

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.

I have taught different disciplines for more than 25 years. Mainly within the area of Problem based learning and within the area of individual coaching. I have taught at both bachelor, master and PhD level. All within the technical faculties. During the period from 2015 and onwards I have increasingly concentrated my teaching on the level of PhD and above and today I exclusively teach this segment of students and at postdoc/assistant professor level. I have individual supervision in the shape of PhD coaching one day a week, I run two PhD courses, one about Project management and interpersonal skills and one about Career management, and I also have career talks and a course on career management aimed at the postdoc/assistant professor level. This teaching is based on my research and writing within the areas of group dynamics, conflict management, retention and motivation.

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.

I don't have such activities due to the fact that I exclusively teach at PhD level and above

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 finished my adjunkt pædagogikum in 2006. I have been on an endless row of courses since, e.g. usually participating in the yearly teachers day at AAU. In 2017 I applied for and got a PBL project internally about group challenges, group dynamics and conflict management. What is perhaps more interesting is that pedagogical and didactics is a big part of my research area and I have been used to for a long period to act as pedagogical supervisor for young participants in the adjunkt pædagogikum and also to teach them, e.g. about how to deal with groups in conflict. Currently, I participate in my own group in an ongoing activity with collegial guidance and supervision of their teaching.

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

See above. Also I have been used to participate in the SEFI conference every second year since 2012 to present my latest research within the pedagogical and didactic area. This spring ('22) I went to Switzerland to participate in a seminar on emotions in Engineering and to finish an article in collaboration with international peers on that subject.

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.

I continuously develop as a facilitator, supervisor and teacher. Within the last two years (20-22) I have developed and taught a course on career management together with others. I have build it from scratch targeting all post docs and assistant professors at the TECH faculty, bringing in external people from the world of management consultancy, giving seminars and providing individual coaching sessions for all participants.

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

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.

I appreciate very much to teach and help my students learn. My teaching philosophy is very simple. The best teaching comes from a passionate teacher with a good ability to be in contact with the students about a specific topic. In other words a teacher, who has a message that he or she finds worth the while and a teacher, who is capable of 'seeing' the students and embracing their point of departure. I tried a few times to teach stuff that I did not feel

passionate about, and it never turned out to be a good experience. Likewise feedback from students has been vital to the process of growth I have undergone since I began teaching: I learn from them, for example, the pacing of lectures, and effective ways to help them learn in small group exercises. Teaching is a craftsmanship to me. Really efficient teaching is created in the interplay between you, the students and the subject matter at hand. This philosophy of mine is in accordance with the ideas of problem based learning, where the role of the teacher is to inspire and guide the students' learning through real problems. It was this approach which brought me to Aalborg University in the first place, and it has lingered with me all the way through my studies and my career as teacher. I especially appreciate the ability of PBL to induce deep knowledge about the topic to be covered. Within the topics that I teach dealing with real problems is also essential.

As is also visible from above I view myself primarily as a facilitator of learning, rather than as an expert, who simply delivers information to students. The fact that I value a passionate teacher does not imply that I want my students to think like me. My field of teaching is filled with personal choices. Therefore, I want to inspire my students to reflect upon the issues we discuss and find their own paths. I see it as my job to create a clear leadership, a sense of meaning and a good atmosphere in which student and teacher alike can acquire new insights.

8. Any other information or comments.

None