

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

I have been teaching since 2004. Since then I have obtained practical experience of teaching at undergraduate and postgraduate levels, at international and multicultural classes in Denmark, Finland and Russia. I also participated in administrative work related to teaching, that is, curriculum development, evaluation and quality control.

As for supervision experience, as of February 2020 I have supervised 26 BA and MA theses in the fields of culture, consumption, fashion, media, social inequalities, gender, body and sport. The majority of the students acquired excellent grades and honors. I also have extensive experience of supervising group research projects within the PBL model. Each semester I supervise 15-25 students in several research groups (the group can include up to 5 people). In addition, I currently supervise Daria Morozova's PhD dissertation in Consumption Studies (Aalborg University, Denmark) and was the first adviser (equal to second supervisor) for Namkyu Chun, who received his PhD in Design Research in 2019 at Aalto University in Finland.

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

When I served as a lecturer in Sociology in Russia in the past, I gained experience in building the university curriculum in Sociology at BA and MA levels, developing teaching modules and working on improvement of evaluation criteria.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

Since I started teaching in 2004, I have been constantly cultivating my knowledge and skills in university pedagogy, because it's important for me to keep improving. So far I have attended following courses:

- University pedagogy for assistant professors (Aalborg University, 2016-2017), includes certification of teaching in English
- Teaching through English (University of Helsinki, 2012, 2011)
- Curriculum Resource Center sessions (Central European University, Budapest, Hungary, 2010, 2005, 2006)
- Interactive methods of teaching, Summer school for young teachers of sociology "Society in Transition" (Yalta, Crimea, Ukraine, 2002).

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Type your answer here...

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Skriv dit svar her...

6. Teaching awards you may have received or been nominated for.

Best Supervisor Award, National Research University - Higher School of Economics, St. Petersburg, 2010

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

My teaching philosophy is the development of critical thinking and transferable skills, which students can utilize outside of my courses and also outside of academia. In order to achieve these goals as well as with the purpose to facilitate greater involvement of students in the learning process, I rely on interactive methods and techniques of teaching.

My "teaching style" (Abell, Cain, Lee 2016) is "mixed" (Grasha 1994) in a sense that it includes elements from different teaching styles that are discussed by Grasha. It can depend on the level of a course (BA, MA, PhD), how advanced in

subject students are and whether it's teaching or supervision. I can certainly say what my teaching style is not: it's not top-down authoritarian, on the one hand, and I do not normally delegate full responsibility for learning to students. "Facilitator" would be the teaching style that allows keeping the balance in responsibility and autonomy between students and myself. The "facilitator" teaching style means that teaching of students occurs through learning process; therefore, both sides are interested and engaged. Sometimes I can act as an "expert" in bigger classes when opportunities for interaction are limited (however, I still prefer to use what my students call "Ping-Pong technique", that is, asking a chain of quick questions, which assume quick answers during the lecture). My approach to supervision can be called "personal" (Grasha 1994), which means that I try to identify each student's strong and weak sides, emphasize the strong sides and, by doing so, help the student to maximize their contribution to the process of learning. As for weaknesses, they should be addressed step by step. With such approach students have better chances to succeed, as my experience shows. This mixed style, comprising "facilitator", "expert" and "personal" roles, is interactive, cooperative and student-centered, as Abell, Cain and Lee (2016: 409) argue.

Teaching in a form of interactive lectures suits my style most of all - for teaching at BA and MA levels. During classes I usually talk for 5-10 minutes; then an interactive assignment follows – Ping-Pong technique, "buzzing" (discussion in pairs), small group work, etc. This approach to lecturing allows me to make sure that students are engaged and motivated and able to "digest" the material to the extent of being capable of applying the concepts that we learn in class to real-life phenomena. To develop meaningful and creative tasks for the interactive assignments has become one of my tasks and goals. The challenge of this approach to lecturing is that students do not always develop deeper understanding of the concepts – this could be better reached by "close reading" of texts among other teaching techniques. Acknowledging this weakness, I compensate it with the goal of developing critical thinking skills. I expect that students understand explanatory power of the concepts as well as limitations. The "close reading" teaching technique for deeper learning works better in smaller groups and at PhD level.

My approach to teaching and learning works well with "problem-based learning" (PBL), the model of teaching and learning practiced at Aalborg University. As Gijssels (1996: 13) concisely describes PBL, "students encounter problem-solving situations in small groups that are guided by a tutor, whose role is to facilitate the learning process by asking questions and monitoring the problem-solving process". PBL thus is based on an approach that learning is a constructive and not receptive process and a student is self-regulated learner who actively constructs knowledge. PBL approach helps to activate the existing knowledge and, along with new material, to use this knowledge for solving a problem at hands. The ability to connect real-life problems to relevant academic discussions is of high significance for the PBL model.

The criteria of effectiveness of teaching and learning that I use for self-check is that students can successfully identify relevant, challenging and interesting real-life problems, are able to pick the concepts that would help them to address these problems in a convincing way, can expertly mix the concepts within one project and have a critical eye while applying them. Since I'm an engaged, passionate and caring teacher, good and encouraging emotional atmosphere in class is an important indicator of good teaching as well.

8. Any other information or comments.

Type your answer here...