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.

Kenneth Mølbjerg Jørgensen (KMJ) been involved in all kinds of teaching activities: Leadership, coordination and regular teaching activities. He has served as a head of school for two years. He has also served as a study leader as well as he has been involved coordination the development of different educational programs. He has supervised PhD students. He has been involved in continuing education programs on a master level, graduate programs and undergraduate programs. In his regular teaching I have carried out all kinds of teaching activities: lectures, workshops, seminars, supervision, e-learning etc. He has mainly been involved in the following educational programs.

Master in Public Governance (MPG), which is a continuing education program for public leaders.

Master in Learning Processes (MLP), which is a continuing education program for people engaged in learning and education.

Master in Learning and Change, which is a graduate program.

Bachelor in organizational learning, which is an undergraduate program.

Master in Business Economics with a specialization in Organization and Strategy.

BA in Business Economics.

KMJ's responsibilities and teaching activities are summarized below:

KMJ has been responsible for content of the following modules

"Knowledge, innovation and society", BA Organizational Learning, 2014-2015.

"Organization and society", BA Organizational Learning, 2014-2015.

"Strategic HRM in Public Organizations", Master in Public Governance, since 2014.

"Personal Leadership and Dialogic Coaching", Master in Public Governance, since 2014.

"Organizational Learning", Master in Learning and Change, 2013-2014.

"Personal development module", Master in Public Governance, 2010.

"Power and Ethics in Public Organizations", Master in Public Governance, since 2010.

"Basic Leadership Module", Master in Public Governance, 2009-2011.

"Learning and Change in Practice", Master in Learning and Change, 2008.

"Organizational Learning", Master in Learning and Change, 2005-2009 and again 2014 2015.

"Change Management and Work Environment", Master in Learning Processes, 2005-2010.

"Organizational Learning", Master in Learning Processes, 2002-2008.

Otherwise KMJ has been teaching at a regular basis at the following modules

Power and discourse, HRM and Leadership modules, Master in Business Economics with a specialization in Organization and Strategy, since 2015.

Supervision of projects and master theses, Master in Business Economics with a specialization in Organization and Strategy, since 2015.

Supervision of master theses, Master in Public Governance, since 2013.

"Basic Leadership Module", Master in Public Governance, since 2011.

"Leadership of Professionals", Master in Public Governance, since 2011.

"Strategic HRM", Master in Public Governance, since 2010.

Project supervisor and supervisor of master theses, Master in Learning Processes, 2002-2010.

Project supervisor and supervisor of master theses, Master in Learning and Change, 2006-2015.

PhD Activities

PhD Supervision as main supervisor:

Kevin Turner (2014): Governing Today: Towards an Analytics of the Contemporary, Department of Learning and Philosophy, Aalborg University.

Kristian Lange Østergaard (2013): The Individual in the Intercultural Interplay: Examples of Authenticity, In-Authenticity and Everydayness from Grundfos and Lundbeck, Department of Learning and Philosophy, Aalborg University.

Alice Juel Jacobsen (2010): Professioner, paradokser og strategier i organisatorisk forandring – et studie i tilblivelsen af det ny gymnasium (Professions, paradoxes and strategies in organizational change – a study of the becoming of the new gymnasium, Department of Learning and Philosophy, Aalborg University.

As a secondary supervisor:

Ann Starbæk Bager (2015): Theorizing and Analyzing Plurivocal Dialogue in Organizational and Leadership Development Practices. Department of Communication, Aalborg University.

Anete M. Camille Strand (2012): Enacting the Between. Department of Communication, Aalborg University.

Dorina Gnauer (2011): Time to Learn: Exploring Workplace Learning Affordances in a High-Pressure Environment. Aarhus University.

Heilyn Camacho Nunez (2010): Developing a Methodology Based on Action Learning to Facilitate the Adoption of ICT in Small and Medium-sized Companies in Costa Rica. Department of Communication, AAU.

KMJ is currently supervising the following PhD students:

Nikolaj Klee (sustainable leadership in the public sector), expected 2016.

Margarita Canal (Management education), expected 2016.

Anne Abildgaard (public-private innovation), expected 2016.
Assessment committees

KMJ has been chair of the assessment committee in regard to the assessment of the following PhD theses.

Lisa Rygaard Frost Kristensen (2015). Bæredygtighedsbegrebets etiske sigte – en begrebsanalyse af bæredygtighedsbegrebet. Department of Learning and Philosophy, Aalborg University.

Kim Malmbak Møller (2015). Erkendelse og organisatorisk praksis. At undre sig over mennesket i et filsosofisk, sociologisk og neurovidenskabeligt perspektiv. Department of Business and Management, Aalborg University.

Bente Nørgaard (2015). 'Disclosing New Worlds in Continuing Education'. Department of Planning, Aalborg University.

Henrik Vardinghus (2014). Organisatorisk læring – Et bidrag til en organisationsdidaktik. Department of Learning and Philosophy, Aalborg University.

Anne Mølholm (2013). Striden om organiseringen af viden– blinde pletter i iagttagelser. Department of Learning and Philosophy, Aalborg University.

Patrik Kjærsdam Telleus (2013)…Då är ensamhet ett ord som inte finns. Department of Learning and Philosophy, Aalborg University.

Alexandre Pais (2011). Mathematics Education and the Political: An Ideology Critique of an Educational Research Field. Department of Learning and Philosophy, Aalborg University.

Anja Overgaard Thomassen (2009). Facilitated Work-based Learning. Department of Learning and Philosophy, Aalborg University.

Diana Stentoft Rees (2009). Challenging Research Conceptions in (Mathematics) Education: Telling stories of Multiplicity and Complexity, Department of Learning and Philosophy, Aalborg University.

KMJ has been part of the assessment committee for the following PhD theses:

Andrew John Ross (2016). On being a rural origin Health Care Professional: Lives, Learnings and Practice. College of Education, University of KwaZulu-Natal, Durban, South Africa.

Sibusiso Douglas Bayeni (2015). Examining Principals' Mediation in Policy Implementation Processes: A Case Study of Six Secondary Schools, University of KwaZulu-Natal, Durban.

Samuel Etonge (2014). A Framework for School Management Teams to handle Disruptive Learner Behaviour, University of the Free State, Bloemfontein, South Africa.

Reginald Donald Forde (2010): Minds and Hearts: Exploring the Teachers' Role as a Leader in a Class, University of KwaZulu-Natal, Durban.

Callie Grant (2009): Distributed Teacher Leadership in South African Schools: Troubling the Terrain, University of KwaZulu-Natal, Pietermaritzburg.

Ulrik Brandi (2007): På Sporet af Organisatorisk Læring, DPU, Århus University.
Ph.d. Courses

KMJ has been involved in planning and teaching at the following PhD courses:

Researching in Educational Settings from Cultural Perspectives. Together with Professor Paola Valero, Aalborg University, 2014.

Power in organizations. Together with Professor Stewart R. Clegg, University of Technology, Sydney, 2010.

Dialogue and organizational development, together with Associate Professor Søren Willert, Aalborg University, and Professor David M. Boje. New Mexico State University, 2009.
Qualitative research Methods with Professor Paola Valero and Professor Tim Richardson, Aalborg University, 2009.

Metoder i udviklingsstøttende forskning - med fokus på organisationer indenfor uddannelsesområdet. Together with Professor Erik Laursen, Aalborg University, and Professor David M. Boje, New Mexico State University, 2007.

Perspectives on Identity in Research on Learning and Education. Together with Professor Erik Laursen, Professor Paolo Valero and Professor Lone Dirckinck-Holmfeld, 2006.

Dewey and Organizational Learning, 2004

Method and Social Science Theory with Professor Professor Lars Bo Henriksen, runs every second year since 2003.

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.

Responsible for the Master in Business Economics with a specialization in Organization and Strategy, since 2016.

Responsible for the 6th Semester at BA Business Economics, since 2016.
Study leader for the Bachelor in Organizational Learning, 2014-2015.

Coordinator for the development of the Bachelor in Organizational Learning, 2013.

Head of School for The School of Consciousness and Change, AAU, 2011-2013.

Study leader for Master in Public Governance, AAU, 2009-2011.

Coordinator for the development of Master in Public Governance, AAU, 2008-2009.
Member of the work group, which developed the Master in Learning and Change, AAU, 2004-2005.

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

Pedagogic Diploma for Assistant Professors, Centre for University Teaching and Learning, Aalborg University, 2003.

CompAssess Project: Assessment of student competences with emphasis on the development of competences. Collaborative European project between Tknika and Mondragon University, Spain; Libera University of Bolzano and Tangram, Italy; Sociedade Portuguesa de Inovacao, Portugal; Northern University College, Ireland; and UC Syd and Aalborg University, Denmark. Funded by EU, Lifelong Learning Program, project nr. 2014-1-ES01-KA202-005000, since June 2015.

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.

Coordinator for the development of the Bachelor in Organizational Learning, 2013.

Coordinator for the development of Master in Public Governance, AAU, 2008-2009.

Member of the work group, which developed the Master in Learning and Change, AAU, 2004-2005.

Kenneth has developed the following modules

Knowledge, innovation and society", BA Organizational Learning, 2015.

Organization and society", BA Organizational Learning, 2014.

Power and Ethics in Public Organizations", Master in Public Governance, 2010.

Basic Leadership Module", Master in Public Governance, 2009.

"Personal development module", Master in Public Governance, 2010.

"Organizational Learning", Master in Learning and Change, 2005.

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

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

KMJ has been writing about and experimenting with learning methodologies in relation to problem-based learning specifically and in relation to university pedagogy generally. Especially he has been active in adapting a storytelling methodology to the field of higher education and educational leadership. These learning methodologies make students an active part of the learning environment and has to do with both personal development and the collective organization of the classroom (a multivoiced classroom). KMJ believes that working with and from students' stories is an important part of problem-based learning. KMJ's position as professor in organizational learning implies that some of his fields of expertise concern the relationship between education and organizations and educational leadership generally. The following publications are concerned with education and educational leadership and have to do with the application of storytelling to teaching and education.

Valero, P., Jørgensen, K. M. and Brunila, K. (2018). Affective subjectivation in the precarious neoliberal academy. Accepted for publication in Bottrell, D. and Manathunga, C. (Eds.). Resisting Liberalism in Higher Education, Volume 1: Seeing Through the Cracks. Palgrave MacMillan, Critical University Studies Series.

Jørgensen, K. M. (2016). Vibrant power, vibrant subjectivities: A storytelling approach to the study of power in education, Accepted for publication in Educação Unisinos

Jørgensen, K. M., & Strand, A. M. C. (2014). Material Storytelling – Learning as Intra-active Becoming. In Jørgensen, K. M. & Largarcha-Martinez. C. (Eds). Critical Narrative Inquiry – Storytelling, Sustainability and Power (53-72). New York: Nova Science Publishers.

Canal, M. & K. M. Jørgensen (2014). Storytelling and the Development of the Self. In Jørgensen, K. M. & Largarcha-Martinez. C. (Eds). Critical Narrative Inquiry – Storytelling, Sustainability and Power (159-176). New York: Nova Science Publishers.

Jørgensen, K. M., Klee, N. & M. Canal (2014). The Multi-voiced Classroom – A Storytelling Ethics Approach to Management Education. In Jørgensen, K. M. & Largarcha-Martinez. C. (Eds). Critical Narrative Inquiry – Storytelling, Sustainability and Power (217-227). New York: Nova Science Publishers.

Chikoko, V. & K. M. Jørgensen (Eds.) (2012). Education Leadership, Management and Governance in South Africa. New York: Nova Science Publishers.

Jørgensen, K. M. & V. Chikoko (2012). Education Leadership, Management and Governance in South Africa, in Chikoko, V. & K. M. Jørgensen (Eds.). Education Leadership, Management and Governance in South Africa (1-11). New York: Nova Science Publishers

Jørgensen, K. M. & A. M. C. Strand (2012). Towards a postcolonial storytelling theory of organizational learning – Schools as storytelling organizations. in Chikoko, V. & K. M. Jørgensen (Eds.). Education Leadership, Management and Governance in South Africa (15-30). New York: Nova Science Publishers.

Jørgensen, K. M., A. O. Thomassen & A. M. C. Strand (2012). Conceptual bases of problem-based learning, in J. Groccia, M. Al-Sudairy & W. Buskist (Eds.), Global Perspectives on College and University Teaching (440-456), London: Sage.

Jørgensen, K. M. & A. M. C. Strand (2011). Towards a storytelling ethics for management education. In Wankel, C & A. Stachowich-Stanusch (Eds.). Effectively integrating ethical dimensions into business education (253-272). Charlotte NC: Information Age Publishing.

8. Any other information or comments.

Type your answer here...