

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.

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.

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.

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

Teacher of the year 2019. Study board for Techno-anthropology and Sustainable Design

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 am an enthusiastic and engaged teacher, and I am skilled in classic lecturing as well as dynamic and interactive teaching. I treasure and learn a lot from the time spent with students. I

I have experience with teaching academic university courses on BA as well as MSc level, at three Danish Universities, from mono-disciplinary programmes to interdisciplinary programmes. My main teaching experience is within the areas of introduction to anthropological theory and methods, ethnographic and qualitative methods, which I have taught to students of anthropology as well as to students of interdisciplinary programmes (Techno-anthropology (AAU), Digital Design and Communication (ITU), and to students from a variety of disciplines at interdisciplinary courses (SLUSE/ILUNRM).

I have taught and guided students in project design, fieldwork, and analysis of qualitative (sometimes mixed with quantitative data), and I have extensive experience with examining and grading students in individual and group exams, as well as in written exams. It is my experience that teaching is successful and engaging when it is linked to practical processes and actual research projects – either the students' projects, or the lecturer bringing in experiences and data-material from her/his own research.

In earlier parts of my life I have taught ballet and contemporary dance to children, youth and adults in different parts of the world. I believe this experience has had significant effects on the development of my pedagogical and communication skills; sharing knowledge, instruct about a substance – in the form of a concept, theory or bodily movement – and generating a space for engaged and motivated learning.

I believe that teaching works best when students are motivated and engaged practically, and when teaching is built up dynamically, creating various spaces of communication and learning (using visual tools, sound, lecturing, exercises,

student presentations, group work, discussions), yet without losing academic focus. In my own research I have explored with qualitative and quantitative methods that can serve as a basis for scientific dialogues across disciplines, and which can be used in teaching: participatory, ethnographic and GPS mapping, and also video-filming and photography. I approach teaching with creativity, and I have a good eye for seeing potential collaborations and new opportunities for courses or programmes.

8. Any other information or comments.

Type your answer here...