

## 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 many different topics in several institutions from 2004 to 2012:

at Aalborg University in Copenhagen I taught Math 2 at the Medialogy Bachelor; Sound perception at the Medialogy Bachelor; Numerical Methods at the Medialogy Master; Signal processing in automatic perception at the Medialogy Master.

Informatica musicale, Biennio Sperimentale di Secondo Livello at the Conservatorio Benedetto Marcello di Venezia; Fondamenti di Informatica II ed Architettura degli Elaboratori, Department of Information Engineering, University of Padova.

Since 2012 I have been teaching 2 courses within the Service Systems Design Master: User Experience Design for Service Interaction and Technological and Organizational trends in Service design (former Distributed Systems). In both courses I merge a theoretical approach with hands on activities such as workshops and exercises.

I supervised more than 100 bachelor and master students since 2004. I am now mainly supervising service systems design master students in their semester project and their thesis. I co-supervise also PhD students.

I perform my teaching activities in English.

**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.**

I am the coordinator of the Service Systems Design master where I also coordinate the 7th and 10th semester. I constantly contribute to the redesign of the master curriculum based on students and experts evaluation. I often take part in evaluation committees for new positions and as internal or external member in PhD commissions. I am also external censor for ITU, KU SDU and Aarhus 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**

I attended the pedagogy course for assistant professors organized at Aalborg University and passed the exam, with the following evaluation:

Description of pedagogic qualifications

Amalia de Götzen teaching is characterised by thorough consideration and forethought.

In the teaching, the objectives are clearly formulated both for the overall term of the course and for the individual classes. Amalia de Götzen's lectures are well constructed and they are held without using a manuscript, which contributes to making the lectures seem alive and engaging. By building the course on the basis of scientific theory and methodology, she has used the exemplary principle for structuring the teaching.

In connection with the course in scientific theory and methodology, Amalia de Götzen has completed a compendium and independently formulated the activities that reflect progression of the teaching.

The project supervision is similarly characterised by Amalia de Götzen's insight into the subject matter and ability to involve the students in establishing clear objectives, and she appears inspiring in the project supervision by constructively formulating questions and helping the students with the formulation of various solutions to the problems they present. She is well prepared for the supervision and allows ample time for

supervision/facilitation.

#### Comprehensive Evaluation

Amalia de Götzen's pedagogic strengths lie in the well considered planning and structuring of the subject matter materials. During the course, she has worked very deliberately with shifting between individual teaching approaches and in addition, she has developed the skill of pedagogic theoretical reflection over the teaching, as well as the ability to establish realistic objectives for limited teaching experimentation. Amalia de Götzen has completed the course at a very satisfactory level.

#### **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.**

I published more than 100 papers in peer reviewed conference, Journals, and book chapters. I've edited 3 books and I participate as a reviewer in the scientific committee of many conferences. I've organized (and participated to) several scientific panels in relation to the various research project I have been part of.

#### **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 been part of the committee in charge of regularly reviewing and updating the curriculum of the Service Systems Design Master. In terms of research explicitly related to didactic and pedagogy, I have been coordinating 2 Erasmus plus projects that focused on developing new curricula and or training materials for teachers.

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

See the above evaluation of the pedagogical course.

#### **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 my everyday teaching activity I try to merge the needed theoretical approaches with practical activities through which the students can engage with the theory. It is at time challenging and it is definitely something I want to keep exploring and improve. I am particularly curious on equipping designers with some data literacy to enable them to use data and data techniques in the design process. In order to do so, I continuously experiment in class with digital methods and it is something I would like to keep doing. The PBL approach at Aalborg University fits very well both my objectives related to the teaching activities, as it is through group work and by continuously re-defining the problem to work with that the design process evolves.

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

Type your answer here...