

## 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.**

Bacheloruddannelsen i psykologi (ansat siden 2019; undervisning på dansk med mindre andet er angivet):

- Underviser og eksaminator/censor på 1. semester samt BA-tilvalg i personlighedspsykologi (2020-2021)
- Vejleder og eksaminator/censor på 1. semester i PBL (2019-2020)
- Underviser og eksaminator/censor på 3. semester i biologisk psykologi (2019-)
- Vejleder og eksaminator/censor på 4. semesters projekter i kvantitativ forskningsmetodologi (2020)
- Vejleder og eksaminator/censor på 6. semester BA-projekter (2021-; i nogle tilfælde vejledning og eksamination på engelsk)

Kandidatuddannelsen i psykologi (siden 2019):

- Underviser og eksaminator/censor på 7. semester på professionsprogrammet C4U (2022)
- Underviser og eksaminator/censor på 7. semester i psykologisk testning (2019-)
- Underviser på 7. semester på professionsprogrammet CPPP (2019-)
- Vejleder og eksaminator/censor på 9. semester på professionsprogrammet CPPP (2019-; i nogle tilfælde vejledning og eksamination på engelsk)
- Specialevejleder og eksaminator/censor på 10. semester på tværs af professionsprogrammer (2020-; i nogle tilfælde vejledning og eksamination på engelsk)

**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.**

- Leder af professionsprogrammet C4U på 7.-10. semester (2022)
- Kursusansvarlig på 3. semester i biologisk psykologi (2022-)
- Kursusansvarlig på 7. semester i psykologisk testning (2019-)

**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**

Gennemført og bestået adjunkt-pædagogikum/university pedagogy for assistant professors.

**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.**

Har udført en mængde kollegial supervision i fb.m. med adjunkt-pædagogikum i 2020-2021.

**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.**

Revidering af undervisning på de kursusansvarlige poster jeg har bestridt; herunder både for biologisk psykologi på 3. semester og psykologisk testning på 7. semesters vedkommende, at jeg har tænkt praksisoverførbare ind over de justeringer, jeg har lavet på begge kurser.

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

Udtalelse fra adjunktpædagogikum-vejledere:

"We (i.e., Associate Professors XX and YY (both anonymized)) have supervised Casper Schmidt (CS) over the year that he participated in the course in university pedagogy for assistant professors and observed the following progression:

CS is clearly a dedicated, responsive, and competent teacher. He has visible interest in interaction with his students and is adept at getting them involved and making them interested in their own learning. CS has developed his teaching and supervision skills further during the adjunktpædagogikum by systematically reflecting on his own pedagogical practice and by making problem-based investigation and analysis of a specific troublesome supervision and reflecting pedagogically on his supervision, and by using the feedback of peers and AP supervisors to reflect and implement changes in his teaching practice.

CS acts very calm and structured during both lectures and teaching in smaller groups and is open for questions both during and in-between teaching. CS takes it upon himself to facilitate the active learning process by inviting his students to ask questions. CS inspires the students by his genuine interest in their perspectives on a range of aspects of the teaching and educational learning goals in general.

One of the main purposes of the adjunktpædagogikum is for the participant to challenge himself through reflecting on his teaching and through reflection both theoretic and empirical on his actual supervision and teaching experiences. During his adjunktpædagogikum CS clearly succeeded in addressing both these challenges at a high level. Based on our meetings and supervisions it is clear to us that he possesses the conscientiousness and skills – pedagogical as well as academic – of a very competent and engaged teacher with an interest in continuously development.

The topic of CS's adjunktpædagogikum project report is a relevant and well-described problem-based investigation of a didactic topic in PBL supervision. It led to an interesting and very relevant contextualized pedagogical reflection on his (future) role as supervisor, combining learning and pedagogical theories with a specific practice experience. He concludes this analysis by; he as supervisor can benefit from integrating both confronting, nurturing and supporting styles dependent on for instance the students' "zone of proximal development" and their individual strengths and difficulties.

Thus, CS shows an advanced level of reflexivity in both a pedagogical and professional sense in his supervision and teaching. His didactic and professional analysis and discussions materialize in a deep understanding of what Problem-based Learning (PBL) can be structured as and how to give students a way to find their individual paths in their learning and acquisition of knowledge of relevance for their education.

Summary statement

We, the undersigned find that the work undertaken by Casper Schmidt during the participation in the Aalborg University Adjunktpædagogikum was of high quality, and full of engagement and professional reflections. Thus, we give him our best recommendation."

## **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)**

Jeg har en ambition om at blive ved med at videreudvikle de to kurser, jeg er kursusansvarlig for, navnlig biologisk psykologi på 3. semester og psykologisk testning på 7. semester.

Begge fag anses af mange studerende for at være af en teknisk og udfordrende karakter, og nogle oplever sig særdeles udfordrede i forståelsen og konsolideringen af disse penser. Derfor er det min fortsatte intention at tilrettelægge kurserne således, at de studerende i videst mulige omfang både (1) modtager relevant og fagligt givtig undervisning i relation til at opfylde Studieordningen for Psykologis formelle bedømmelseskriterier, samt (2) modtager pædagogisk kompetent undervisning, der sikrer, at niveauet både er passende og at det relevante pensum formidles på en hensigtsmæssig måde.

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

Nej.