

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.

As a whole, I have experience with many different types of teaching, from small-class teaching to larger classes and lectures, and I have supervised and examined on many types of projects, from group reports to bachelor's and master's theses. I have also over the years actively participated in collegial supervision, university teaching, etc. to develop professionally as a teacher and supervisor. And I have supervised a group of 8 new master thesis supervisors in the spring 2020.

All activities before 2023 were conducted at the Department of Psychology and Behavioural Sciences at Aarhus University.

Activities from 2023 and onwards were conducted at the Department of Communication and Psychology at Aalborg University.

2011: Social and personality psychology, 20 ECTS bachelor's level mandatory course in which I taught as instructor, class format with 20-25 students, written exam (27 hrs.), graded, in Danish.

2012: Cognitive and learning psychology, 20 ECTS bachelor's level mandatory course in which I taught as instructor, class format with 20-25 students, written exam (27 hrs.), graded, in Danish.

2012: Developmental psychology, 20 ECTS bachelor's level mandatory course in which I taught as instructor, class format with 20-25 students, written exam (27 hrs.), graded, in Danish.

2013 & 2014: Research methods II, 5 ECTS master's level mandatory course in which I taught, supervised, and examined on group projects, class format with 30-40 students, written group assignment (10 in total) conducted over the course's duration (pass/fail), in Danish.

2014: Statistics, 10 ECTS bachelor's level mandatory course in which I taught as instructor, class format with 100 students split into two classes, written exam (3 hrs.), graded, in Danish.

2015: Individual differences, 10 ECTS bachelor's level elective course, in which I as teacher and responsible for the course taught students on a specific psychological subject, created and planned the course, chose the literature, and supervised and examined on their assignments (examination only for international students). Class format with 20-25 students, 80% attendance requirement for Danes (pass/fail), written individual assignment (8 in total) conducted over the course's duration for international students, graded, in English.

2016: I supervised and examined 1 individual independent bachelor's thesis, 20 ECTS bachelor's level, 1 student, written thesis, graded, in Danish.

2018 & 2019: Social and personality psychology: I gave lectures in the 20 ECTS bachelor's level mandatory course, lecture format with 220+ students, written exam (7 hrs.), graded, in Danish.

2019 & 2020: Individuelle forskelle, 5 ECTS bachelor's level elective course + 20 ECTS bachelor's level bachelor's thesis supervision and grading in which I as teacher and responsible for the course taught students on a specific psychological subject, created and planned the course, chose the literature, and supervised and examined on their bachelor's theses, class format and supervision + examination with 42 students (41 theses in total), 80% attendance requirement for the class itself and graded for the thesis, in Danish.

2019 & 2020: Supervision and examination of master's theses in a broad range of topics from clinical psychology to work- and organizational psychology to personality psychology etc., 30 ECTS master's level, written theses (8 in total), graded, in Danish and Norwegian.

2020 & 2022: Correcting exam papers (55 in total) in Developmental Psychology, 20 ECTS bachelor's level mandatory course, written exam (7hrs), graded, in Danish.

2023: Censor in Teori, Praksis og Videnskabelig metode, 15 ECTS master's level mandatory course, written paper + oral group exam (21 students with 9 projects in total), graded, in Danish and English.

2023: Censor in Socialpsykologi, 15 ECTS bachelor's level mandatory course, written synopsis + oral individual exam (22 students in total), graded, in Danish.

2023: Videregående Social og Personlighedspsykologi, 20 ECTS bachelor's level mandatory course, project supervision and examination, written papers, graded, in Danish.

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.

I have developed two courses myself (see above). One in English for primarily international students and one in Danish primarily for Danish students. Both courses were broadly covering the field of individual differences, but also methodological aspects (quantitative focus).

I have also founded a forum for new master's thesis supervisors where i coordinated meetings, supervised new supervisors, and developed written materials to use in the supervision process in the years 2019 and 2020.

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.

I have completed the mandatory pedagogical course for assistant professors at Aarhus University. The course comprises modules on both teaching and supervision and has an estimated workload of 150 working hours. I have a PBL course scheduled in March 2023.

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

I have participated in a number of international and national conferences and presented both posters and papers in sessions and symposia. I have also contributed articles, interviews, etc. in popular media. I also work as reviewer for a number of international journals. And I have mentored new PhD students in the years 2015 and 2016.

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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I have a lot of experience with collaboration with external parties as I also do consultancy work, public lectures and such. I have especially collaborated with a test company, where I have created master classes, webinars etc. for their customers.

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

I have received very good evaluations on my teaching and supervision competencies. Below I have inserted the summary evaluation of one of the courses that I've created myself and taught in 2019 and 2020, Individuelle Forskelle. 19 of 19 students evaluated the course online. Overall, the students were happy with the course. The expectations to them as students were clear to them (90% agreed), and the course was well-organized in their opinion (90% agreed). Some students felt it was difficult to continue reading course material towards the end of the semester where they are more focused on their bachelor's thesis. For this reason, I could consider placing a bit less material in the final classes when I teach this course again or a similar one to address this issue. The students engaged actively with the course (100% agreed or mostly agreed) and felt they had the chance to apply their obtained knowledge (100% agreed or mostly agreed). In terms of time spent on the course, the students did not spend more time on the course than what the 5 ECTS points justify (calculated based on the norm of 28 hours' work per ECTS point as defined by the Danish Ministry of Higher Education and Science). Finally, the students rated my abilities to disseminate knowledge as high (95% agreed, 5% mostly agreed).

In terms of supervision, I've inserted the summary evaluation from my first master's thesis supervision below. I received 4 out of 5 for the supervision overall. I have only received better ratings since then, but this was the starting point.

The student evaluated the supervision and was generally satisfied, as indicated by a rating of 4 out of 5 points regarding the overall assessment of the supervision. The student was particularly happy (as indicated by a rating of 5 out of 5 points) with the alignment of expectations, the dialogue about the supervision process, the supervision regarding how to narrow down the topic to a manageable problem statement, how to find literature, how to choose methods and theories, and how to manage and plan the project, as well as the feedback on text drafts and how to improve the thesis. The student did not feel, however, that the study program had prepared the student for the task of writing a master's thesis (as indicated by a rating of 3 out of 5 points). This is not ideal, and I think the study program could be improved in this regard in Aarhus, as many of the exams there are essay exams based on fixed questions posed by the teachers and therefore do not have much in common with the independent process of writing a master's thesis.

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).

From my own experience (and research, actually), I have the clear impression that the large majority of psychology students appreciate structure, plans, fixed deadlines, etc. And are nervous about the freedom and own responsibility that comes with for example the master's thesis and the bachelor's thesis. Therefore, I strive to prepare courses and supervision processes well and give them plans, programs, guidelines, sample papers, etc. so that they feel they have some scaffolding. I also have formulated a supervisor letter that I give to all students I supervise so they know what I expect from them, and what they can expect from me. And when. And I also do my best to get the students to use each others as resources for feedback and such, because even when they can't see the weaknesses in their own work, they are very often able to spot it in others'.

I have enjoyed creating my own courses and designing them in a way that gave my students the freedom to pursue their own interests. I feel that this has engaged the students much more than traditional teaching, and I am very enthusiastic about the PBL model in Aalborg. I have a PBL course coming up in March 2023, and I would like to do more courses on PBL later on.

8. Andet.

Nothing.