

## 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.**

Type your answer here...

**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.**

Type your answer here...

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

Type your answer here...

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

Type your answer here...

**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.**

Type your answer here...

**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.**

I intend to continue experimenting with the synergies between hands-on teaching in digital methods and more theoretical and practical insights into the way such new visualization can have an impact in a specific problem setting. In line with the Aalborg philosophy of problem-based teaching, I will make it a priority that the students acquire technical methodological skills in combination with competencies to leverage these skills in useful ways in relation to situated techno-anthropological problems. One example of the way I intend to work with this synergy is that I have altered the teaching in 'digital methods' in the spring 2016 quite dramatically. Together with Morten Krogh Petersen, I have established a partnership with Volvo, which involves using the company as a case for the students of digital methods in spring 2016. More specifically the digital methods students will be required to deliver digital visualizations that can be used by the 8th semester students in the course on product development. The digital visualizations will be evaluated on the extent to which they can function as inputs to the prototypes of new forms of mobility developed at the 8th semester and thereby ultimately for design decisions about mobility at Volvo. I am engaged in teaching on digital methods at other educations such as tourism and sustainable design and I intend to do similar experiments in these classes. Another of my teaching ambitions is to continue experimenting with ways of using TANTLab as an unconventional space for teaching. Together with TANT colleagues, I have already been part of developing several formats for teaching that brings the students closer to research practices as well as to practical problems of external collaborators and future employees. One such format is 'late night data' where we invite interested students to co-analyze a dataset with us from around 4PM – 10PM. This is a way of giving the students an informal acquaintance with research practices. Another format is 'datasprints' where we invite external partners such as The Royal Theater to the lab for 4 consecutive days. The aim is to engage the students in developing visualizations that fit the problems these external partners encounter in their daily practices. In other words; it is an attempt to further develop the Aalborg Method for problem-based teaching, where we invite participants from outside the University. Finally, I believe TANTLab serves as a useful space for groups to meet and share data on related projects.

I have already mentioned how I have experimented with group supervision this semester and I envision TANTLab as the space to continue such experiments. For instance, it would be possible to organize a late nigh data session around a dataset that could have interest for several groups. In my supervision on game forum mining at Human Centered Informatics, I have already started experimenting this kind of shared data between groups. I intend to do this at techno-anthropology as well.

## **8. Any other information or comments.**

Type your answer here...