

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Fall 2022, 2021 & 2020: Research & Methods in Information Studies, 10 ECTS, first-year Master course in Information Studies/on the Human Centered Informatics degree; co-taught with Toine Bogers, Birger Larsen, Rikke Magnussen, Erik Ottar Jensen, Lone Dircknick-Holmfeld, Aalborg University Copenhagen, Denmark.

Fall 2022, 2021 & 2020: Theoretical Information Science Course, 10 ECTS, first-year Master course in Information Studies/on the Human Centered Informatics degree; co-taught with Toine Bogers, Birger Larsen, Rikke Magnussen, Erik Ottar Jensen, Lone Dircknick-Holmfeld, Aalborg University Copenhagen, Denmark.

Fall 2022, 2021 & 2020: User Studies and Information Behaviour, 10 ECTS, first-year Master course in Information Studies/on the Human Centered Informatics degree; co-taught with Toine Bogers, Birger Larsen, Rikke Magnussen, Erik Ottar Jensen, Lone Dircknick-Holmfeld, Aalborg University Copenhagen, Denmark.

Fall 2022, 2021, 2020 & 2019: Information Studies in Practice, 30 ECTS, third-year Master course in Information Studies/on the Human Centered Informatics degree, Aalborg University Copenhagen, Denmark.

Spring 2022: 'Digitale Metoder' (Digital Methods, 5 ECTS, second-year Bachelor course on the Communication and Digital Media degree; co-taught with Toine Bogers, Rolf Hvidtfeldt and Thomas Ploug), Aalborg University Copenhagen, Denmark.

Spring 2021, 2020, 2019 & 2018: 'Informationsadfærd' (Information behaviour, 5 ECTS, second-year Bachelor course on the Communication and Digital Media degree; co-taught with Toine Bogers and Birger Larsen), Aalborg University Copenhagen, Denmark.

Spring 2022, 2021, 2020, 2019 & 2018: IKT i Brug ('ICT in Use', 15 ECTS, third-year Bachelor course on the Communication and Digital Media degree; co-taught with Rikke Magnussen, Birger Larsen & Mie Buhl), Aalborg University Copenhagen, Denmark.

Fall 2019 & 2018 : Professional Inquiry [PI] (5 ECTS, first-year Masters course Information Studies/on the Human Centered Informatics degree, Aalborg University Copenhagen, Denmark.

Fall 2019 & 2018: ICT-based Data Collection & Analysis [DCA] (5 ECTS, first-year Masters course in Information Studies/on the Human Centered Informatics degree; course responsible 2015; co-taught with Birger Larsen & Toine Bogers), Aalborg University Copenhagen, Denmark.

Spring 2022, 2021, 2020, 2019 & 2018: Development and Design of ICT (20 ECTS, second-year Masters Information Studies (Human Centered Informatics); course responsible; co-taught with Rikke Magnussen, Lone Dircknick-Holmfeld, Toine Bogers), Aalborg University Copenhagen, Denmark.)

Spring 2019 & 2018: Collective Intelligence [CI] (5 ECTS, second-year Masters elective course on the Human Centered Informatics degree; co-taught with Toine Bogers), Aalborg University Copenhagen, Denmark.

Spring 2022, 2021 & 2020: Introduction to Data Science (10 ECTS elective, second-year Masters Information Studies (Human Centered Informatics); course responsible; co-taught with Toine Bogers), Aalborg University Copenhagen, Denmark.

2022 - 2018, Supervision of Master Thesis (on average, five each Spring)

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

UNIVERSITY PEDAGOGY FOR ASSISTANT PROFESSORS (Adjunktpædagogikum)

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Skriv dit svar her...

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

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6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Skriv dDue to information science's interdisciplinary nature, I believe that information science students should be able to integrate knowledge, competences and skills from several different disciplines. This can be accomplished best when theoretical aspects are independently applied in a realistic, problem-oriented setting, where groups of students work on projects. These group-based projects not only allow for discipline-related competences and skills to be evolved but also challenge the student's so-called soft skills (interpersonal communication, cooperation, time management etc.). Projects like these should - whenever possible - either build on real-world cases from industry partner or investigate current research projects. These projects should be designed in a way that equally prepares students for jobs in industry or a research position in academia. Cooperation with businesses or industry partners is a driving force of this concept. They ensure the exemplarity and topicality of problems students are dealing with in their project work. In multiple courses (e.g. Development and Design of ICT systems) that I teach at Aalborg University in Copenhagen, we are working with case studies provided by industry partners where members of those companies serve as a stakeholder for the student's semester projects. Close industry relations can be fruitful for both academia and industry partners.

I also believe that teaching should be strongly connected to topical problems in IS research. In general, I'm most passionate about teaching skills and topics, which are related to my own research, which might have been new and challenging for me as well. This stems from my time in Regensburg where the unity of research, teaching and practice is a driving principle in IS education in general (Ludwig & Kattenbeck, 2012) and has been the basis of many courses that I taught there. My passion for teaching and improving my pedagogical abilities have driven me to reflect heavily on how I prepare and deliver learning material. I regularly discuss my class content and structure with colleagues. My desire to learn also led to my participation in several teaching related workshops to discuss and find approaches on how to, for example, best use Lucene/Solr in teaching Information Retrieval. In the future, I wish to further develop my own pedagogical competencies to give students the best learning experience possible.it svar her...

8. Andet.

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