students involved in the subject, something which requires fostering students' participation through different tools, such as
Universitat Oberta de Catalunya – an open university where I worked as Adjunct Professor teaching History of Psychology
Since 2011 I started combining my lectures at the Autonomous University of Madrid with the online teaching at the
vis-à-vis argumentation theories and Dewey's critical thinking approach. This activity was very well received by students
evidences – either for or against the hypothetical defendant. Then we had a mock trial in class, followed by a discussion
address argumentation theories, we used the classic film 12 angry men and then discuss it with the assistance of
producers of knowledge. Another example can be found in the course on Psychology of Thinking. For instance, in order to
relation to their peers' learning process, in this case by taking an active part in the very process of teaching. As a result,
theoretical position. This was an engaging way for students to work in groups and to feel committed and responsible in
against another one on another author (e.g. Alan Turing), so that students could initiate a debate taking each author's
The teaching method followed in my courses at the Autonomous University of Madrid combined theoretical lectures
new ideas – ideas that may eventually feed into future practice as a psychology.
lecture should not simply convey some content to the students, but should also approach the subject highlighting
outside my "comfort zone", I learnt to be more open to different perspectives and more aware of the teacher's role. A
broad variety of time both preparing my lectures and following up the students' learning process. But on the other hand, by being
beyond my own field of expertise. On the one hand, this was a very challenging and demanding period in which I took a lot
of different subjects, to simultaneously coordinate different courses, and first and foremost, to deal with many areas
variety of subjects had the advantage of giving me a very valuable experience both in developing and consolidating my
teaching skills and in widening my psychological expertise. Specifically, in this period I learnt how to prepare the syllabus
of different subjects, to simultaneously coordinate different courses, and first and foremost, to deal with many areas
beyond my own field of expertise. On the one hand, this was a very challenging and demanding period in which I took a lot
of time both preparing my lectures and following up the students' learning process. But on the other hand, by being
outside my "comfort zone", I learnt to be more open to different perspectives and more aware of the teacher’s role. A
lecturer should not simply convey some content to the students, but should also approach the subject highlighting
controversies and unsettled issues. The lecturer who pretends that knowledge is settled does a disservice to students,
since it prevents them from the possibility of entering into a discussion and the passion that comes with contributing with
new ideas – ideas that may eventually feed into future practice as a psychology.
The teaching method followed in my courses at the Autonomous University of Madrid combined theoretical lectures
together with working projects in groups and group presentations and discussions in the classroom. For instance in the
course I taught on History of Psychology, students (in groups of around 4) were asked to pick up an author among those
included in the syllabus (e.g. John Searle) and present that author in class to their peers. Such presentation was set
against another one on another author (e.g. Alan Turing), so that students could initiate a debate taking each author’s
theoretical position. This was an engaging way for students to work in groups and to feel committed and responsible in
relation to their peers’ learning process, in this case by taking an active part in the very process of teaching. As a result,
the distinct roles of student and teacher were re-organized and redefined to create an orientation in which we were all
producers of knowledge. Another example can be found in the course on Psychology of Thinking. For instance, in order to
address argumentation theories, we used the classic film 12 angry men and then discuss it with the assistance of
professional judge, invited for that particular occasion. Drawing on this initial framework, a mock court case was presented
in class. Students had to work in groups and elaborate different arguments – using a set of previously handed out
evidences– either for or against the hypothetical defendant. Then we had a mock trial in class, followed by a discussion
vis-à-vis argumentation theories and Dewey’s critical thinking approach. This activity was very well received by students
(and also by teachers, to the extent that some of them incorporated it in the subsequent courses). The activity not only
promoted critical thinking and a reflective orientation towards the topic, but also helped students to see the relevance and
applicability of different theories in real contexts.
Adjunct Professor at Universitat Oberta de Catalunya (2011-2014)
Since 2011 I started combining my lectures at the Autonomous University of Madrid with the online teaching at the
Universitat Oberta de Catalunya – an open university where I worked as Adjunct Professor teaching History of Psychology
and Psychology of Thinking in Catalan language. One of the main challenges when it comes to distance learning is getting
students involved in the subject, something which requires fostering students’ participation through different tools, such as
These would be the opportunities and challenges I look forward to undertaking in the next coming years as Associate
most of written works in this language.
Language also connects you to the social context you live in. This is particularly important within teaching contexts in order
- This leads to the last challenge I would like to highlight, that of the language. It goes without saying that language is one
Language and do research here, since both aspects cannot be understood in isolation from the social context in which they take
These have been the teaching experiences I have had in my country, Spain. Through them I have developed my teaching
Teaching at Aalborg University: some experiences and future challenges
actively participated by bringing up questions and thought-provoking insights. The next teaching experience that awaits
The PBL system is an internationally renowned model, a model whose main principles and values are quite similar to
Another teaching experience I would like to highlight refers to my work at the Spanish National Employment Service, and
- Another obvious aspect that comes out when teaching in another country is the different working culture and cultural

Teaching at the Spanish National Employment Service (2011-2012)

Teaching at Aalborg University: some experiences and future challenges
actively participated by bringing up questions and thought-provoking insights. The next teaching experience that awaits
The PBL system is an internationally renowned model, a model whose main principles and values are quite similar to
Another teaching experience I would like to highlight refers to my work at the Spanish National Employment Service, and

Teaching at the Spanish National Employment Service (2011-2012)
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These would be the opportunities and challenges I look forward to undertaking in the next coming years as Associate
2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.
Skriv dit svar her...

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.
Skriv dit svar her...

4. Anden form for kvalificering: Konference deltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.
Skriv dit svar her...

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.
Skriv dit svar her...

Skriv dit svar her...

Skriv dit svar her...

8. Andet.
Skriv dit svar her...