology. Furthermore, he is extremely good at teaching and he is probably the teacher I have gained most knowledge from. Also he is warm, kind and motivates you to listen to his lectures all the way through." "Brady is capable of making complicated points easy to understand. He is good at using different things in his lectures e.g. he has used a film in social psychology and he has taken the master students to the zoo. Furthermore, he is a great supervisor who is really good at guiding and helping his students but still giving them the freedom to shape the projects in their way." "Not only is Brady a great teacher who masters reaching everyone, he can also gain our attention no matter what topic he teaches on the day. He combines the academic with relevance, entertainment and students' involvements. He is always 110% prepared, he gets through all of the curriculum for the day and he is always 120% fresh and happy. No matter at what time a day you can always count on his positive mindset to light up a bunch of 180 tired young people." "Brady is always extremely open-minded for new master students." "Brady Wagoner (for teacher of the year) because he and his colleagues at Cultural Psychology (especially Carolin Demuth and Jaan Valsiner) do everything they can to make sure that their students are thriving and have the best possible conditions for both their personal and professional development. "I chose Brady Wagoner (as teacher of the year) because he is enthusiastic about his material. Furthermore, he is always funny, speaks slowly and clearly and it seems like he has a great interest in us students. In brief he is good at sustaining my interest during lectures despite the topics sometimes are really difficult." "Brady Wagoner (for teacher of the year) because I think his lectures are the absolute easiest ones to understand!"

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Type your answer here...

8. Any other information or comments.

Type your answer here...