

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.

A mixture of teaching methods (lecture, exercise, case work, online teaching), and of examination methods, along with approaches to evaluation of the teaching with students, used in the following:

Teaching courses at bachelor's degrees:

2001: The Body in Society – Society in the Body, Department of Ethnography and Social Anthropology, Aarhus University (AU); (development and teaching of new course while PhD student)

2002-2004: HSIT 1. year: Sports history and sports sociology, Centre of Sports Science, AU

2005 and 2007: Sports sociology, Centre of Sports Science, AU

2004-2009: Introduction to humanistic and social scientific research methods in sports/ Applied methods, Centre/Department of Sports Science, AU

2009 and 2011: Sports and welfare policy, Department of Exercise and Sports Sciences, University of Copenhagen (KU)

2009-2012: Sports in the past, present and future/ The development of modern sports, HSIT 2. year, Department of Exercise and Sports Sciences, KU

2013-2015: Introduction to humanistic and social scientific research methods, Section of Sports Science, AU (compulsory course for 2. year student)

2018-2020: Scientific methods and statistics (compulsory course, 5. Semester, course responsible and teacher in half of the course).

2018-2020: Motivation to continuous physical activity (compulsory course, 4. Semester, one lecture and workshop)

2021- : Sports policy and organisation (compulsory course 5. Semester, course responsible and main teacher)

2022-: Introduction to problem-based learning and sports sciences (compulsory course, 1. Semester; one lecture)

Teaching courses at master's degrees:

2009: Sports, globalisation and internationalisation (optional course for the master's degree in humanistic and social sports science, Department of Exercise and Sports Sciences, KU)

2010-2012: Project seminar (optional course for the master's degree in humanistic and social sports science, Department of Exercise and Sports Sciences, KU)

2011-2012: Sport, migration and integration (optional course for the master's degree in humanistic and social sports science, Department of Exercise and Sports Sciences, KU)

2011-2012: Sports, the individual and society (compulsory course for the master's degree in humanistic and social sports science, Department of Exercise and Sports Sciences, KU)

2013-2017: Sports and globalisation (compulsory course for the master's degree in humanistic and social sports science, Section for Sports Science, AU)

2015-2017: Qualitative research methods and project designs, (compulsory course for the master's degree in humanistic and social sports science, Section for Sports Science, AU; paid out of teaching 2016)

2018-2020: Organisation of talent development and health promotion (elective course; 8th Semester)

2018-2020: Motivation, Identity and Culture in Sports (compulsory course, 8th Semester, three lectures and workshops)

2020-: Health Sociology in a Public Health Perspective (elective course, 9th semester, one lecture and workshop)

2021-: Sport, Inclusion and Health Promotion (elective course, 7th semester, course responsible and main teacher).

2022-: Organisational theory (assisting teaching to project module; 9th semester).

Teaching and organising PhD seminars:

2012 and 2016: Summer school for PhD students in humanistic and social sports sciences, Department of Exercise and Sports Sciences, University of Copenhagen (lectures)

2014: International PhD seminar on Sports, Globalisation and Migration, AU (lectures and course organiser)

2015-: PhD seminar on Qualitative Research Methods, Faculty of Health, Aarhus University, (Lecture: Fieldwork; health research in the span between subjectification and objectification).

2017: PhD seminar, University of Southern Denmark, Odense, (Lecture: (In)active bodies that matter)

2018: PhD seminar (preconference) European Association of Sport Management, (Lecture: Diversity Management)

2021-: PhD seminar on Health Research with Vulnerable Groups, Faculty of Medicine, Aalborg University (lectures and course organiser)

2022: PhD seminar Sport, Culture and Society, Umeå University, (Lecture)

Supervision

2009-: Supervision of bachelor (50+) and master students (60+) in sports sciences and public health

2018-: Supervision of project work on the 5th, 7th and 9th semester of the study programmes in sport sciences, Aalborg University.

2011-: Supervisor of PhD students (11; 6 completed)

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.

2005: Contribution to reform of the study programme at Centre for Sports Science, Aarhus University
2008: Contribution to development of a candidate degree in sports science, Department of Sports Science, AU
2009-2010: Contribution to revision of study programme for the candidate degree in humanistic and social sports science at Department of Exercise and Sports Sciences, KU
2012: Contribution to accreditation reports for bachelor and candidate degrees and meeting with the accreditation panel at Department of Exercise and Sports Science, KU
2013-2014: Contribution to accreditation reports for bachelor and candidate degrees and meeting with the accreditation panel at Section for Sports Science, AU
2015-2018: Member of the study board at Section for Sports Science, AU
2019-2020: Major contribution to revision of bachelor and master programmes in sports science, Aalborg University

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

2018: Course in Problem-Based Learning, Aalborg University
2009: Course in supervision of PhD students, Research Education Program for Sport Sciences
2004-2007: Course in university pedagogy for assistant professors, AU
2001: Course in university pedagogy for PhD students, AU
Shorter courses in team-based learning, peer-feedback along with digital facilitated teaching.

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.

Contribution to teaching seminars and to a range of textbooks on theory and methods in studies of sport, public health and physiotherapy
2019-: Collegial supervision of assistant professors and PhD students, Aalborg University
2004-2007: Collegial supervision by study leader, Jan Kahr Sørensen, Aarhus University

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.

Contribution to the development of numerous novel courses (including development of teaching and examination methods)
Research and training in methods in collaboration with external collaboration partners

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

Upon request

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)

Upon request

8. Any other information or comments.

Skriv dit svar her...