

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.

2022 - 2025 Approximately 475 hours/semester,

2019 –2022 Approximately 275 hours/semester, both in the following educations, in Danish

- courses on knowledge mobilization and conversatoin analysis, masters level, Aalborg University.
- Master of Social Work, Aalborg University
- Master of Public Governance; Reform and change management
- PhD-course on 'Client participation', Aalborg University (2019)
- Bachelor of Social Work, Aalborg University
- Bachelor of Policy and Administration, Aalborg University
- Bachelor of Sociology, Aalborg University
- Commissioned course for Aarhus Municipality, Esbjerg Municipality.

Teaching on theories of social work, sociology of professions, conversation analytical methodology and social work within the employment sector.

Supervision on individual and group projects, including bachelor, master and ph.d. theses.

2015 – 2018 Approximately 100 hours/semester (total app. 500 hours), in Danish

- Master of Social Work, Aalborg University
 - Bachelor of Social Work, Metropolitan University College
 - Commissioned courses for Aarhus Municipality, Haderslev Municipality
- Teaching on theories of social work, social work within the employment sector.
Supervision on individual and group projects, including master theses.

2013 – 2015 Approximately 450 hours/semester (total app. 2000 hours), in Danish

- Bachelor of Social Work, Metropolitan University College
 - Diploma in occupational rehabilitation, Metropolitan University College
- Teaching on (inter-professional) social work within the employment sector.

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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.

Course coordinator on elective courses

Course planning and execution of various elective courses:

- accredited course on 'Conversation analysis in social work', Aalborg University (2025-).
- accredited course on 'Knowledge mobilisation in social work with young people and adults', Aalborg University (2025-).
- Professionelle og ledelse i velfærdsstaten, Bachelor of Policy and Administration, Aalborg University (2021 –). In collaboration with Niklas Andersen, Dep. Of Political Science, AAU
- Samtaleanalyse og socialt arbejde, Master of Social Work, Aalborg University (2022 – 2023)
- Beskæftigelsesfaglighed og udsatte voksne i den danske velfærdsstat, Master of Social Work, Aalborg University (2018 – 2020)
- Forandringer gennem tid. En specialisering i kvalitative metoder til studiet af socialt arbejde, Master of Social Work, Aalborg University (2020 – 2021). In collaboration with Anne-Kirstine Mølholt, then Dep. Sociology & Social Work, AAU

Involves ongoing work to ensure coherence and quality of the respective courses, including following up on student evaluations, updating course content and planning examinations.

1st semester coordinator, Master of Social Work, Aalborg University, Copenhagen (2019 - 2024)

The role consist of the coordination of three separate courses as well as lectures supporting problem based learning (app. 30 lectures in total).

Involves ongoing work to ensure coherence and quality of the semester, including following up on student evaluations, coordinating content development of the respective courses and well as facilitating updates to framework for problem based project work and examination.

Also includes engaging students in dialogue around course planning and execution, e.g. through collaboration with tutors, teaching assistants and student panel.

In close collaboration with the corresponding coordinator in Aalborg, to ensure parallel executions of the semester across geographic locations.

Development of new courses (2023 - 2024)

- Development of commissioned course for Esbjerg Municipality; conversation analysis as a tool for professional reflection. In collaboration with Dorte Caswell (2023).
- Development of accredited course on 'Conversation analysis in social work', Aalborg University (2024).
- Development of accredited course on 'Knowledge mobilisation in social work with young people and adults', Aalborg University (2024).

Invited expert for course evaluation (2022)

Part of expert panel for evaluation of the 'Akademi- og diplomuddannelsen i Beskæftigelse', Copenhagen University College, a part-time continuing higher education for practitioners within public employment services.

Involves assessment of the quality and relevance of the education and recommendations for future work to support these.

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

2025 TeachGenAI, a competency development programme focused the use of generative AI for teaching, 25 hours, ITVest; AAU, AU, and SDU.

2020 University Pedagogical Programme, 10 ECTS, Aalborg University

2020 Certification in English as a medium of instruction, Aalborg University

2015 Basis Course in Pedagogy for University Teachers, 2 ECTS, Aalborg University

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.

Type your answer here...

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.

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Development and coordination of part-time continuing higher education: Management in a changing welfare state.

As part of a pilot project under PBL Digital, Aalborg University, I have been granted funds to develop and coordinate the first iteration of a continuing higher education course for frontline managers in public employment services.

The role involves course design and coordination of a three-month course, organized in a hybrid (online/in-person) format and based on ideas of problem based learning and dialogical practice-/research-collaboration.

Developing the course involves identifying suitable online platforms to share (and develop) live and asynchronous teaching materials, as well as developing a financially sustainable business plan.

Development and coordination of programme for knowledge brokers

As part of CUBB, I have been a leading figure in developing a programme for knowledge brokers within public employment services. Knowledge brokers are frontline professionals who work to facilitate knowledge mobilization in their everyday collegial practices.

Development of the programme involves developing the concept of knowledge brokers in frontline organizations, as well as organizing platforms for dialogue between researchers and practitioners. Since 2019 I have organized biannual two-day seminars bringing professionals and researchers together to discuss new research as well as current challenges in frontline work.

In addition to in-person interactions, I have also developed a Sharepoint site to share asynchronous teaching materials (videos, podcasts, documents) that are available to knowledge brokers as they engage colleagues in research-based

reflection. I have created much of the content (e.g. on conversation analysis as a means for professional reflection), and have coordinated contributions from other researchers.

The programme is currently accessible to municipalities collaborating with CUBB, but the aim is to further develop the programme into part-time continuing higher education that can be made available to all Danish municipalities.

I have collaborated with professor Dorte Caswell as well as other researchers in CUBB in all stages of this work.

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...