

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.

Ty2000 - 2020: undervisningsopgaver i udvalg

Undervisning på kurset teknologi, medier og kultur, KDM og INFORMATIK (10 kursusgange)(BA. NIVEAU)

Undervisning på kurset kvalitative metoder, Informatik (BA. NIVEAU)

Undervisning på kurset Organisations som kontekst for kommunikation, KDM, 10 kursusgange (BA. NIVEAU)

Undervisning på kurset Undersøgelses, analyse og interventionsmetodik, KDM, 4 kursusgange (BA. NIVEAU)

Undervisning på kurset Arbejds- og Organisationspsykologi , Psykologi, 10 kursusgange (BA. NIVEAU)

Undervisning på skiftende professionsprogrammer i arbejde- og organisationspsykologi, Psykologi (Kandidatniveau)

Vejledning på bacheloruddannelsen i Psykologi og kommunikation, (BA. NIVEAU)

Vejledning af Ph.D studerende, psykologi (Ph.d.niveau)

Øjeblikkelige undervisningsopgaver 20 - 22

Efterår:

Undervisning på kurset I Organisationskommunikation, KDM, 3 kursusgange (BA. Niveau)

Undervisning på kurset Arbejds- og Organisationspsykologi , Psykologi, 10 kursusgange (BA. NIVEAU)

Vejledning 9 semester KDM (6 stud)(Kandidatniveau)

vejledning 9 semester psykologi (4 - 6 studerende) (Kandidatniveau)

Undervisning på Professionsprogrammet i Arbejds miljøpsykologi, 9 semester, 8 kursusgange (Kandidatniveau)

Undervisning på Professionsprogrammet i Arbejds- og organisationspsykologi, 7 semester, 10 kursusgange (Kandidatniveau)

Forår:

Bachelorvejledning, 6 semester psykologi (10 - 15 studerende)

Praktikvejledning KDM (8- 18 stud)

Specialevejledning på Interaktive Digitale medier, Informatik, Center for Afrika studier, og Psykologi (2 - 8 studerende)

Specialevejledning, 10 semester psykologi (2-6 studerende)

Undervisning på professionsprogrammerne i Arbejde- og organisationspsykologi og Arbejds miljøpsykologi (6 - 10 undervisningange)

pe your answer here...

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.

Type your answer here...Kursusansvarlig på kurset Arbejds- og Organisationspsykologi , Psykologi (BA. NIVEAU)

Ankerlærer/semesterkoordinator 5. semester Psykologi

Programansvarlig på professionsprogrammet i Moderne Arbejds miljøpsykologi

Programansvarlig på professionsprogrammet Snow

Programansvarlig på professionsprogrammet AOP

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

TypPh.d. vejlederkursus ved AAU

Specialevejlederkursus ved AAU,

Pædagogisk udviklingsforløb for Adjunkter, AAU

Undervisningsteknik, 5-dages internatkursus, Jyske bank

Kollegial vejledning og supervision, 1-dags kursus, HHA, Århus

e your answer here...

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.

TypGrundforløbsunderviserne ved Skive Social- og Sundhedskole og Randers Social og Sundhedskole og Thomas Borchmann (2013) Unge på Kanten. Borchmann, Thomas & Bonde Jensen, Poul. (2005e) Teaching Ethics in Higher Education. I: The Teaching and Practice of professional ethics Strain og Robinson. (eds.). Leicester: Troubador Publishing Ltd , 2005. S. 187 – 19833. Borchmann, Thomas & Jensen, Søren Lindhardt Møller. (2004a) Doing almost the same things for somewhat different reasons: a note on variations within the Aalborg PBI-mode. I: The Aalborg PBL model : progress, diversity and challenges. Red. / Kolmos, Anette ; Fink, Flemming K. ; Krogh, Lone (eds.). Aalborg : Aalborg Universitetsforlag, 2004. S. 183-19530. Borchmann, Thomas & Jensen, Poul Bonde (2003e) Teaching Ethics in Higher Education – some considerations and suggestions. I: Proceedings of the First international Conference on Teaching Applied and Professional Ethics in Higher Education ved Southlands College, University of Surrey Roehampton, London UK. Jessica Kingsley Publishers, 2003.27. Borchmann, Thomas & Jensen, Søren Lindhardt Møller. (2003a) Frihed.. oh Frihed. Paper præsenteret på udviklingskonferencen. The Aalborg Pbl- Model 2003.e your answer here...

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.

Ty Samarbejder i udvalg:

Samarbejder med sosu skoler vedr. opkvalificering af undervisningsdifferentiering.

Samarbejder med Handels og Ingeniør Højskolen Herning vedr. opkvalificering af undervisning

Samarbejde med Jyske Bank vedr. udvikling af kompetenceudviklingspraksisser

pe your answer here...

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

Årets Underviser på Det Humanistiske Fakultet 2008

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...