

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.

Skriv dit svar Development of Nordic online master: Nordic Master in Visual Arts -EDDA Norden, Collaboration with Aalto University and Konstfack StockholmS13-S19

Contributor to revision of study regulation-Interactive digital media/ F13-E13
Information Science/

Semester Coordinator, Course developer, Teacher, Supervisor; Communication design: Experience, time, and place; Communication and Digital Media; F13-E22

Course developer, Interaction and digital productionIT, learning and organizational changeS13-S14

Teacher, Course developer Human-Computer InteractionInformation ScienceS13-S14

Teacher, Course developer Design methods and - theoryInformation ScienceF13-F15

Teacher, Course developer Aesthetics and effect: "Seeing with the body"Communication and Digital Media S13-S14

Teacher, Course developer Arduino workshops, IT, learning and organizational changeF13

Teacher, Course developerGamificationInformation ScienceF13-F19

Teacher, Course developerVisual digital culturesMaster in IT and LearningF14

Teacher, Course developerDesign ThinkingInformation ScienceS18-

Teacher, Course developerComputational thinkingInformation Science/Master in IT and LearningF19-

Teacher IT and learning designIT, learning and organizational changeF13-

Supervisor,TeacherICT, pedagogics, and visual cultureMaster in IT and LearningF13
TeacherUser studies and participatory design in IT developmentInformation ScienceS13-S14

SupervisorThesis modulesInformation Science/S13-F22; IT, learning and organizational change/Master in IT and Learning/Communication/

TeacherIt, interaction, and organizationInformation ScienceS15-

TeacherContextual inquiryInformation ScienceS15-S17
her...

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.

See above

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.

Ph.D. Supervision course for new supervisors (2021)

Professional postgraduate teacher training (2012-2014)

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

I have extensive experience making conferences, articles on pedagogics etc. See my profile:
<https://vbn.aau.dk/da/persons/100986>

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

I have led and participated in developing the educational approach at Aalborg University, through the following projects:

* Design Thinking and Higher Education Pedagogics (2016-2017): For 2 years we explored worked with research through educational development in this project. Through a collaboration with the National Gallery of Denmark, we developed the design modules for the communication education. This has led to research articles, press coverage, and a level up of the design aspect of the communication education.

* Digital PBL Learning Portfolio (2017-2018): We explored how to work with portfolio writing as an approach to strengthen students' awareness of their own competencies and thus improve both learning and their employability.

* MIL Open Academy (2022): The project aims to establish the online platform MIL Open Academy as an extension of the Master in IT and Learning (MIL). The online platform will accommodate two pedagogical formats: 1) partly video recordings, where MIL researchers/ teachers convey research-based knowledge about an IT and learning topic to a wide audience with a focus on concrete challenges ("PBL Challenges"); and 2) partly facilitation of user-driven webinars with the participation of MIL teachers/researchers, students and others dealing with practical issues about educational opportunities and challenges with IT and learning.

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

Skriv dit svar her...

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).

When teaching and supervising I seek to accommodate my five teaching principles:

- 1: ACTION: Integrate theories into exercises allowing students to learn through their actions
- 2: SOCIAL AND INDIVIDUAL: Create collaborative and social learning experiences in class, discussions in groups, and individual reflection after
- 3: EMBODIED: Make learning embodied as I consider the use of artefacts, place, and space as a part of the learning experience
- 4: WICKED PROBLEMS: Allow students to learn through wicked problems that requires transfer and sometimes even transformation of knowledge
- 5: FEEDBACK: Provide formative feedback when possible

8. Andet.

Skriv dit svar her...