

## 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.**

TEACHING EXPERIENCE (2020 – ) Aalborg University, Associate Professor (2017 -2020) Aalborg University, Assistant Professor Course: Strategy and Business in Services (Master's Program in Service Systems Design) • Role: course leader and main teacher; I developed the course and the related teaching materials • Teaching method: flipped classroom with two hands-on face-to-face workshops modelled on the format of a hackathon • ECTS: 5 • Students (average): 30 • Language of instruction: English Course: Technological and Organizational Trends in Service Design (Master's Program in Service Systems Design) • Role: supporting teacher (in charge of a workshop on trend analyses and additional lectures on data visualization) • Teaching method: workshop and face-to-face lectures • ECTS: 5 • Students (average): 30 • Language of instruction: English (2013 - ) Politecnico di Milano, Visiting Lecturer Course: Design Management Lab & Design for Entrepreneurship (Master's Program in Service Design) • Role: course leader and main teacher; I developed the course and the related teaching materials • Teaching method: workshop and lectures • Teaching hours (average): 18 • Students (average): 15 • Language of instruction: English Course: User Research Workshop (Master's Program in Service Design) • Role: course (co)leader and teacher; I (co)developed the course and the related teaching materials • Teaching method: workshop and lectures • Teaching hours (average): 35 • Students (average): 25 • Language of instruction: English (2011-2012) Rome University of Fine Arts, Adjunct Professor (Professore a contratto) Course: Interaction and Web Design (B.A. in Digital Design) • Role: course leader and main teacher; I developed the course and the related teaching materials • Teaching method: class teaching and exercises • Teaching hours: 40 • Students: 20 • Language of instruction: Italian (2005 - 2011) Ateneo Impresa Graduate School of Business, Adjunct Professor (Professore a contratto) Course: User Experience Design (Master's Program in Web Marketing and Communication) • Role: course leader and main teacher; I developed the course and the related teaching materials • Teaching method: class teaching and exercises • Teaching hours: 24 • Students (average): 20 • Language of instruction: Italian (2009 - 2011) La Sapienza University, Adjunct Professor (Professore a contratto) Course: Laboratory of Interaction Design (B.A. in Digital Design, Faculty of Architecture) • Role: course co-leader and teacher; I (co)developed the course and the related teaching materials • Teaching method: class teaching and exercises • Teaching hours: 40 • Students (average): 30 • Language of instruction: Italian GUEST LECTURES Massachusetts Institute of Technology, Cambridge MA (USA) Harvard, Cambridge MA (USA) Instituto de Estudos Avançados - Universidade de São Paulo (Brazil) The National Research University Higher School of Economics, Moscow (Russia) Central Saint Martins, University of the Arts London (UK) London College of Communication, University of the Arts London (UK) The Royal Danish Academy of Fine Arts (Denmark) IT University of Copenhagen (Denmark) Politecnico di Milano, Milan (Italy) Bicocca University, Milan (Italy) LUMSA University, Rome (Italy) Logotel, Milan (Italy) ISIA, Florence (Italy) MASTER'S THESES ADVISING (MAIN SUPERVISOR) Federico di Fresco, Xin Chen, Mathias Milther Dahl-Spangby, Anne Nørholm Iversen & Maria Villadsen, Ozan Avsever, Matej Ondrejka, Stine Christensen & Marcelina Agnieszka Kopecka, Cathrine Kulsbjerg Løgager, Rike Neuhoﬀ & Nanna Dam Johansen, Andy Peruccon, Anamaria-Roxana Rosu & Dorottya Csákány, Albert Reet, Camilla Hvied & Julie Krogh Pedersen, Elizabete Salte, Julius Staskunas & Victor Stan, Maria Kisant, Josefine Lassen & Freya Lynn Coriand, Mia Laybourn Steiness, Natalie Saabye & Maria Nielsen, Dominika Ewa Morag & Anders Drange Ladefoged, Hanna Cecilia Sargin Andersen, Josefina Del Carmen Gaete Villegas, Hamish Ingles Coventry, Adina Teodora Coteanu & Mirja Kaarina Hopiavuori, Yu-Chun Li & Pieter Overgoor, Ida Hee Sørensen, Sara Hauritz Jørgensen, Josefine Hassinggaard Skram, Christine Ingerslev & Izabella Rudics, Adit Adela Gavrieli Flidwerman & Rakel Gubjorg Magnúsdóttir, Sussie Skaarup Stensnaes & Sanne Beyer, Maria Paszkowska, Nikolai Baida, Oliver Johnsen, Eva Henkel, Camilla Just, Ann Sofie Andersen & Julie Langberg Hermansen, Simon Emil Reumert Refn, Huan Huu Hoang, Javid Gozalov, Alexander Nyborg. DOCTORAL ADVISING & EXAMINING Rike Neuhoﬀ (main supervisor), ongoing, defense is expected in 2024 Hadas Zohar (main supervisor), ongoing, defense is expected in 2025 Olivia Thomassen Harre (co-supervisor), thesis: "Service design as a way of supporting a strategic transition in an organization moving towards service-centricity", PhD awarded in June 2022 Member of the examination board, Joris Heyse. Ghent University. May 2022 Examiner, David Mesa-Sandarriaga. Swinburne University of Technology. April 2021 Examiner, Antonio Esparza Flores. Auckland University of Technology. November 2019 Committee Member for 50% seminar, Maria Karampela. IT University, Copenhagen. June 2019

**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.**

CAMPUS CONTRIBUTION (2017 - ) Aalborg University, Master's Program in Service Design, semester coordinator (SSD8 and SSD9) (2021 - ) Aalborg University, Career Vip, responsible for implementing educational activities and links to



external organizations to increase the employability of our students PROGRAMME DEVELOPMENT (2017 - ) Aalborg University, Master's Program in Service Design, support in the development and tuning of the Study Plan

**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**

FORMAL PEDAGOGICAL TRAINING (2019-2020) Adjunktpedagogikum, a year-long pedagogical course for Assistant Professors at Aalborg University. Main modules: Teaching at a PBL university, Experimenting an innovative pedagogic design for learning in networked based society, The use of IT and media for learning and teaching, Planning and implementation of group instruction, Copyright and plagiarism, The PBL group – Collaboration, process and supervision, A coming academic: Innovation, collaboration and publishing strategies, Planning, development and quality assurance of study programmes, English certification (CEFR C1).

**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.**

ACADEMIC ARTICLES ON PEDAGOGICAL ISSUES Battles, M., Newman, S., Simeone, L. (2015). Mapping Danger, Making Connections. In S. Cortesi & U. Gasser (Eds.), Digitally Connected: Global Perspectives on Youth and Digital Media, Cambridge MA, Harvard Berkman Center Research Publication No. 2015-6. Simeone, L. (2014). Interplay between UCD and design management in creating an interactive platform to support low carbon economy. Proceedings of 19th DMI: Academic Design Management Conference, London (UK), 2–4 September 2014. Simeone, L., Iaconesi, S., Monaco, F. (2013). REFF book as a Mode-2 learning platform. International Journal on Interaction Design & Architecture(s), 15, 57-67. Iaconesi, S., Monaco, F., Simeone, L. (2011). Training Future Anthropologists by Innovative Means: Professional Vision from Augmented Reality NKISI Representations. Paper presented at: Future of Education Conference. Firenze (Italy), 16-17 June 2011. Iaconesi, S., Simeone, L., Hendrickson, C. (2011). Connective environmental education: augmented-reality enhanced landscapes as distributed learning ecosystems. Paper presented at: Future Learning Spaces Conference, Helsinki (Finland), 27-30 September 2011. Simeone, L., Lupi, G., Patelli, P., Iaconesi, S., Persico, O. (2012). DIY GIS. Proceedings of IEEE ICALT, Rome (Italy), 7-10 July 2012. Iaconesi, S., Simeone, L. (2011). Toys++. Augmented reality enhanced artifacts to display additional educational layers into museums' collections. In K. Beal (Ed.), Museums at Play. Edinburgh, MuseumsEtc. Simeone, L., (2011). Syncretic technologies. The learning potential of cross-cultural, non-textual interactive art: the case of Ranjit Makkuni's Planet Health Museum in Delhi. Paper presented at: American Anthropological Association 110th Annual Meeting, Montréal (Canada), 16-20 November 2011.

**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.**

PEDAGOGICAL DEVELOPMENT (2017- ) Development of the course 'Strategy and business in services'; development of the cooperation with external collaboration partners, mostly with regard to companies and organizations providing design briefs for the semester project of the SSD8 students

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

TEACHING AWARDS Teacher of the Year, 2020, Aalborg University

**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)**

In the past 20+ years, I have had the opportunity to teach courses for various design, business and management schools. Examples of courses I taught and co-taught are: strategy and business in services, service design, data visualization, computing infrastructure management, organizational and technological trends in service design, design anthropology, design research, user experience design (design methods for ideation, prototyping and user testing), interaction design



(theory and methods), design for entrepreneurship (business modelling, running a design business), design management, design and foresight. For my teaching, I have experimented with a variety of formats, including face-to-face and online lecture-based teaching, flipped classrooms, workshops (1 day to 2 weeks), prototyping hackathons, design jams, group and individual supervising, coaching and mentoring. These experiences are tied together by the notion of design-based learning, introduced by Maggi Savin-Baden (2014) while reviewing a variety of applications of PBL (problem-based learning). Like other applications of PBL (Barrows & Tamblyn, 1980; Boud, 1985; Walton & Matthews, 1989), design-based learning is an interdisciplinary and group-based learning activity in which students explore a complex, real-world problem situation, examine potential gaps in their knowledge and skills and assess what information they need to acquire through self-directed learning to address the problem (de Graaf & Kolmos, 2003; Savin-Baden & Major, 2004). However, the specific aspect of design-based learning is that it is particularly geared to engage students in activities such as the creation of artifacts, products or services at various stages of development. In this form of PBL, it is important that the design problem is realistic “so that the capabilities students learn will be transferable to the world of work; thus, the learning process in this constellation is seen as being one that strongly mirrors professional practice” (Savin-Baden, 2014, p. 206). Although this notion of design-based learning is the red thread that connects all my teaching so far, I believe much more can be explored and researched concerning formats and modalities to teach design-based learning. As such, I consider this an important area for my personal development as a teacher. References Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-Based Learning: An Approach to Medical Education*. New York: Springer. Boud, D. (Ed.). (1985). *Problem-Based Learning in Education for the Professions*. Sidney: Higher Education research and Development Society of Australasia. de Graaf, E., & Kolmos, A. (2003). Characteristics of Problem-Based Learning. *International Journal of Engineering Education*, 19(3), 657–662. Savin-Baden, M. (2014). Using Problem-Based Learning: New Constellations for the 21st Century. *Journal on Excellence in College Teaching*, 25(3–4), 197–219. Savin-Baden, M., & Major, C. H. (2004). *Foundations of Problem-based Learning*. Maidenhead, GBR: Open University Press / McGraw-Hill. Walton, H. J., & Matthews, M. B. (1989). Essentials of problem-based learning. *Medical Education*, 23(6), 542–558. <https://doi.org/10.1111/j.1365-2923.1989.tb01581.x>

## 8. Any other information or comments.

Type your answer here...