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.

Teaching:
* The problem design part of the course in Problem-Based Learning (PBL) at techno-anthropology, computer science, software, bachelor in IT, interaction design and data science.
* Sociotechnical understanding of technology
* Interdisciplinary philosophy of science
* Domaincourse on institutions, regulations and application practices.
* Facilitation of technological innovation

Supervision:
I have supervised at Techno-Anthropology for several semesters both at bachelor and master level (1., 2., 4., and 7. semester). In addition to this parts of the supervision have been done in cooperation with another supervisor with a different academic profile where they acted as co-supervisors.

Examinations:
* Examination of supervised project groups
* Co-examiner at 2nd semester (bachelor) projects at techno-anthropology
* Co-examiner at 1st semester (master) projects at techno-anthropology
* Co-examiner at pilot project at computer science, software, bachelor in IT, interaction design and data science.
* Co-examiner at interdisciplinary philosophy of science
* Co-examiner at ethics and technological innovation processes
* Co-examiner at the domain course on institutions, regulations and application practices.
* Co-examiner and examiner at PBL (computer science, software, bachelor in IT, interaction design, data science and techno-anthropology)
* Examiner at socio-technical understanding of technology

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.

I have been involved in the process of the revisions of the curricula for Techno-Anthropology both as a student in the programme and as an academic employee. Furthermore, I have undertaken the position as the teaching coordinator for my research group "Techno-Anthropology and Participation" (TAPAR) in the fall of 2021 and spring of 2022.

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

I have passed the course in PBL and project work for scientific staff. In addition to this, I participated in learning day at AAU 2022.

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.

In the spring of 2022, I was a part of the jury for the semifinals of the competition "Young researchers"

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.

Related to my lectures I have developed educational material consisting of both PowerPoint shows and exercises.

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

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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 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)

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8. Any other information or comments.

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