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.

2021-2022, as a post-doc in the Tant Lab I co-taught the course Mapping Controversies at AAU with Anders Kristian Munk. Each of us gave half of the lectures on each site (Aalborg and Copenhagen) and I assessed the students in Aalborg. The course is in blended learning with a strong element of problem-based learning (PBL). Part of the course was based on a dedicated website we set up, containing data, video tutorials, and code notebooks that the students can reuse during the course or later for their semester project. The course consists of online lectures, in-person lectures, online tutorials and exercises with the notebooks but in groups and at the university, and group work sessions under our supervision and help in person. In English. I organized a 3-day data sprint and gave a lecture on data analysis and visualization for the continuing education master on data-driven organizational development (MDO). The data sprint consists of open-ended group work with supervision and help from me and other teachers and technicians, and with a collective sharing session in the end. In a mix of English and Danish (my Danish being insufficient at this stage). I supervised 3 master students in techno-anthropology (TAN8). In English. I coordinated the work of a group of 10 master and PhD students during the 1-week Winter School of the Digital Methods Initiative in Amsterdam. In English. I gave 6 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: online for the Danish researchers (September); Malmö (October); Copenhagen ITU (October); Aarhus Uni. (November); Aalborg Uni. (November); Siegen Uni. (August). In English. 2020-2021, as a research assistant and PhD student at the Tant Lab I organized a 3-day data sprint on data analysis and visualization (open-ended group work with supervision) for the continuing education master on data-driven organizational development (MDO). In English. I co-taught the course Mapping Controversies at AAU with Anders Kristian Munk, fully online (under COVID lockdown). It consisted of a mix of lectures, online exercises, and group work sessions. In English. I gave 5 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: online for the Danish public (November, February); online for AAU (May); online for the French public (April); online for the USA public (July). In English. 2019-2020, as a research assistant and PhD student at the Tant Lab I supervised 2 groups of students in techno-anthropology (P9). In English. I gave a one-week Winter school on web mining for researchers and PhD students in Lisbon. It consisted of a mix of lecture about the web and digital culture, and workshop sessions with the web crawler Hyphe. In English. I gave 4 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: Aalborg Uni. (October, November, February); online for the digital humanities public (July). In English. 2018-2019, as a research assistant and PhD student at the Tant Lab I supervised 3 students in techno-anthropology (TAN8). In English. I co-organized a 1-week seminar ("ANF", i.e. "action nationale de formation", national training action) on information visualization for the French research engineers (primarily) and researchers (secondarily). It consisted of a mix of lectures and workshops, with keynotes and parallel tracks. I gave several lectures and workshops during the event (November 2018). In French. I gave 2 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: Aalborg (September); Lille Uni. (October). In English and French. 2017-2018, as a research engineer at the Sciences Po médialab I designed and taught a course (7 sessions) on web cartography at Université Paris Descartes, master level 2 in sociology. It consisted of a mix of lectures, practical exercises and group work around a topic freely chosen by each group of students. The students were assessed over a report depicting a web community or domain harvested, visualized and analyzed by quali-quantitative methods. In French. I gave 2 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: Sciences Po Paris (November); King's College, London (March). In English and French. 2016-2017, as a research engineer at the Sciences Po médialab I designed and taught a course (7 sessions) on web cartography at Université Paris Descartes, master level 2 in sociology. In French. I gave 7 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: Aalborg Uni. (September, February); Copenhagen ITU (September); Sciences Po Paris (December, April); Amsterdam Uni. (June); King's College London (June). In English and French. 2015-2016, as a research engineer at the Sciences Po médialab I designed and taught a course (7 sessions) on web cartography at Université Paris Descartes, master level 2 in sociology. In French. I gave a 1-day course on web cartography for the Sciences Po Paris "Executive Master Digital Humanities" (continuing education). In French. I gave 4 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: Borås (December); Amsterdam (January); Rennes Uni. (May); Utrecht (July). In English and French. 2014-2015, as a research engineer at the Sciences Po médialab I designed and taught a course (7 sessions) on web cartography at Université Paris Descartes, master level 2 in sociology. In French. I gave 5 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students: HEC Paris (February); Parsons School Paris (October); UCLA, USA (January); Paris Uni. (February, June). In English and French. 2013-2014, as a research engineer at the Sciences Po médialab I was co-teaching and supervising students for two separate master-level courses on controversy mapping at Sciences Po Paris (SCUBE and Public School of International Affairs). It consisted of lectures and supervised group work. In French. I gave 2 workshops/teachings on network analysis and/or web mining, for researchers, PhD students and master students in Paris universities (December, May). In French. 2012-2013, as a research engineer at the Sciences Po médialab I was co-teaching and supervising 3 groups of students for the course on controversy mapping at Sciences Po Paris (École de la Communication). The course is for master students and consists of lectures and supervised group work. In French. I gave

a lesson on web cartography for master students in Montpellier. In French. 2011-2012, as a research engineer at the Sciences Po médialab I was co-teaching and supervising students for two separate courses on controversy mapping at Sciences Po Paris (SCUBE and École de la Communication). The course is for master students and consists of lectures and supervised group work. In French. 2010-2011, as a research engineer at the Sciences Po médialab I was co-teaching and supervising students for two separate courses on controversy mapping at Sciences Po Paris (SCUBE and École de la Communication). The course is for master students and consists of lectures and supervised group work. In French. I gave a lesson on web cartography for master students at the Université de Technology de Compiègne (France). In French. I was an assessor for the course on controversy mapping at the engineering school Télécom ParisTech (France). In French. 2009-2010, as a research engineer at the Fondation Maison des Sciences de l'Homme I was co-teaching and supervising students for two separate courses on controversy mapping at Sciences Po Paris (SCUBE and École de la Communication). The course is for master students and consists of lectures and supervised group work. In French. 2008-2009, as a research engineer at the Fondation Maison des Sciences de l'Homme I was co-teaching and supervising 4 groups of students for the course on controversy mapping at Sciences Po Paris (École de la Communication). The course is for master students and consists of lectures and supervised group work. In French.

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.

I have been on the coordination board of the master 2 in sociology at the Université Paris Descartes between 2014 and 2018, under the direction of Olivier Martin. I have been on the organizing board of an "ANF" (national training action) for the French academia (CNRS), a 1-week intensive series of teaching sessions for the research engineers (and occasionally, researchers) in the social sciences, in 2018. The board was in charge of designing and organizing the event, both for its intellectual content (program, speakers…) and practical implementation (travel and accommodation, food…).

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

I have not attended courses in university pedagogy or problem-based learning. I have occasionally followed other teacher's courses for the purpose of observing how their teaching is done. I notably followed Torben Elgaard Jensen's introductory course on STS in Fall 2018, and Bruno Latour's introduction to STS for the Sciences Po students in 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.

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.

I have been teaching controversy mapping, visual network analysis and web cartography (those topics overlap) specifically for more than a decade, and in various contexts: online and offline, in long and short formats, in the classroom and in data sprints, to master students in sociology, techno-anthropology, journalism or engineering, and to adult researchers and non-academics. During that time, I developed specific strategies to approach the teaching of digital methods. My constant concern has been to engage the learner as an active participant to the teaching (active teaching) to counterbalance their tendency to delegate their own agency to technology in a context of tool-heavy methods. In other words, I focus on teaching the method first, because understanding the apparatus follows from it. In practical terms, the approach I developed never starts with the tool, but by engaging with the digital field (ex: the web, social media, Wikipedia…) as manually (tool-less) as feasible, in order to explore the methodological constraints imposed by the field itself (data volume and quality, asymmetry of the hyperlinks, etc.). Only once the digital field work method is understood, and the problems it entails visible, only then can we move to the tools as a way of addressing those problems. When I teach web crawling (harvesting hyperlinks), we first do an orientation race in Wikipedia by just clicking on hyperlinks to understand the network structure of the hypertext media. When I teach visual network analysis, we start by interpreting and annotating existing network visualizations with pen and paper, before learning how to use Gephi. I have occasionally shared these perspectives in academic publications. I have been presenting the pedagogical challenges of web cartography, in French, at the 7th congress of the French sociology association (AFS): Jacomy, M. (2017, July). Voir des

communautés web: retour sur les enquêtes web d'étudiants en sociologie. In 7ème congrès de l'AFS (Association française de sociologie). I have published an intervention (tool and paper) about how digital methods tools contribute to learning critical thinking. In this paper with Anders Kristian Munk, we contend that not only complex tools, but also simple tools can contribute to making their users more reflexive, notably in the context of teaching the digital humanities. Jacomy, M., & Munk, A. K. (forthcoming). Interfering with the black-box-tradeoff model: Gephisto, a one-click Gephi for critical technical practice. Convergence. I have also been reflecting on the data sprint as a learning situation in this chapter co-authored with Anders Kristian Munk and Anders Koed Madsen: Munk, A. K., Madsen, A. K., & Jacomy, M. (2019). Thinking through the databody: Sprints as experimental situations. In Å. Mäkitalo, T. E. Nicewonger, & M. Elam (Eds.), Designs for Experimentation and Inquiry: Approaching Learning and Knowing in Digital Transformation (pp. 110–127). Routledge.

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)

First of all, there is still a latent demand of various publics for learning how to use Gephi and do visual network analysis (VNA). As a result, I will keep giving lectures and workshops about it in various places as a contribution to research communities. I will keep improving my approach to this teaching by building on the many occasions to disseminate it. I am considering presenting the experience I have accumulated in more academic publications. Over the long term, I would like to write a book on visual network analysis, in the style of a practical manual. Second, teaching the discipline of controversy mapping has a special meaning in my academic life. This teaching has always been a challenge, and since I started teaching it in Sciences Po we had been experimenting with innovative designs: we asked students to produce their report as a website; another year, as a video; or as a printed poster. We organized an exhibition. We had students in graphic design from the École des Arts Décoratifs participate to the course and help the Sciences Po students design the visuals necessary to their deliverable. At Aalborg University, we polished the best annotated visualizations made by our students and we publicized them on social media. Part of it went (modestly) viral, which helped some of the students get in touch with influent actors of their controversy and advance their semester project. The course on controversy mapping is unique in that it not only looks at society (through the lens of socio-technical issues), but it also gives back to the public in ways that are productive for us, for the students, and hopefully for the public themselves. In that sense, it is more than a simple teaching. I fully intend to contribute to developing this course by alleviating its main issue (being very demanding to the students) while maintaining its key connection with the real life outside of the university. This perspective is defended in my co-teacher's book Controversy Mapping: A Field Guide . Third, I need to expand my teaching skills. My ability to teach has been so far strongly tied to the three interrelated research interests of controversy mapping, visual network analysis, and web cartography. This reflects my trajectory, where my practice as an academic grew from being a research engineer and gradually becoming a researcher, notably through the PhD process. I have always had the taste of teaching, but I am fully self-taught on that matter. I intend to learn about the teaching situation more generally and expand my horizon beyond the small patch of land I have been cultivating until now. Indeed, I expect teaching to become a more important part of my job in the future, as my goal is to become a full-time professor. As a student engineer, I had received a project-oriented teaching style that the French education system calls "pédagogie active" and that we could translate as "active training", although it covers other aspects such as the influence of the Freinet and Montessori pedagogical frameworks. We later tried to impulse this style to the controversy mapping courses in Sciences Po. It basically covers four key points: learning from experience, collaborating, learning from problems, and being involved in projects. This framework is very similar to the PBL approach practiced at AAU, and it is not a surprise that the course on controversy mapping is well received there. Beyond the case of controversy mapping, my goal is to keep developing tools for master and PhD students in digital methods, digital humanities, and computational social sciences. My research includes a reflection on how digital instruments articulate with teaching situations in various epistemic cultures. Indeed, my "teaching" influence has been the strongest indirectly, through designing popular tools like Gephi and Hyphe. As I am also teaching with those tools, I am in a good position to improve their design for educational purposes. One of my research goals is therefore to evaluate what are the best options when it comes to tool design. How to make tools that are engaging but also cultivate critical thinking? One of the solutions I explore is the practice of playing with the tool as a form of engagement that can build understanding and critical thinking at the beginning of the learning curve. Those aspects of my research are linked to important questions in education science, and I hope to be exploring them further in the future.

8. Any other information or comments.

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