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.

Communication & Digital Media, Teaching:
-BA, 2. Sem: Theory of Science of the Subject: Phenomenology and hermeneutics; Theory of Science of the Subject
Critical Rationalism & Theory of Paradigm; Communications practise; Philosophy, Ethics & Power;
-BA, 4. Sem: Theory of Science of the Subject (structuralism, constructivism); Pedagogy, Teaching & Communication;
Communications practise;
-BA, 5. Sem: Communications practise.
-BA, 6. Sem: Theory of System, Organisational communication and The Paradox of Decision.
-KA, 1. Sem: Discourse Archaeology and Dispositional Analysis; Truth, Power &
Organisation; Analysis of great quantities of data & The Discursive Analysis Strategy; Critical Studies: Power, Apparatus & Subjectivization
-Philosophy of Science; Value Based Management; Power & Ethics in Dialogical assistance conversations;
-KA, 2. Sem: Philosophy of Science; Work-life & Subjectivity.
-KA, 3. Sem: Systematic Organisational Communication; Discourse, Disposition & Power;

The Methodology of Research.
-KA, 4. Sem: Theory of System II; Theory of Science.

Communication & Digital Media, Supervision:
-BA, 2. Sem: Supervision.
-BA, 4. Sem: Supervision.
-BA, 5. Sem: Supervision, module 3.
-KA, 1. Sem: Supervision.
-KA, 2. Sem: Supervision.
-KA, 3. Sem: Supervision.
-KA, 4: Sem: Supervision, Masters Finale.

Communication & Digital Media, Extern Examinator:
-BA, 1 semester.
-BA, 2. Semester.
-BA, 2 semester, Copenhagen.

Psycology, Teaching:
-BA, 1. Sem: Socialpsycology
-BA, 5. Sem: Pedagogypsycology

Psycology, Extern Examinator
-BA, 1. Semster

Masters in IT-Safety in Organizations
-Coordinator of Education
-Teaching, 1. Module: Risk, Safety & Danger

International Corporate Communication:
-BA, 5. Sem: Discourse Archaeology and the dispositif

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.

Working environment representative, AMG-Rendsburggade.
Head of Working environment, Institution of Communication & Psychology.
Liaison committee of the faculty (FSU): AMR-representative.
Main Working environment committee (HAMiU): Deputy Chairman.

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

Lecturer professional postgraduate teacher training; Masters in Learning Processes.

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.

Taught at "Day of Teaching" back in the beginning of the 00´s
Advise – & Business Committee Member (AC/DJØF) of the Branche community of Working Environment, Wellbeing & Public Administration (Development of materials, host conferences and so on that fx aims at the teaching sector, such as the role of teacher and supervisor and til meeting with students).

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.

When member of the study board (2010-2018) ongoingly participated in the development of the education Communication and Digital Media.
Currently participating (since 2018) in the group of teachers responsible for teaching Theory of the Science of the Subject, where we continuously develop the teaching (purpose, aims, contents, progression, materials etc.).
As head of Working Environment, I am involved in the initiatives concerning the area of teaching that may influence the wellbeing of the staff and general working environment.

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

Teacher of the year 2020, Communication & amp; Digital Media.

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)

One of the – in my opinion, greatest challenges concerning the students, continues to be of a cultured character regarding the students attitude towards studying at the university, the idea of their own part, value and meaning, their will and skill to, as the German philosopher Hans-Georg Gadamer put it in `Truth & Method` to "let something else be of importance and find common points of view to understand a case altruistically" (Gadamer 1960:18). This "letting something away from oneself", to seek the common ground, can put the students' own particularities and parts in the greater coherence and togetherness, that I see as an increasingly greater challenge in the everyday interaction with the students. I see a tendence, where the students increasingly make claims to be equal – of equal value – with, per example, academic authorities, and dismiss to be in an asymmetrical relationship with scientifically, academically authorities and experts. This phenomenon is quite well described. Amongst others, the German professor in pedagogy Thomas Ziehe explains in his article "Adieu to the seventies!", this changed relationship by children today grow up in an everyday culture that amongst other is characterized by "loosening up the traditional social form has become a cultural matter of course" (Ziehe 1998:75), where it no longer is the young who takes the lead in the daily de-traditionalization, but their parents. Another telltale with the everyday culture is moreover that "the orientation towards one's own subjective inner-world has become a cultural matter of course", where fighting with one´s own identity, and in an eternal conversation with yourself about the meaning of life "has become the normal fitting out of the personalities of architects, shoppers, course participants, public school interested or teachers (and, I would like to add, university students -own addition). […] to thematize your own emotions, anxiety and yearnings as part of the normal skillset." The dark side lies hidden between Ziehe´s analyses and mirroring of the same in the culture ideal that Gadamer makes relevant. For when reflected into that perspective it

becomes clear, that the inner world orientated subject can only in difficulty be preoccupied with one´s own particularity, one´s own emotions (anxiety) sensations and one´s own preoccupation with finding the meaning of life, and still be orientated in a extroverted search in the world around you for answers to some of the same questions, that can put the students "eligibility" into perspective, into proportions and all in all finding one´s own distinctiveness.

Compared to a development toward what some call "The Postfactual Society" (or "The Fact-less Society" as it were primarily refereed to, when it showed up in the election campaign leading up to the American presidential election in 2012, where the republican presidential candidate Mitt Romney said that 47% of the American population didn´t pay taxes, but lived of those who did – an allegation a quick factcheck reveled as false), where the students are increasingly challenged with source criticism and the ability to tell apart valid and evidence-based knowledge from "false" knowledge, especially when a great part of our students gain their first knowledge of a subject via social aspects, today it entails that I prioritize a great part of my teaching and supervision towards some fundamental, humane-scientific academical cultural ideals, that in the first time round, focuses on impacting the students in such a way, that they are more open for the idea "that something else can be of importance" concerning the expression, attitude and knowledge they first time round keep close and subscribe to (a subject I as late as 14. Of March 2017 had the opportunity to discus med lector Rasmus Willing form Roskilde University Center, through an expert panel meeting we are both members of, since it seems the problem is a great concern too him and his colleges as well). A great part of the supervision is spent helping the students, to be able to take a step back, put a parenthesis around their own preexisting understandings, and by that suspend their natural point of view and the matter of course of their everyday life. Regarding the problem-based approach to learning, it creates some special challenges concerning making the students work exemplary, with root in complex, concrete real-world situations. I experience – still more often, that they take a basis in what they, themselves think instead of concrete examples of something real, observed, noticed and established. The work in groups, there the challenge can be identifying the "learning-gap" existing between their current knowledge, and the knowledge they need to acquire to analyze their empirical data and answer their questions, is often hindered by their difficulty to "put themselves in parenthesis" regarding their own subjective point of view, and instead clarify and explain their data by looking at it through selected theoretical optics. It greatly influences my role as facilitator as the starting point of my facilitating of the students learning is not the students next zone of development, but their personal culture, view of self and their attitude concerning being part of a learning-process. It is no longer a starting point with basis in raising awareness of your own knowledge, but what it even means to know anything because it is a completely fundamental circumstance for, in the next movement to decide which knowledge is relevant to seek thereafter.

I often experience it creates an uncomfortable stir in the students, who on one hand express they have difficulty with finding the time to first "move away" from one self and the theme/phenomenon they want to investigate, when the task is to reach it and gain an understanding of it. On the other hand they become so unsure at the prospect of "starting over complete" and form a knowledge and understanding they are unsure they have the skill to achieve, that some of them even falls apart and start crying heart-rending. I experience, still more often, that we deal with some young people that, at the surface seems as strong and confident individuals, but at closer acquaintance is revealed as tremendously fragile, unsure and anxious. This places high emotional demands on me as a teacher, when the young person in my supervision shows clear signs of having difficulty to resist the pressure and high demands the student is faced with (whether they stem from the student, its close surroundings or the surrounding society), and therefore call for a special kind of supervision and care. This development only seems to be nourished by the further dimensioning of the university educations and the passing of the latest SU-reform, where there once again is promoted a higher demand and expectation to complete the education at a faster pace. It is too the same development I see in my work in the Committee of the Branche community of Working Environment of Teaching and Research (now Branche community of Working Environment, Wellbeing & Official Administration – BFA Wellbeing), where we in 2015 publicised the pamphlet "Close to Failure to Thrive", that focuses on supervising teachers of the universities throughout the country, on how to handle the growing group of young people with serious personal and social problems. I was in 2021, also on account of BFA Wellbeing, as head person of a leading- and workgroup, part of developing the materials "Hour of the Class" and "Thriving in Communities", that focuses on the preventive initiatives regarding failure to thrive in the studying environment, with focus on the pressure of performance and competition, loneliness and so on. The materials are aimed at usages in the lectures (Hour of the Class) and in the group of teachers (Thriving in Communities). All in all it means the role as supervisor and teacher is under modification aiming, at one side, toward helping the students to "slow down" and be present in their projects and step away from their own pre-existing point of view and on the other side make sure the students speed up so that they use fewer attempts passing exams, shorter time completing the semesters and by that a shorter time completing their education. This is two, often conflicting, antagonistic considerations and demands that are difficult too balance, and that I am sure we will have to consider much more in the following years.

8. Any other information or comments.

Type your answer here...