

Teaching portfolio

1. Teaching CV

Teaching undertaken at AAU:

Spring 2014: teaching (interactive lectures with group work) + development and correction of exams assignments (externally marked) in the course 'English Communication' (first year, BA Language and International Studies, English).

Autumn 2014: teaching (interactive lectures with group work) + development and correction of exam assignments (internally marked) in the course 'Academic Writing' (first year, BA Language and International Studies, English), 'English Grammar' and 'Oral Communication and Phonetics' (first year, BA Engelsk Almen). Project supervision in discourse analysis, 3rd semester BA Engelsk Almen (2 projects) and internal examiner in connection with oral defence of 3rd semester projects.

Spring 2015: teaching (interactive lectures with group work) + development and correction of exams assignments (externally marked) in the course 'English Communication' (first year, BA Language and International Studies, English), both ordinary exam and re-sits, 'English Grammar' and 'Oral Communication and Phonetics' (first year, BA Engelsk Almen – teaching and exam). Project supervisor in discourse analysis, 2nd semester BA Language and International Studies (5 projects) and internal examiner in connection with oral defence of projects.

Autumn 2015: teaching 'English Grammar' and 'Phonetics and Phonology' (first year, BA Engelsk Almen). Project supervision in discourse analysis, 3rd semester BA Engelsk Almen and internal examiner in connection with oral defence of 3rd semester projects. Supervisor on one 5th semester project (BA project), one 9th semester project and one MA thesis (all in the English programme).

Spring 2016: teaching 'English Grammar' and 'Basics of Translation' (both on first year, BA Engelsk Almen) and Translation Theory (an 8th semester course on the MA Engelsk Almen). Development and correction of written exam in English Grammar (external censor). Assessment of portfolio work in Translation Theory. Project supervision and internal censor in discourse studies in the programme Language and International Studies, English (2nd semester).

Autumn 2016: teaching 'English Grammar' and 'Phonetics and Phonology' (first year, BA Engelsk Almen). Teaching the continuation to 'Basics of Translation' called 'Text Revision and Translation' (3rd semester, BA Engelsk Almen) and developing and marking the written exam in relation to this course (external censor). Teaching 2 lectures on linguistic aspects of the novel 'Trainspotting' on a 5th semester interdisciplinary course (BA Engelsk Almen). Project supervision: two fifth semester BA projects in stylistics, two 9th semester projects (stylistics and discourse analysis) internal censor on 3rd semester BA Engelsk Almen projects in discourse analysis.

Spring 2017: teaching 'English Grammar' and 'Basics of Translation' (both on first year, BA Engelsk Almen) and Translation Theory (an 8th semester course on the MA Engelsk Almen). Development and correction of written exam in English Grammar (external censor). Assessment of portfolio work in Translation Theory. Project supervision and internal censor in discourse studies in the BA programme Language and International Studies, English (2nd semester). Project supervision of an MA thesis in stylistics and integrated grammar teaching (MA, Engelsk Almen). Supervision of an 8th semester student in connection with a synopsis course in literature focusing on corpus linguistic methods in stylistic analysis on literary works. Guest lecture to students on BA Business Communication (English, German, Spanish) about translation practices.

Autumn 2017: teaching 'Phonetics and Phonology' (first year, BA Engelsk Almen). Teaching the continuation to 'Basics of Translation' called 'Text Revision and Translation' (3rd semester, BA Engelsk Almen) and developing and marking the written exam in relation to this course (external censor). Teaching 2 lectures on stylistics (5th semester BA Engelsk Almen). Project supervision: one MA thesis (teaching methods in English Grammar), one 9th semester project (Conversation analysis). Guest lecture to students on BA Business Communication (English, German, Spanish) about translation practices.

Spring 2018: teaching Translation Theory + Advanced Grammar (both 8th semester course on the MA Engelsk Almen). Assessment of portfolio work in Translation Theory + Advanced Grammar. Project supervision of 3 MA theses all concerned with aspects of teaching English language to Danish pupils at different levels and using different methods (MA, Engelsk Almen).

Autumn 2018: teaching Phonetics & Phonology (1st semester, BA Engelsk Almen). Teaching 2 sessions on stylistics (5th semester BA Engelsk Almen). Supervision of projects in discourse analysis (3rd semester BA Engelsk Almen). Supervision of 5 BA projects and 1 9th semester project in a range of linguistics areas. Guest lecture to students on BA Business Communication (English, German, Spanish) about translation practices.

Spring 2019: teaching Advanced Grammar (8th semester course on the MA Engelsk Almen) and language Acquisition & Language Teaching (4th semester BA + 8th semester MA course offered to students in the English + German degree programmes). Assessment of portfolio work in Advanced Grammar + Language Acquisition. Project supervision of 1 MA thesis (corpus stylistics) and 1 9th semester project (formal semantics) (MA, Engelsk Almen).

Autumn 2019: teaching Phonetics & Phonology (1st semester, BA Engelsk Almen). Teaching 1 sessions on corpus stylistics (5th semester BA Engelsk Almen + 9th semester MA Engelsk Almen). Supervision of projects in discourse analysis (3rd semester BA Engelsk Almen). Supervision of 1 BA project and 2 9th semester projects as well as an MA thesis in a range of linguistics areas (stylistics, discourse analysis, teaching/didactics, formal semantics).

Spring 2020: teaching Advanced Grammar (4th+8th semester course BA/MA Engelsk Almen) and Language Acquisition & Language Teaching (4th semester BA + 8th semester MA course offered to students in the English + BA German degree programmes). Teaching 1 session on stylistics on the 4th semester of BA English (Textual Theories). Assessment of portfolio work in Advanced Grammar + Language Acquisition. Project supervision of 4 MA theses (corpus stylistics, teaching/didactics, sociolinguistics/discourse).

2. Study administration

Member of the Study board for English, German and Culture Studies from autumn 2014

Head of the Study board for English, German and Culture Studies from May 2018

From September 2018: part of the expert panel on digitalisation in education and teaching within the Humanities Faculty.

From August 2020: participant in the national project 'Digital Curriculum'

3. University pedagogy qualifications

Postgraduate Teaching Shadowing Scheme (Nothumbria University 2010-2013)

Adjunktpædagogikum (meetings, supervision, workshops), Aalborg University 2014-2016

4. Other qualifications

Participation in 3 workshops connected with the Adjunktpædagogikum:

Spring 2015 WS5: "Infusing everyday teaching with the ideas of PBL to motivate learners" and WS 9: "Enhancing feedback and facilitating student reflections in groups"

Autumn 2015: WS7 "Assessment of – and for learning in a PBL context"

5. Teaching activity development and teaching materials

Example from Autumn 2014: adding in group writing project to LISE Academic Writing 1st semester autumn 2014 after being appalled at students' level of English on 2nd semester spring 2014. Incorporating peer feed-back (and feedback from me) into project writing process and link to exam to get students to take it seriously.

Examples from Spring 2015: Oral Comm exercise in groups, presenting to each other and asking questions, (timed), reflections in assignment. Inclusion of active listening in group supervisions after attendance at AP workshop

Examples from Autumn 2015: implementation of a 'flipped classroom' method in the English Grammar module using pre-recorded e-lectures and Moodle quizzes. Using specially recorded voices of native English speakers in the Phonetics & Phonology course to both expose students to different non-standard varieties of English and to increase their awareness of phonetics and vocabulary when describing phonological features. I have also added more content to the course in general which take a more sociolinguistic approach in an attempt to cover the diversity of the English language. This has also entailed utilizing online content and the addition of tasks in the assignments which ask students to engage and reflect upon non-standard speech in different contexts. Finally, I have also tried to incorporate some 'active/embodied learning' into the Phonetics & Phonology course when teaching the topic of sentential stress. The activity consisted of getting the students to stand up and practice stepping and clapping different rhythms which mimic stress distribution in spoken language.

Examples from Spring 2016: continuation of development of materials for flipped classroom teaching in English Grammar

Examples from Spring 2017: development and recording of new materials for the flipped classroom in the courses Basics of Translation (BA Engelsk Almen) and Translation Theory (MA Engelsk Almen).

Examples from Autumn 2017: development of new materials for flipped classroom in the course Text Revision and Translation. Development of new forms of assessment in the course Phonetics and Phonology (the use of online quizzes in Moodle in conjunction with assignments)

Examples from spring 2018: planning and development of materials for the course "Advanced Grammar" including the recording of several e-lectures and development of a step-by-step worksheet for the students to learn how to use online syntax tree generators.

Examples from autumn 2018: re-designing Phonetics & Phonology module on 1st semester BA Engelsk Almen to tie in with new assessment method and design of written exam paper.

Example from spring 2019: development of teaching materials in Language Acquisition and Language Teaching with special focus on the use of digital tools in foreign language teaching and learning.

Example from autumn 2020: increased focus on teaching corpus linguistics methods on both BA+MA level (English degree programmes)

Example from spring 2020: extensive digitalisation of teaching as a result of the Corona pandemic - including incorporation of additional online peer-group facilitation, e-lectures etc.

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

Nominated for "Teacher of the Year" 2017

7. Personal reflections and initiatives

Teaching philosophy

Collaboration: First and foremost, I see teaching and learning as a collaborative enterprise/endeavour. Thus, I expect students to take their education seriously and put in the required effort in terms of time spent preparing, turning up to class and paying attention and revising for exams. But due to the collaborative nature of the teaching and learning situation, they are not alone in this. I am there to guide, help and encourage them along the way. But the nature of the endeavour is first and foremost characterized by a mutual agreement between me and the students to uphold our own sides of the bargain. I spend time in the first class with new students trying to get them to think about what it entails to be a student at a university and to see how it is a collaboration between lecturers and students. An additional bonus of giving the students

responsibility for their own learning is an increased sense of ownership of their knowledge and results on their part (not to mention independence) which instils further pride and a deep sense of satisfaction (in them – but also in me when it works out!).

Diversity: Students come from a range of backgrounds and this affects their pre-existing knowledge base and learning style. Students also come with different life-experiences and motivations and face different challenges throughout their stay at university. In order to accommodate these differing needs of students, I make sure they know that I am available for chats and further support either during breaks in class or in my weekly office hours. While I make demands of my students and expect them to take responsibility for their own learning, many often face challenges due to the upheaval of moving away from home, living on their own for the first time and being in an environment with lots of new people not to mention having to absorb new knowledge in a learning environment which is vastly different from where they have studied before. While I may not be able to assist them much in issues not pertaining to my modules, lending a sympathetic ear and being encouraging is often all that is needed.

The big picture: The modules I've been teaching so far (grammar, oral communication, phonetics and phonology, academic writing) all aim to teach skills which the students need in all their other modules as well as after university. I try to impart this information to them very early on so as to motivate them even more and make them see why it is worth their while taking these classes. However, while this 'big picture' is probably what will motivate students the most, I also try to give them a sense of what linguistics is and how it is useful. By introducing new knowledge not as separate chunks but rather as a part of something bigger, I hope to inspire the students to think more comprehensively about language in general. I aim to encourage a sense of wonderment in how language defines us as humans and how it works. Even though the students do not do linguistics per se and only a few have any interest in this aspect of their degree, seeing the bigger picture may just open some eyes to a new and exciting world as well as help make clear to them why they have to work through a variety of different language-related topics.

Teaching style: I see myself as a very dynamic person and I bring a lot of energy to my class. I am excited about the topics I teach and I believe that the students pick up on that. I try to share my enthusiasm and knowledge in an approachable and sometimes humorous way – a way that reflects my personality. Further-more, students often find the topics I teach (grammar, phonetics) quite difficult and thus a humorous and somewhat casual approach seems preferable to a more formal style. I very much see teaching (in particular lecturing) as a performance. With the many distractions which students have at their fingertips in class (by this I mean the whole of the internet, basically), the performance aspect is even more important, I find. An additional aspect of my role as a teacher which I am very aware of is that I am both a woman in an overwhelmingly male environment (academic staff) and I am also the youngest. While this does not affect my daily work-related tasks, I am aware that I may be perceived differently by students than my older, male colleagues.

8. Any other information or comments

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