

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.

• September 2011, February 2012, September 2012, February 2014, September 2014, September 2015 and February 2016

Programmes: M.Sc. Environmental, Energy and Urban Planning (1st semester and 2nd semester), M.Sc. Energy and Technology (2nd semester), M.Sc. Biotechnology (2nd semester), M.Sc. Software and music computing (1st semester)
Course name: PBL introduction and Project management

Teaching strategies: Combination of lecture, practical exercises, workshops and group discussions

• December 2014

Five days course in teaching training and staff development for Tomsk University, Russia

Course theme: Facilitation in a PBL environment

Facilitator

• Autumn 2014, Autumn 2015

Programme: B.Sc. Medialogy, 1st semester

Course name: Problem Based Learning (PBL) in Science, Technology and Society (STS) (PV kursus)

Teaching strategies: Combination of lecture, practical exercises, workshops and group consultancy.

• Spring 2014, Spring 2015

Programme: B.Sc. Medialogy (MEA), 2nd semester, co-supervision of 2nd semester project module

Co-supervision

• November 2012

Programme: Master in PBL for Staff Development (distant and e-learning programme)

Module 1: Teaching and learning in Engineering, Science and Health; Session 4: Curriculum Theories in Engineering and Science

Teaching strategies: Combination of lecture and group discussions

• March 2012

Programme: Master in PBL for Staff development

Module 2: Facilitation and process competencies; Session 1: The need for developing process competencies

Teaching strategies: Combination of lecture and group discussions

• October 2011

Programme: Master in PBL for Staff development

Module 2: PBL models and Change Strategies; Session 3: PBL cases in Higher Education - examples from Maastricht and Aalborg

Teaching strategies: Combination of lecture and group discussions

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.

Autumn 2015: Coordinator of Problem Based Learning (PBL) in Science, Technology and Society (STS) (PV kursus) course in B.Sc. Medialogy (1st semester) programme.

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

Autumn 2009: Participating in PhD Course in PBL facilitation

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

April 2015: participation in the Aalborg University teaching day

Spring 2011: participation in the Aalborg University teaching day

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.

Autumn 2014: Involvement in developing a staff development course for Tomsk University academic staff.

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.

I believe education has the role to empower students and equip them with necessary competencies to be responsible professionals who are capable to foster change if needed and to learn throughout life to address society challenges. I know this can be interpreted as a very utopic vision of education but teaching is an activity that allows a person to transform a utopic vision into practice. Therefore I see teaching as an activity of great responsibility and demand. For example, as a teacher I am responsible to create conditions that allow students to fulfil their learning potential by taking an active role in their learning processes. For example, in my teaching practice I align the learning outcomes with appropriate active learning strategies and assessment. Teaching also demands a continuous review of learning theories and methodologies used and how they enhance the development of knowledge, skills and competencies.

As a teacher I am also a designer of learning environments to fulfil the purposes above mentioned, and therefore I always prepare my teaching activities in advance and reflect upon my practice. For example, after given a lecture I normally ask students for feedback on the teaching format, exercises, etc. and I use it as guidelines for reflection and improvement of my practice and prepared materials. Every professional activity has is room to adapt, to create, be innovative and teaching is no exception, therefore I try to keep myself updated on teaching tools and methods such as ICT tools that can be used to improve and innovate teaching.

8. Any other information or comments.

I had teaching training in Biology and Geology which I took during my Bachelor and Master educations. These include: Science education, courses in learning theories and methodologies, fieldwork and laboratory work in Science, sustainability and environmental education.

Besides teaching experience at university level, I also have experience in teaching in lower levels. For example, during 2005/ 2006 and 2009/ 2010, I taught Biology and Geology in high school in Portugal.