

## 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.

-Development of workshop course at the Bachelor module in Communication Studies, Roskilde University called Social Networking Media for Cultural Communication (in Danish: Sociale Netværksmedier i kulturformidling). During two semesters, F12 and E12, I planned and implemented this course. Planning the course twice subsequently gave me the opportunity to evaluate and revise the course. During the last implementation examinations also were included.

-At the bachelor level I twice planned and carried out a lecture called Social Networking Sites as part of the Special Course in Communication Studies,

-At the masters level I have supervised group projects.

-At the masters level I taught the course Museum Culture (in Danish: Museal Kultur) at Cultural Heritage Communication, History, Department of Culture and Global Studies, Aalborg University.

-At the masters level I taught the course Museum Communication (in Danish: Museal Kommunikation) at Cultural Heritage Communication, History, Department of Culture and Global Studies, Aalborg University.

-Teaching and planning the masters level course Museum Culture (in Danish: Museal Kultur) at Cultural Heritage Communication, History, Department of Culture and Global Studies, Aalborg University.

-Teaching and planning the masters level course Museum Communication (in Danish: Museal Kultur) at Cultural Heritage Communication, History, Department of Culture and Global Studies, Aalborg University.

### 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.

Between 2016 and 2020, I coordinated the master program Museums and Cultural Heritage Communication (Kulturarvsformidling). Some of the planning and coordination has been conducted in collaboration with the master program coordinator for Archives and Records Management Studies (Arkiver og informationsforvaltning og Arkiver),

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

I attended and fulfilled the following teacher-courses:

Teaching at a PBL University

Planning and implementation of group instruction

The use of IT and media for learning and teaching

The PBL Group – Collaboration, Process and Supervision

Planning, Development and Quality Assurance of Study Programmes

English Language Assessment Certificate

-Undervisningspædagogik, Samfundsvidenskabelige Institut, Københavns Universitet.

-Stemme og krop, mundtlig formidling for undervisere, Unipæd, RUC

-Læringsteori, Unipæd, RUC

-Undervisningsplanlægning, Unipæd, RUC

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

None

### 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.**

None

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

Contributed to the development of a new study plan/curriculum for the master's degree in history at AAU.

None

**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.**

To me, the most important part of teaching is to provide students with tools that can help them acquire knowledge on their own. Such tools include methodological, theoretical as well as empirical insights and overviews. And they include more generative competences for knowledge-creation, such as planning and implementing a research design, a writing assignment, a group exercise or a communication for a selected target group. I find it very important that students from the outset reflect on the purposes of different types of knowledge, methods, skills and competences, and how these have different durability in society. Therefore the problem oriented and group based teaching suits my teaching ambitions very well. Within this tradition I find it possible to create conditions for students' active participation in defining the issues and questions they wish to scientifically pursue. This active participation I find crucial for the ownership of learning, which at the end of the day should lie with the students.

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

None