

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.

Teaching Assistant, Problem Based Learning 1st semester Electronic System Design, Computer Technology and Robot Technology (Bachelor, 2022, Danish) - Assisting during lectures - Consultations with groups in relation to group exercises
Guest lecture about 360 Virtual Reality and Learning, Brugerstudier og informationspraksis, 1st semester Informationsvidenskab (Master, 2021, Danish)

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.

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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

Completion of PhD course, PBL and Facilitation Skills (2022)

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.

Conference paper accepted and presented at Computer-Supported Collaborative Learning on interactional and pedagogical implications of using 360 Virtual Reality in higher education (2022) Workshop proposal accepted at Networked Learning Conference on designing for Networked Learning in 360 Virtual Reality (2022) Journal article in review introducing a systematic review of the use of social and 360 Virtual Reality in educational setting and the implications for the relation between technology and pedagogy

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.

Journal article in review on re-thinking case based PBL using Social 360 Virtual Reality

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

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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)

As a teacher, I am still finding my own style, however, I am clearly influenced by my studies at AAU and the use of PBL, where I strongly support that the role of the teacher is to create the right framework to support the students' learning. My research interest also reflects a focus on learning, where I have a great interest in how different technologies can create new opportunities for PBL in higher education

8. Any other information or comments.

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