

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.

Lectures BA Psychologi from E1998 All teaching in Danish Social psychology, Evolutionary psychology, Biological psychology, Stress psychology, Clinical everyday psychology, Work psychology, Organizational psychology, Work environment psychology, Statistics, Advanced statistics (Factor analyses) Group teaching BA (4th semester) since E2006 Personality psychology, Social psychology, Experimental method, Statistical analysis, Team teaching BA project Psychology E1998 Social psychology, Evolutionary psychology, Biological psychology, Stress psychology, Clinical everyday psychology, Work psychology, Organizational psychology, Work environment psychology Professional programs Master's Psychology E2001-F2019 The teaching included lectures, seminars, group and individual guidance as well as clinical supervision Clinical Work and Organizational Psychology (KOAP) E2001-F2006, Stress Clinic E2006-F2016, Social, Neuro Organizational and Work Psychology (SNOW) E2018-F2020 Thesis guidance F2005-F2022 Social psychology Evolutionary psychology, Biological psychology, Stress psychology, Clinical everyday psychology, Work psychology, Organizational psychology, Work environment psychology, Examination F2005-2022, typically with changing roles as examiner and internal censor Comprehensive exam 4th semester, 6th semester (BA) and minor subjects, 7th semester, 9th semester and 10th semester Social psychology, Biological psychology, Stress psychology, Clinical everyday psychology, Work psychology, Organizational psychology, Work environment psychology Online teaching has typically been part of guidance in the 4th, 6th, 9th and 10th grades. During the covid period, it was a dominant form of teaching that also included lectures. Member of the Psychological Censor Corps since 2002 with a wide range of tasks at the other Danish universities.

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.

Member of the study board for psychology (1998-2001). Head of studies 1999-2001. Member of the accreditation committee for Psychology 2014. Co-responsible for professional programs on the master's program in psychology from 2002-2018.

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

Participated in teaching and pedagogical courses related to the annual external study at Psychology 2010-2015. Mutual collegial supervision 2014-2018.

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.

Participated in a number of conferences and workshops with a focus on psychology education in the European Academy of Occupational Environmental Psychology (EAOHP) 1996-2004. Has designed or contributed to the design of study programs for both BA and master's education. Has also participated in a large number of more communication-oriented activities with a focus on everyday psychology in a Danish context since 1998.

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.

Designed or contributed to the design of: BA: course in Social Psychology, Work and Organizational Psychology, Evolutionary Psychology. Candidate: New training programs Clinical Work and Organizational Psychology, Stress Clinic, Center for Clinical Everyday Psychology, Course in Methodology. Collaboration with Professor Constantine Sedikides, University of Southampton, and Professor Tom Cox, University of Nottingham.

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

Nothing

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)

The universities have long been under pressure, which seems to increase in the future. In that context, I am personally very interested in how the education in psychology can be developed and adapted to the changed conditions, so that its professional and pedagogical core values are preserved. I have long been interested in the possibility of developing or rediscovering pedagogical ways of working that break with the more traditional teaching methods, without sacrificing professional quality. Psychology is a professional subject, and it should characterize the character and development of university education.

8. Any other information or comments.

The Danish universities are in many ways (as is also the case elsewhere) the product of a mixture of tradition and remnants of earlier priorities, habits and methods. With recent government initiatives in mind, it is obvious that the Universities, in order to simply react to events in the world, should collectively set their own independent agenda, which must necessarily include a fundamental confrontation with significant parts of the university tradition. Among other things, it is important that universities actively seek to connect with the everyday lives of ordinary people as a credible indication that universities can contribute to a sustainable future.