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.

Type your answer here...All teaching activities have been conducted in English. Teaching in the following courses: 2022, Fall Semester, "Framing Techno-Anthropological Transformation", Master Program in Techno-Anthropology, Lecturing, Examination 2019 - 2022, Fall Semester, "Problembaseret læring og socio-teknisk teknologiforståelse", Bachelor Program in Techno-Anthropology, Lecturing 2018 - 2021, Fall Semester, "Techno-Anthropological Problems and Theories", Master Program in Techno-Anthropology, Lecturing, Examination 2019 - 2021, Spring Semester, "Facilitation of Technological Design Processes and Innovation", Master Program in Techno-Anthropology, Lecturing, Internet-based teaching, Distance teaching, Examination 2019 - 2021, Spring Semester, "Interdisciplinær videnskabsteori", Bachelor Program in Techno-Anthropology, Lecturing, Internet-based teaching, Distance teaching 2019 - 2021, Fall Semester, "Videregående etnografiske metoder og socio-teknisk/antropologisk analyse", Bachelor Program in Techno-Anthropology, Lecturing 2019 - 2020, Fall Semester, "Reflexive Project Design", Master Program in Techno-Anthropology, Lecturing 2020, Fall Semester, "Institutioner, Regulering og Forandringsprocesser", Bachelor Program in Techno-Anthropology, Lecturing Supervision-examination of project modules/master thesis: 2022, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Renata Picos dos Santos 2021, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Ethnographic Fieldwork, Renata Picos dos Santos 2021, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Project-oriented study in an external organisation, Rikke Plovmand Munk 2021, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Helle Sørensen 2021, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Phila Lou von Porthan 2021, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Helena Amalie Haxvig 2021, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Jacob Lindholm Nørgaard 2021, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Mads Peter Spanggaard Dragsbæk 2021, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Andressa Souza Martins, Mattia Invernizzi, Pavlos Chatzipolakis, Renata Picos dos Santos, Silvia Sgualdini 2021, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Alessandro Kartsiaklis, Camilo Henríquez, Phila Lou von Porthan 2020, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Project-oriented study in an external organisation, Jacob Lindholm Nørgaard 2020, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Project-oriented study in an external organisation, Mads Peter Spanggaard Dragsbæk 2020, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Kalliroi Simitsidou 2020, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN7 AAL: Project, Group members: Laura Damsgaard Ebbesen, Rikke Plovmand Christensen, Susanne Raben 2020, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN7 AAL: Project, Group members: Renata Picos dos Santos, Mattia Invernizzi 2020, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN7 AAL: Project, Benedikte Irene Hejgaard Jensen 2020, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Frederikke Bøgh Jensen, Kathrine Tornbjerg Ladefoged 2020, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Bas van den Boogaard 2020, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Leonora Hedegaard, Jacob Lindholm Nørgaard, Mads Peter Spanggaard Dragsbæk 2020, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Morten Bach Nielsen, Rasmus Brinch Mollerup 2019, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Project-oriented study in an external organisation, Group members: Frederikke Bøgh Jensen, Kathrine Tornbjerg Ladefoged 2019, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN9 - Project-oriented study in an external organisation, Kriss Finnbjørn Dam Poulsen 2019, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Group members: Daniel Bundgaard Laursen, Line Thane Andersen 2019, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Joachim Daus-Petersen 2019, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN 7 - Project - Technology in practice, Group members: Leonora Hedegaard, Mads Spanggaard Dragsbæk, Morten Bach Nielsen, Rasmus Brinch Mollerup 2019, Fall Semester, Master Program in Techno-Anthropology, Supervisor, TAN 7 - Project - Technology in practice, Group members: Lærke Engelbrecht Juul Sørensen, Signe Helbo Gregers Sørensen 2019, Fall Semester, Master Program in Techno-Anthropology, Internal censor, TAN 7 - Project - Technology in practice, Group members: Anne Stouby Persson, Oliver Rønn Christensen, Jacob Lindholm Nørgaard 2019, Spring Semester, Master Program in Techno-Anthropology, Supervisor, Master Thesis, Serban Costin 2019, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Frederikke Bøgh Jensen, Kathrine Tornbjerg Ladefoged 2019, Spring Semester, Master Program in Techno-Anthropology, Supervisor, TAN8 - Technological processes and design, Group members: Sofia Ilieva Stancheva, Joachim Daus-Petersen, Cecilie Kildahl Ranch Bertelsen, Helena Amalie Haxvig 2019, Spring Semester, Bachelor Program in Medialogy, 2nd Semester, Co-supervision, Group members: Alexander Rosbak-Mortensen, Anne Nielsen, Arijus Gotuzas, Hamzah Ziadeh, Julia Złotkowska, Sofia Lyudmilova

Zhivkova, Veronika Němcová 2019, Spring Semester, Bachelor Program in Medialogy, 2nd Semester, Co-supervision, Group members: Joakim Bové Winkler, Mads Bornholdt, Marco Jansen, Michelle Skov Poulsen, Nicklas Behrndtz 2019, Spring Semester, Bachelor Program in Medialogy, 2nd Semester, Co-supervision, Group members: Arnas Grigalauskas 2018, Fall Semester, Master Program in Techno-Anthropology, Co-Supervisor, TAN9 - Project-oriented study in an external organisation, Serban Costin 2018, Fall Semester, Master Program in Techno-Anthropology, Internal Censor, TAN9 - Project-oriented study in an external organisation, Christian Bager Jakobsen 2018, Fall Semester, Master Program in Techno-Anthropology, Co-Supervisor, TAN 7 AAL PROJECT Technology in Practice, Group members: Svend Hauekrog Christiansen, Peter Bach Lundgaard, Benjamin Peter Reisner Holm Kaan-Kristensen, Anders Møller Droob, Miguel Gómez Hernandez 2018, Fall Semester, Master Program in Techno-Anthropology, Co-Supervisor, TAN 7 AAL PROJECT Technology in Practice, Group members: Frederikke Bøgh Jensen, Line Thane Andersen, Kathrine Tornbjerg Ladefoged External censorship 2022, Spring Semester, Bachelor Program in Digital Design & Interactive Technologies, IT University of Copenhagen, Bachelor Project, Group members: Nicolai Lindschouw Alding, Mads Wedel

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...Program coordination & Membership of Study Board From 2021: Program coordinator of the Bachelor and Master Programmes in Techno-Anthropology, Aalborg Campus; Member of the Study Board of Techno-Anthropology and Sustainable Design Semester coordination From 2019, Coordination of the 2nd Semester, Master Programme in Techno-Anthropology, Aalborg Campus (TAN8). From 2020, Coordination of the 1st Semester, Master Programme in Techno-Anthropology, Aalborg Campus (TAN7). Course coordination 2020 - 2022, Coordination of the courses "Techno-Anthropological Problems and Theories" (TAN7) and "Facilitation of Technological Design Processes and Innovation" (TAN8), Master Programme in Techno-Anthropology, Aalborg Campus 2022 Coordination the course "Framing Techno-Anthropological Transformation" (TAN7), Master Programme in Techno-Anthropology, Aalborg Campus Programme and course development As program coordinator, I have been involved in the revision of the study regulation for the Bachelor and Master in Techno-Anthropology, revisions that have entered into action with the 2022-2023 academic year. As part of that, I have developed from scratch the course on "Framing Techno-Anthropological Transformation" (TAN7), Master Programme in Techno-Anthropology, Aalborg Campus.

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

2019 - 2022 Attendance of various "Teaching Day", AAU 2020 - 2021 Various courses/seminars on Digitally Supported Teaching (organized by AAU CDUL), e.g. "The Good Digital Presentation", "Blended Learning", or how to use specific digital technologies, e.g. Padlet or MS Teams 2018 Basic course with focus on PBL, AAU

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.

N/A

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.

2022 - I developed from scratch the course "Framing Techno-Anthropological Transformation" (TAN7), Master Programme in Techno-Anthropology, Aalborg Campus; I experimented on cross-campus teaching for TAN8 "Facilitation of Technological Design Processes and Innovation" with Nicola Bidwell.

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

N/A

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)

I am a committed teacher who reflectively engages with constant improvements in my teaching. That includes, first and foremost, to engage with student feedback/evaluations as a way to constantly fine tune my teaching practices. I aim at supporting students in developing critical thinking, therefore my practice includes engaging with controversial technologies as an object of study and with critical thinking as an approach to technology design. PBL is particularly suited for these goals, as it allows students to collaboratively engage in reflections on the role of technologies in significant societal challenges.

8. Any other information or comments.

N/A