

## 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.**

At AAU: Teaching and supervision at BA-level, including oral examinations, written feedback, and meetings with students. Experience includes lectures both in-person and online via Zoom, WebEx, and Microsoft Teams. All the mentioned areas were handled in both Danish and English. I have also supervised and facilitated poster sessions and general PBL-work focused on 1st semester students.

Non-AAU experience: Masterclasses, colloquia feedback (oral and written) at BA, MA, and PhD level. Experience as a lecturer at Folkeuniversitetet Aalborg.

**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.**

At AAU: Experience planning courses on Moodle, including tasks as examiner and co-examiner. I developed my own course which I taught alone, and supervised projects that focused on the material I presented. I co-organized a conference at AAU and have helped evaluate course material.

Non-AAU: I have been member of several committees, including the Equal Opportunities Committee and the PhD Selection Committee at Justus Liebig University. I am an active member of the selection board of the South Gate Creative Writing School. All these tasks were done in English, though several PhD applications and their interviews were done in German.

I have also developed my own teaching material during my previous job as a high school teacher, and I developed a lot of material as a teacher at a private school in Tokyo.

**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**

"The Didactics of Upper Secondary School and Teaching" (2 ECTS), part of MA degree.

PBL-courses as part of my employment at AAU On Demand.

Pedagogical workshops as part of my employment at HHX Hjørring (high school), and courses as part of my training at the Mizuhodai Learning Center (language school) in Tokyo.

**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.**

Acted as mentor for new PhD students at Justus Liebig University. I coordinated a writing workshop and facilitated new-PhD activities and writing support groups.

**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 developed a "Worldbuilding" course, including teaching material and relevant readings. I have assisted in the development of the curriculum for The South Gate Creative Writing School, and the teaching material and teaching methods (focused on children) at the Mizuhodai Learning Center in Tokyo.

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

The primary supervisor for my PhD, Professor Dr. Annette Simonis from Justus Liebig University, and my second supervisor, Professor Steen Christiansen from AAU, can attest to my teaching experience and skills upon request. Furthermore, I can show very positive teaching evaluations based on my "Worldbuilding" course in the English programme taught to 4th semester students at AAU. I also have a wealth of positive teaching feedback from my student job at AAU On Demand.

**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)**

It is important for me to make my classes both interesting and informative. I make deliberate attempts at including curious and surprising material; the goal is engaging students and getting them to discuss the material I present. Although the classic lecture-style of teaching can be beneficial, I have positive experiences with getting students to talk as much as possible. My often-humorous teaching style creates a relaxed environment where I stress to students that being wrong is wonderful because that's when learning happens.

As a supervisor, I make a point of responding to emails quickly and providing very detailed written feedback. Academic writing is a skill that needs to be taught, so I take time to comment on both content and structure (while also highlighting the things that the students have done well) - all while being as encouraging as I can reasonably be. I am very strongly convinced that everyone produces better work, and learns more efficiently, if they learn within a supportive environment. My own experiences in a very rigorous and often intense PhD programme clearly showed that intense pressure rarely resulted in better student output; instead, constructive feedback and enthusiastic support provided more motivated and ultimately more (and better) output. I practice these lessons at AAU, and strive very consciously to tell students when they have done something well, while also providing constructive feedback on areas where they might still improve. Problem-based learning is a helpful learning method as it provides students with a learning environment in which 1) mistakes are encouraged, and 2) peer-feedback is necessary. Learning how to provide feedback and taking other students' work seriously is an incredibly important skill to acquire - not just as a student and academic, but also simply as a critically-thinking individual.

**8. Any other information or comments.**

Type your answer here...