

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:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.aud., 3. semester, management accounting, 16 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 9 hours

Supervision:

Cand.merc.mac., 1. and 3. semester, app.. 20-25 groups

Teaching in Danish.

2021:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.aud., 3. semester, management accounting, 16 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 3 hours

Supervision:

Cand.merc.mac., 1. and 3. semester, app.. 20-25 groups

Teaching in Danish

2020:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.aud., 3. semester, management accounting, 16 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 3 hours

Supervision:

Cand.merc.mac., 1. and 3. semester, app. 20-25 groups

Teaching in Danish

2019:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 3 hours

Vejledning:

Cand.merc.mac., 1. and 3. semester, app. 25 groups

Teaching in Danish

2018:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 3 hours

Supervision:

Cand.merc.mac., 1. and 3. semester, app. 25 groups

Teaching in Danish

2017:

Teaching:

HA, 3. semester, management accounting, 20 hours

Cand.merc.mac., 2. semester, management accounting in value chains, 3 hours

Supervision:

Cand.merc.mac., 1. and 3. semester, app. 25 groups

Teaching in Danish

All teaching hours are lecturers.

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.

Cand.merc.aud, 3. semester, management accounting, course coordinator

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

2020: Completion of PBL course

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.

Nothing to note

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.

Cand.merc.aud., management accounting: Development of new course

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

2020: Teacher of the year

2019: Teacher of the year (autumn)

2018: Teacher of the year

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)

I am a lot involved with PBL due to supervision of many groups in the autumn semester, where the supervision revolves around the PBL principles

8. Any other information or comments.

Type your answer here...