

## 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.

NOTE: Please contact me directly for the most complete & updated version of my teaching portfolio at [toine@hum.aau.dk](mailto:toine@hum.aau.dk).

#### LECTURING

- 2015 – Undersøgelles- og analysemetoder ('Research Design & Statistics', 5 ECTS, Fallsemester, module coordinator), second-year Bachelor course with dr. Camilla Dindler, dr. Gorm Larsen, and dr. Mikkel Fugl Eskjær, Aalborg University Copenhagen, Denmark
- 2015 – ICT-based Data Collection & Analysis (5 ECTS, Fall semester), Master's course with prof. Birger Larsen, Aalborg University Copenhagen, Denmark
- 2015 – Web Programming (5 ECTS, Fall semester), Master's course, Aalborg University Copenhagen, Denmark
- 2015 – IKT i Brug ('ICT in Use', 20 ECTS, Spring semester), semester coordinator for third-year Bachelor project semester in Information Science, Aalborg University Copenhagen, Denmark
- 2015 – Web Design (5 ECTS, Spring semester), third-year Bachelor course with dr. Anders Drachen, Aalborg University Copenhagen, Denmark
- 2015 – Collective Intelligence (5 ECTS, Spring semester), Master's course with prof. Birger Larsen, Aalborg University Copenhagen, Denmark
- 2015 – Web Programming (5 ECTS, Spring semester), Master's course, Aalborg University Copenhagen, Denmark
- 2015 – Guest lectures on enterprise search at the Royal School of Library and Information Science, University of Copenhagen, Denmark
- 2014 – Undersøgelse-, analyse- og interventionsmetodik ('Research Design & Statistics', 5 ECTS, Fall semester, module coordinator), second-year Bachelor course with dr. Camilla Dindler, dr. Gorm Larsen, and dr. Mikkel Fugl Eskjær, Aalborg University Copenhagen, Denmark
- 2014 – ICT-based Data Collection & Analysis (5 ECTS, Fall semester), Master's course with prof. Birger Larsen, Aalborg University Copenhagen, Denmark
- 2014 – Academic Writing in English (Spring semester), Master's course, Aalborg University Copenhagen, Denmark
- 2014 – Web Design (5 ECTS, Spring semester), third-year Bachelor course with dr. Anders Drachen, Aalborg University Copenhagen, Denmark
- 2014 – Collective Intelligence (5 ECTS, Spring semester), Master's course with prof. Birger Larsen, Aalborg University Copenhagen, Denmark
- 2014 – Web Programming (5 ECTS, Spring semester), Master's course, Aalborg University Copenhagen, Denmark
- 2014 – CMS & Informationsarkitektur ('Content Management Systems & Information Architecture'), Master's course on Master i IT program, IT Vest, Aalborg University, Denmark
- 2014 – Guest lectures on statistics, enterprise search, and domain-specific search, ERASMUS exchange at Institute for Library & Information Science, Humboldt Universität zu Berlin, Germany
- 2013 – Undersøgelse-, analyse- og interventionsmetodik (5 ECTS, Fall semester), second-year Bachelor course with dr. Camilla Dindler, dr. Gorm Larsen, and dr. Mikkel Fugl Eskjær, Aalborg University Copenhagen, Denmark
- 2013 – ICT-based Data Collection & Analysis (5 ECTS, Fall semester), Master's course with prof. Birger Larsen, Aalborg University Copenhagen, Denmark
- 2013 – Informationsarkitektur og -søgning (10 ECTS, Spring semester), first-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2012 – Informationsarkitektur og -søgning ('Information Architecture & Seeking', 10 ECTS, Fall semester), first-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2012 – Digitale Videnssystemer ('Digital Knowledge Systems', 10 ECTS), second-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2012 – Unlocking Cultural Heritage (10 ECTS), Master's course with dr. Birger Larsen, Royal School of Library and Information Science, Denmark
- 2012 – Systems and User Evaluation (20 ECTS), Master's course with dr. Birger Larsen, dr. Elke Greifeneder, and Haakon Lund, Royal School of Library and Information Science, Denmark
- 2012 – Informationsarkitektur og -søgning (10 ECTS, Spring semester), first-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2012 – Digitale Videnssystemer (10 ECTS), second-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2012 – Interaction Design (10 ECTS), Master's course with Haakon Lund, Royal School of Library and Information Science, Denmark
- 2011 – Informationsarkitektur og -søgning (10 ECTS, fall semester), first-year Bachelor course, Royal School of Library and Information Science, Denmark
- 2011 – Digitale Videnssystemer (10 ECTS), second-year Bachelor course, Royal School of Library and Information Science, Denmark

- 2011 – Indexing: Man vs. Crowd vs. Machine (10 ECTS), Master's level course with Karen Birgitte Phillipson, Royal School of Library and Information Science, Denmark
- 2011 – Collective Intelligence (10 ECTS), Master's level course with dr. Birger Larsen, Royal School of Library and Information Science, Denmark
- 2011 – Systems and User Evaluation (20 ECTS), Master's level course with dr. Birger Larsen and Haakon Lund, Royal School of Library and Information Science, Denmark
- 2010 – Unlocking Cultural Heritage (10 ECTS), Master's level course with dr. Birger Larsen, Royal School of Library and Information Science, Denmark
- 2008 – Information Search, Retrieval, & Recommendation (6 ECTS) with dr. Hans Pajmans, Master's Program in Human Aspects of Information Technology, Tilburg University, the Netherlands.
- 2007 – Information Search, Retrieval, & Recommendation (6 ECTS) with dr. Hans Pajmans, Master's Program in Human Aspects of Information Technology, Tilburg University, the Netherlands.
- 2006-2008 – Recurring guest lecture about search engines for first-year Bachelor course ICT voor Studie en Werk ('ICT for Study and Work'), Tilburg University, the Netherlands

## SUPERVISION

I enjoy supervising students on their Master's and Bachelor students for the possibility it offers to more deeply explore research topics of joint interest. In supervising theses, I look for the same interesting mix of theory and practice as I do in my research and teaching. I have supervised students on a variety of topics, such as recommender systems, information retrieval, expert search, social media, digital heritage, serendipity and information seeking, social tagging, and CSCW. One of the Master's theses I have supervised on the topic of expert search was awarded the second prize for the best Master's thesis at Tilburg University in 2007-2008. In addition to supervising Bachelor and Master's theses, I have also supervised student groups on the different project semesters of the Master's program in Human-Centered Informatics. I have supervised the following Bachelor and Master's students (in reverse chronological order):

- Ditte Marie Kraglund (2015), User Involvement in IT Startups in Bay Area Incubators, Master's thesis Human-Centered Informatics, Aalborg University Copenhagen.
- Kathrine Lindskov Pedersen (2015), Social Influence Bias in e-Commerce: Exploring the Role of Social Information, Master's thesis Human-Centered Informatics, Aalborg University Copenhagen.
- Efrat Moar (2015), Designing for Learnability: Streamlining the Setup Phase of a Room Display System, Master's thesis Human-Centered Informatics, Aalborg University Copenhagen.
- David Jeremias Jakobsen & Katrine Maria Møller Wolff (2015), Lystavlen: Supporting Knowledge Sharing in Nursing Homes to Prevent Malnutrition, Master's thesis Human-Centered Informatics, Aalborg University Copenhagen.
- Amalie Enshelm Jensen, Caroline Møller Jægerfelt & Sanne Francis (2015), Find smilet frem: Et brugercentreret redesign af findsmiley ('Find your Inner Smile: A User-centered Redesign of FindSmiley.dk'), Bachelor thesis Information Science, Aalborg University Copenhagen.
- Annesofie Eve Hørlyk & Emil Djørup (2015), Supporting Health Inspection Route Planning through the use of Tablets, Bachelor thesis Information Science, Aalborg University Copenhagen.
- Caroline Dohn Vognbjerg, Jens Juhl, Marie Kristine Bryndum & Trine Hansen (2015), Kontrolrapporter med et smil: En tablet-baseret optimering af Fødevarestyrelsens data entry system ('Health Inspection Reports with a Smile: A Tablet-based Optimization of Health Inspection Data Entry'), Bachelor thesis Information Science, Aalborg University Copenhagen.
- Ditte Husmann (2014), Globe News – En verden af informationer ('Globe News – A World

of Information'), Bachelor thesis Library & Information Science, RSLIS.

- Diana Ransgaard Sørensen (2013), Recommending Games on Twitter, Master's thesis Library & Information Science, RSLIS (co-supervised with dr. Birger Larsen).
- Daniel Mørch Andersen (2013), Application and Evaluation of a Recommender System based on Implicit Data in an E-Commerce Scenario, Master's thesis Computer Science, DIKU (co-supervised with dr. Christina Lioma, DIKU).
- Asbjørn Dahl & Heidi Stoklund Larsen (2013), Citationsanalyse & Automatisk klassifikation ('Citation Analysis & Automatic Classification'), Bachelor thesis, RSLIS.
- Jes Kirk (2013), Developing Search Guides for Medical Professionals, Bachelor thesis, RSLIS (co-supervised with Lorna Elizabeth Wildgaard).
- Gaby Neubert-Luckner (2013), Weaving the Digital Tapestry of our Cultural Heritage: An Examination of Past Practice towards a Connected Future, Master's thesis Library & Information Science, RSLIS.
- Rasmus Nordenhof Wernersen (2013), Ups and Downs: What Motivates People to Use Social News Sites?, Master's thesis Library & Information Science, RSLIS.
- Mihaela Boock-Jensen (2012), Preserving our Motion Picture Heritage, Master's thesis Library & Information Science, RSLIS.
- Edda Hrund Svanhildardottir & Ferroudja Kheddache (2011), A Comparative Evaluation of Effectiveness, Efficiency, Usability, and User Satisfaction in Delicious and Yahoo! Directory, Master's thesis Library & Information Science, RSLIS (co-supervised with Karen Birgitte Philipson).
- Rune Rosenborg Rasmussen & Louis Sebastian Bo Jensen (2011), Undersøgelse af serendipity i et kontrolleret miljø og introduktion af serendipity som kvalitativ metode ('Investigation of Serendipity in a Controlled Environment and Introduction of Serendipity as a Qualitative Method'), Master's thesis Library & Information Science, RSLIS.
- Mikkel Nohr Jensen, User Engagement in Virtual Museums — An Interview Study (2011), Master's thesis Library & Information Science, RSLIS.
- Jeff Schram (2010), Improving User Interfaces for an Expert Search Engine, Bachelor thesis Business Communication and Digital Media, Tilburg University (co-supervised with dr. Menno van Zaanen).
- Joost Kneepkens (2008), Recommending Articles for an Online Newspaper, Master's thesis Human Aspects of Information Technology, Tilburg University.
- Ruud Liebrechts, Design, Development, and Implementation of a University-wide Expert Search Engine (2008), Master's thesis Human Aspects of Information Technology, Tilburg University. Won the prize for second-best Tilburg University MA thesis 2007-2008.
- Patrick de Man and Peter Garama (2008), Finding Images Fast With Folksonomies, Master's thesis Business Communication and Digital Media, Tilburg University (co-supervised with prof. dr. Antal van den Bosch).
- Klaas Kox (2008), Using Citation Analysis for Expert Finding in Workgroups, Master's thesis Business Communication and Digital Media, Tilburg University.
- Willem Thoonen (2006), Expertise in werkgroepen ('Expertise in Workgroups'), Master's thesis Business Communication and Digital Media, Tilburg University.

**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.**

See course list above.

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

## HIGHER TEACHING EDUCATION

Adjunktpædagogikum ('Higher Teaching Education'), Faculty of Science, University of Copenhagen (educational supervisor L. Ulriksen, departmental supervisor Laura Skouvig), 2013

I completed my Adjunktpædagogikum (course in 'Higher Teaching Education') in 2013 at the SCIENCE faculty of the University of Copenhagen. In addition to lectures and exercises about teaching, peer supervision, I also completed two projects aimed at improving our pedagogical understanding.

The first project was a joint effort with six other course participants on internationalization in teaching. More specifically, we focused on how teaching in English affects the learning process if the student is not a native speaker of English. We found that while students are very motivated to take English courses and consider them to be very valuable, the language mismatch does lead to longer preparation times for exams and stronger reliance on note-taking. Another important take-home message from this project is that students reported that the expectations of their English proficiency were too often understated or left unclear, leading to extra stress.

My final, individual project focused on determining the effect of different teaching and learning activities (TLAs) on student engagement, activity, and understanding in a repeated teaching setting. More specifically, I was able to set up a controlled experiment with four classes of students that were all part of the same course. Different classes were exposed to different TLAs (traditional lecturing, guided exercises, and open discussion) and the effect on their engagement, activity level, and understanding (in the form of comprehension) was measured. I found that guided exercises increased student engagement the most, whereas group discussion improved student activity levels and comprehension the most.

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

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### **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 the 2015 spring semester, I served as the semester coordinator of the 6th semester Information Science specialization. Together with my colleagues dr. Anders Drachen and prof. Birger Larsen, I was heavily involved in restructuring and better integrating both the 6th Bachelor semester in Information Science and the 2nd semester of Human-Centered Informatics Master's program. For both semesters, we improved coordination between the different courses on the semester, both in terms of topics and deadlines. In addition, we introduced the students to a small set of fixed real-world cases to work on for their Bachelor theses and semesters projects. This enabled them to get started on their projects earlier than in previous semesters, ensured that each case was suitable for a Bachelor thesis or semester project, and made supervision more efficient. It also enabled collaboration between students groups working on the same case across the semester. After their project deadlines, we organized a shark tank-style presentation session, where each student group received 10 minutes to present their finished products in the presence of representatives of the companies associated to each case. These initiatives received an overwhelmingly positive response from the students on both semesters. As a result, we have recently started working on a similar redesign of the 1st semester of the Human-Centered Informatics master.

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

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### **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.**

#### PERSONAL REFLECTIONS ON TEACHING

In my research I always aim for a healthy combination of empirical and theoretical research, which is something I have also extended to my teaching. My main objective in my courses is to teach using the "Hear, see, do" principle. First, I give my students the required theoretical knowledge about a certain topic, then I demonstrate a practical use of said theory, and finally I let them put that into practice through lab sessions and practical exercises, thereby giving the students hands-on experience. My students also recognize the value of this mix (e.g., "The set-up with lectures in the beginning of the day followed by lab-sessions/group work works really well to give a more practical understanding of the subject.").

I strongly believe that a healthy mix of the practical and the theoretical is essential for degrees such as Human-Centered Informatics and Kommunikation og digitale medier ('Communication & Digital Media'). Many of the graduates will end up in private sector jobs as information or communication specialists, information coordinators, IT consultants, or other similar professions, where they need to put their theoretical knowledge to practical use. This translation step is exactly what I aim

to provide in my teaching.

Ever since the 2011 fall semester at IVA, where study groups were instituted for the first time, I have actively used group work in my teaching. I have found it to be an excellent tool to get students to work together on more substantial problems, and to promote more interaction and discussion within and between the groups. The problem-based learning approach employed by Aalborg University has only strengthened the use of groups for in-class exercises, lecture preparation, lab sessions and assignment writing.

#### PERSONAL MISSION STATEMENT

It is my belief that it is often better to strive for something that is just out of your reach than to be content with maintaining the status quo. I have therefore formulated the following personal mission statement for my teaching:

My goal is to be a inspirational teacher, who is constantly encouraging, supporting, and challenging his students. I wish to provide my students with a life-changing experience. I want to be renowned for my exceptional teaching and supervision skills, and for getting my students actively engaged in their own learning by having research and teaching go up in a higher unity together.

While I am certainly not there yet (and may never get there), this is what I ultimately aim for in my teaching.

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

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