

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:

History: Giving lectures and facilitating group exercises at BA- and MA level (3 lectures, 2021). In Danish.

Culture studies: Giving lectures and facilitating group exercises at BA level (1 lectures, 2021). In Danish.

Architecture and Design: Giving lectures, facilitating group exercises as well as giving written feedback to process analysis at BA level (1 module, 2022). In Danish.

Software: Censor of P0 exams and giving feedback to status seminar (2022). In Danish and English.

Comtek/ROB/ESD: Examiner on written PBL exams (2023). In 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.

At AAU:

Experiences at planning courses at Moodle. Planed my own modules which I taught as part of my teaching and research internship (2021).

Vice-chairman (2020-2021) and member of the Study board for History, Aalborg University (2020-2022).

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

Relevant courses:

Introduction to Problem Based Project Work (5 ECTS), part of BA degree.

Cultural Didactics (5 ECTS), part of BA degree.

Introductory Course in High School Teaching (10 ECTS), part of MA degree.

Cultural Dissemination and Ethics (5 ECTS), part of BA degree.

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.

Facilitating editorial work as secretary for the Danish journal Kulturstudier (2020-2022).

Took part in the "If the war comes" conference (2021).

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.

Helped develop new courses and examination types as a member of the study board for History.

Planed-, helped incorporated FN sustainability goals in- and chose teaching material for two of the lectures in the course "UN Sustainable Development Goals and History " (2021). These two lectures are still being use in the course today.

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

The supervisor for my internship at AAU, Ivan L. Christensen, can attest to my teaching experiences and skills. My colleague Bente Nørgaard can attest to my knowledge about PBL, experience with supervising group work and giving

feedback to written assignments.

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)

Jeg vægter at min undervisning både skal være lærerig og interessant. For at skabe denne balance anvender jeg en PBL baseret tilgang som grundlag for både planlægningen- og afholdelsen af min undervisning. Bl.a. har jeg fokus på vigtigheden af at den teoribaserede tilgang, som traditionelt har kendetegnet undervisningen på universitetsniveau, suppleres med eksempler fra de studerendes aktuelle livsverden. Ligeliges vægter jeg dialog som en bærende del af både undervisning og gruppearbejde, da dette kan bidrage til både at sikre indlæring og nysgerrighed i undervisningen.

Fremadrettet arbejder jeg imod at opnå større erfaring indenfor de forskellige opgaver som er knyttet til underviserrollen på AAU, bl.a. ved at varetage undervisning, eksamination, vejledning m.m. og derigennem tilegne mig en større indsigt i forskellige tilgang til læring.

8. Any other information or comments.

Type your answer here...