

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.

Bachelor in communication and digital media 1 sem: Media, Technology, Society (3 classes introducing to social theory, and perspectives on technology) and examination 1 sem: philosophy of science (3 classes introducing to philosophy of science and hermeneutics) 1 sem: project supervision and internal censoring 2 sem: positioning theory (4 lectures: introduction to position, speech and other acts and narratives) 2 sem: project supervision 4 sem: digital media and everyday (2 lectures on technology and everyday) 4 sem: The individual and perspectives on the individual (2 lectures on identity and the notion of person, and identity and positioning theory) 4 sem: project supervision 5 sem: Culture and Values, (1 lecture on post-phenomenology, 2017) 6 sem: philosophy of science (2 lectures reiterating different philosophy of science perspectives) 6 sem: Digital media potential (1 lecture on HCI classical and modern) 6 sem: BA-project supervision Master in interactive digital media and experience design 7 sem: frames for understanding digital media (2 lectures on computational thinking and computation and aesthetics) 7 sem: philosophy of science 7 sem: experience economy, aesthetics and experience technologies (2 lectures on experience and understanding technology) 8 sem: philosophy of science (2 lectures on pragmatism) 8 sem: project supervision 9 sem: interactive digital media in practice (project supervision) 10 sem: MA-project supervision Master in Communication 8 sem: Aesthetics in Use (2 lectures on aesthetics of nature, 2017-2019) Bachelor in Art and Technology 1 sem: Perception (4 classes introducing to historical issues in perception and art) 2 sem: Perception (4 classes introducing to contemporary issues in perception and art) 6 sem: Artistic and scientific methodology (4 classes on organizing artistic research projects) 6 sem: Elective module, Play and Event (6 classes on events and critical design) 6 sem: Supervision of bachelorprojects Bachelor in Psychology 1 sem: Seminars (4), projectsupervision and exam in PBL 1 sem: Lectures (1) and Seminars (10), and exam in Socialpsychology with Social Theory 5 sem: Pedagogical Psychology, (1 lecture on digital culture) Master in Psychology 7 sem: Cultural Psychology (1 lecture introducing to Positioning Theory) 8 sem: Advanced Psychology in use (2 lectures on positioning theory and 4E cognition) 9 sem: Theory, practice and scientific method: internal examiner 10 sem: Supervision of master projects

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.

Master in Experience design, coordinator on 7 sem. Participation in revision of study-regulations for Interactive Digital Media and Experience Design (2019) Member of study board, Art and Technology (2019-2020) Member of management Centre for Cultural Psychology (2020 -) Member of institute board (2020-2024)

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

Course in pedagogics as part of being assistant professor Participation and presentation in Day of Learning

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.

Course on Research Management (2021) Research: Christensen, Bo A. (2023) On Digital Bildung: Raising a Critical Awareness of Digital Matters. In *Studies in Philosophy and Education*. Christensen, B. A., Vistisen, P., & Jensen, T. (2021). Almost Risking It All: Non-calculable Risk-taking and Design Education. *CUBIC Journal*, (4), 20-31. <https://doi.org/10.31182/cubic.2021.4.035> Christensen, B. A. (2020). *Computational Thinking*. Aalborg university Press Editorship: Bo Allesøe Christensen, Luk Van Langenhove, Fathali Moghaddam (2021). Special Issue: Revisiting Rom Harré, *Journal of The Theory of Social Behaviour*, 51(2) Christensen, B. A., Wagoner, B., & Demuth, C. (red.) (2021). *Culture as Process: A Tribute to Jaan Valsiner*. Springer Nature. <https://doi.org/10.1007/978-3-030-77892-7> Christensen, B. A. (red.) (2019). *The Second Cognitive Revolution. A Tribute to Rom Harré*. Springer. *Theory and History in the Human and Social Sciences (THHSS)* Bind 4 Nr. 4 <https://doi.org/10.1007/978-3-030-26680-6>

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.

Co-developed elective moduls on: Digital Recognition (MA in interactive digital media 2017-2019) Visual Culture (MA in Interactive digital Culture 2018-2019) Play and Event (Art and Technology 2019 -) Psychology of Religion (MA in Psychology, 2024)

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

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 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...