

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.

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.

2024: Censor in Socialpsykologi, 15 ECTS bachelor's level mandatory course, written synopsis + oral individual exam (45 students in total), graded, in Danish.

2024: Videregående Social og Personlighedspsykologi, 20 ECTS bachelor's level mandatory course, project supervision and examination, written papers (39 students in total), graded, in Danish.

2024: Personlighedspsykologi, 10 ECTS bachelor's level mandatory course, teaching (60-75 students in total) and grading (27 + 10 students in total), written exam, graded, in Danish

2025: Censor in Socialpsykologi, 15 ECTS bachelor's level mandatory course, written synopsis + oral individual exam (22 students in total), graded, in Danish.

2025: Videregående Social og Personlighedspsykologi, 20 ECTS bachelor's level mandatory course, project supervision and examination, written papers (19 students in total), graded, in 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.

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. I am currently course co-coordinator on personality psychology.

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

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 also have a PBL course from Aalborg University.

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.

Type your answer here...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 2019 and 2020.

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.

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.

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

I have received good evaluations on my teaching competencies. Below I have inserted the results of a recent student evaluation of my teaching in personality psychology, taught in the fall of 2024.

Satisfaction with the course overall: 60 % rate that they were very satisfied, 33 % satisfied, 7 % dissatisfied. Satisfaction with the teacher's performance (dissemination, planning, structuring, communication, etc.): 60 % rate that they were very satisfied, 33 % satisfied, 7 % dissatisfied.

In-depth comments on teacher performance (translated from Danish into English using Microsoft 365 Copilot):

We receive plenty of input and a lot of additional material to help with understanding.

We are recommended to read specific texts for each seminar, but it's still possible to follow the teaching and the working questions even if you haven't had time to read the recommended text.

It's great to have a recap after the seminar, where we sometimes receive more in-depth explanations of certain concepts that may have required further investigation than could be answered on the spot – thank you, it's truly appreciated.

Well-prepared, informative, with a clear and manageable approach, and we usually get through what we need to. All questions are taken seriously and answered to the best of your ability.

I think the seminars have gone very well.

I think it's good. I especially benefit from the plenary discussions, where you also contribute and help us understand – or simply explain things in a different way than they are written in the text or presented in the lecture. So maybe more time could be allocated to this, and less to group work.

I like that we adapt a bit based on needs, but that you still maintain a structure.

I find the teaching very concrete, and the working questions along with the case provide a clear and useful way to gain a better understanding of the material.

I really appreciate being able to get answers to my questions – either during the seminar or in the next one. I also enjoy that we occasionally receive some “extra” knowledge that you share with those who are interested.

I think it's great that we get working questions that spark discussion, giving us the opportunity to use the theories verbally with each other.

I experience well-prepared and relevant teaching that helps clarify difficult concepts.

I'm glad that each seminar has a clear structure, so we always know what to expect. There's also good communication before, during, and after the seminars, which is really nice.

Good working questions that help us understand the texts – and good explanations in plenary.

A good way to go through the curriculum and difficult concepts.

You're well-organized and know what we need to work on, and I think you create good working questions that, at least for me personally, help me remember the material and reflect more deeply on it.

The PowerPoints and working questions are really good.

I have also received good evaluations on my supervision competencies. Below I have inserted the results of a recent student evaluation of my supervision in videregående social og personligheds psykologi, conducted in the spring of 2024. Good support in the supervision regarding methods: 67 % agreed very much, 22 % agreed, 11 % partly agreed. Good support in the supervision regarding theory: 78 % agreed very much, 11 % agreed, 11 % partly agreed. Good support in the supervision regarding collaboration in the project group: 67 % agreed very much, 22 % agreed, 11 % partly disagreed. Here is the English translation of your text:

In-depth comments on supervisor performance (translated from Danish into English using Microsoft 365 Copilot):

Anna is an incredibly skilled supervisor who is great at providing support, offering suggestions, and answering questions.

She was a truly excellent supervisor. I've studied in another program before, and I've never had such a good supervisor.

She works in a structured way, and you can really feel her dedication. I also think it's great that she shares her honest opinion. All in all, it was a really positive experience having Anna as a supervisor.

She has been a fantastic supervisor, who guided the group based on what we wanted while also meeting our ambitions.

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)

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.

8. Any other information or comments.

Nothing.