

## 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.**

I have been teaching at Aalborg University since 1995. The main areas of my teaching are in:

- 3D Computer Graphics
- Virtual and Augmented Reality

Every year I teach multiple courses on B.Sc. and M.Sc. level, for example:

- Modelling Physical Systems (M.Sc.)
- Real-Time Computer Graphics (M.Sc.)
- Rendering and Animation Techniques (B.Sc.)

Every semester I supervise student group work on B.Sc. and M.Sc. level in the areas of research

4 Ph.D. students have graduated under my supervision. 3 are currently studying under my supervision.

Language-wise, my teaching is split 50-50 between English and Danish

**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.**

Since 2015 I have been chairing the Study Board of Media Technology, which covers:

- a B.Sc. programme in Medialogy, in Aalborg and Copenhagen
- an M.Sc. programme in Medialogy, in Aalborg and Copenhagen
- an M.Sc. programme in Sound and Music Computing
- an M.Sc. programme in Service Systems Design
- an M.Sc. programme in Lighting Design

I have worked extensively with curriculum development, accreditation of educations, quality assurance, semester coordination

**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**

Completed assistant professor university pedagogy course in 1999

**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 worked extensively with B.Sc. and M.Sc. level curriculum development, and developed multiple courses on both levels

**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)**

Over the years I have come to realize that classical 2x45 minute lectures are not as efficient for knowledge transfer as I thought as a younger educator. I now put more emphasis on introducing topics, and then scaffolding students' learning through exercises of varying scales where I provide input on their own observations/experiences, and set those observations in perspective regarding the entire curriculum of the course activity.

I am extremely committed to, and thrive on, student group supervision. This activity is really at the heart of Aalborg University educational model, and supervising students at any level is very rewarding.

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

Type your answer here...