

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.

Year, 2022, Course title MPL 3. Semester, Leadership of Pedagogical Institutions, Teaching language Danish Level MA, Role Supervisor, examiner, ECTS 10, Number of students 14, Involvement, Supervision of 8 students in written assignments and subsequently exterminator to the oral presentation of their work (grades) Year, 2022, Course title MPL 1. Semester Learning Theory, Philosophy of Science and Methodology Teaching language, Danish Level MA, Role Supervisor, examiner, ECTS 10, Number of students 12, Involvement, Supervision of 4 students Written examination of students (grades) Year, 2022, Course title MPL 1. Organizational Learning Teaching language, Danish Level MA, Role Supervisor, examiner, ECTS 5, Number of students 12, Involvement, Lecturing 1 session Supervision of 2 students Written examination of students (pass/not pass) Teaching profile I have significant experience with teaching and supervision because of my previous position as a Ph.D. student and External Lecturer at VIA University College and my prior position as an elementary teacher – in that sense, I draw on nearly 20 years of teaching experience. I have thought and been an internal assessor at the master's level, while I have thought, been an internal assessor and supervisor at the bachelor's level. My main area of teaching is research design, with a particular focus on qualitative approaches such as document analysis, conducting, analyzing, and presenting interviews, and organizing, analyzing, and presenting observations studies. My secondary areas of teaching are organizational studies and pedagogical and sociological theories. When it is possible, my teaching is based on the research from my Ph.D. and postdoc. Besides teaching, my skills and experience include helping course module coordinators organize 'Science and Methods at Sociology of Education. In my previous position as an external lecturer at VIA University College and as part of my mandatory PhD-teaching at UCN, I have coordinated teaching courses for Social Educators and teachers' students. In general, I receive positive feedback on my teaching and supervision.

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.

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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.

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

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

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

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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).

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8. Andet.

Description of one of my teaching sessions This course is called Science and Methods, and it is a mandatory course for pedagogical sociology students. The example is from the 2018 teaching. The overall course description is an introduction to "science and method." The course participants will work with three levels: the philosophy of science and quantitative and qualitative methods. During the course, the participants will have to do four different portfolio assignments. These four assignments will work as the course examination. The assessment of the exam is passed or not passed. I was not responsible for organizing the course. I thought five "practice sessions" and gave two lectures. Furthermore, I was responsible for the assessment of ¼ of the students' portfolio assignments. Description of the lecture It was a split session. First, I was doing a lecture about the history and theory of observational studies. Thus, at the beginning of the lecture, I demonstrated how observation studies have developed over time, and then I focused on how to build a research design based on observations. In order to exemplify observation studies, I used the reflection I had concerning employing the method as part of my Ph.D. project. During the lecture, the students will do three different types of activities. The first activity was a written assignment, where I asked them to reflect on their preunderstanding of observational studies. The second task I asked the students to solve was that they, in small groups, should discuss their experience with employing observation studies. Furthermore, the last assignment for the students was, again in small groups, to discuss some cases related to access to the field for observations and ethical problems regarding the field participants. After the lecture, the students were split in two to have "practice sessions." In the practice session, they developed their guide for observations. And then, in real-world settings, test their guide. Afterward, the students evaluated their work before the next session, and, based on the evaluation; the students prepared their work for the next practice session. That evaluation also served as a formative assessment of the activity. Learning goals for the lecture •That the students can describe the anthropological, psychological, and sociological approaches to observation/field studies. •That the students can discuss the strengths and weaknesses with observation/field studies with or without participation. •That the students can compare the three different approaches to observation/field studies •That the students can design their own observation/field study Evaluation of the lecture learning goals A week later, the practice session started with a student presentation of a little "practice" research the students had made during the week. The students had made their observation study, and in the class, we discussed the strengths and weaknesses of their approach. var her...