

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.

Development of Nordic online master: Nordic Master in Visual Arts -EDDA Norden, Collaboration with Aalto University and Konstfack Stockholm S13-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 production IT, learning and organizational change S13-S14

Teacher, Course developer Human-Computer Interaction Information Science S13-S14

Teacher, Course developer Design methods and - theory Information Science F13-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 change F13

Teacher, Course developer Gamification Information Science F13-F19

Teacher, Course developer Visual digital cultures Master in IT and Learning F14

Teacher, Course developer Design Thinking Information Science S18-

Teacher, Course developer Computational thinking Information Science/Master in IT and Learning F19-

Teacher IT and learning design IT, learning and organizational change F13-

Supervisor, Teacher ICT, pedagogics, and visual culture Master in IT and Learning F13

Teacher User studies and participatory design in IT development Information Science S13-S14

Supervisor Thesis modules Information Science/S13-F22; IT, learning and organizational change/Master in IT and Learning/Communication/

Teacher IT, interaction, and organization Information Science S15-

Teacher Contextual inquiry Information Science S15-S17

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.

See above

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

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

Professional postgraduate teacher training (2012-2014)

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.

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

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.

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

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 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)

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. Any other information or comments.

Type your answer here...