

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

The guiding philosophy of my teaching draws on problem-based and practiced oriented learning. To support students in bridging theory and practice in critical and reflexive ways, my teaching practices are embedded with real-life examples, cases, and guest lectures addressing actual and relevant business challenges and problems which we analyze from different theoretical perspectives. Students are furthermore encouraged to explore how different methods, types of data, and theories shape understanding, analysis, and proposals in different ways. My teaching practices are based on more than 25 years of experiences with academic teaching on bachelor and master level, within the public and private sector, including executive program. My teaching activities have mainly addressed:

- HRM
- Leadership
- Organizational culture
- Organizational change
- Communication and sensemaking
- Stakeholder relations
- Business ethics
- Power
- Organizing/strategizing
- Strategy-as-practice
- Philosophy of science
- Qualitative research methods

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Modul- og seminaransvarlig, herunder undervisning

- 2025- : MBA: modulansvarlig HRM
- 2024 : vejledning på alle MBA niveauer
- 2020- : MPG modulansvarlig Personligt Lederskab og Coaching
- 2020- : MPG modulansvarlig Strategisk HRM
- 2015- : HDO seminaransvarlig Kultur samt HRM
- 2013- Modul ansvarlig HRM, Cand. Merc. Organisation og Strategi (CMOS)
- 2022- 2023: Modul ansvarlig Organisationsteori og -analyse, CMOS
- 2016-2021: Modul Virksomhedssamarbejde samt Kandidatspeciale, CMOS
- 2013-2019: Modul 9 Organisation og Kvalitative Metoder, HA, 3. semester

Koordinator

- 2013-2019: HA 3. semester
- 2016 - 2021: Cand. Merc. Organisation og Strategi, 1. og 3. semester
- 2020 - 2022: Cand. Merc. Organisation og Strategi, 2. og 4. semester

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

To acquire university anchored pedagogical qualifications, I achieved the Pedagogic Diploma for Assistant Professors at Aalborg University. During the years I have further developed my physical and digital teaching practices and tools by participating in workshops and seminars on Problem Based Learning, blended learning, and digital teaching and other relevant teaching and supervising activities. Furthermore, I have acquired experience with teaching in other cultural settings, including a research stay in China for 2 months at Renmin University of China, at Sheffield University for 2 weeks, and at University of Illinois, Urbana Champaign for 6 months. In addition, my approach to teaching and dissemination has been further developed through my experiences acquired from working as an internal organizational consultant in a large company for 7 years and from being an open water diver instructor in my leisure time.

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Over the years at a regular basis, I have presented and disseminated my research at several conferences. My research is primarily empirical anchored, and in relation to various research project I have therefore been invited to present my research contributions:

2018:

Invited presenter on Antenarrative Storytelling at the Center for Narratological Studies, University of Southern Denmark.

2015:

Invited presenter on Leading Implementation Processes at a workshop for three of the Danish regions development consultants: "En Alkymist udforskning mellem konsulenter. Fra tre regioner og tre følgeforskere"

2014:

Invited presenter on Gender and Leadership at a seminar held by Finansforbundet in the financial sector; a collaborative research project between Spar Nord Bank and Aalborg University.

2009:

Invited presenter on Leadership Philosophy in Spar Nord Bank in relation to the collaborate research project between Aalborg University and Spar Nord Bank concerning the development of actor-based leadership.

2004:

Invited presenter on Intersubjectivity and cultural dynamics at University of Southern Denmark

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

As a coordinator of several modules, semesters, and programs and as a teacher and supervisor in general I have always prioritized to develop and improve teaching, supervision, and dissemination activities. On some occasions this work has involved a major change:

- Being the coordinator of the master program in Organization & Strategy I was involved in facilitating a profound change and further development of that program together with esteemed colleagues as part of the departments transition to become Business School, Aalborg University from 2019-2021.

- In 2012 I co-participated in restructuring the master program in Organization & Strategy at Aalborg University to reinforce the ability to bridge theory and practice through case-based cooperation with organizations.

- In 2012, as co-coordinator, I was part of restructuring the intersection between three modules at 3rd semester Bachelor Business Administration for more than 250 students, namely Organization Theory, Philosophy of Science and Methodology, and project work. The purpose was to encourage students to critically explore how different methods, types of data, and theories shape understanding, analysis, and proposals in different ways.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

In general, my teaching and supervising activities receive good evaluation (4-5 on a 5-scale). Concrete evaluations can be provided if relevant.

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Problem based learning matters a lot to me as I experience how this approach to teaching and supervision supports students' critical and reflexive learning in bridging theory and practice and in relating different theories, types of data, and methods to actual real-life business problems.

8. Andet.

Skriv dit svar her...