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.

General overview over fields and subjects of teaching

My primary fields of teaching and supervision are (aesthetic) learning and creativity with a focus on innovation and professional and organizational development. In addition, culture and its significance for teaching, creativity and organizational and professional innovation is an area of teaching, as well as aesthetic learning theories directed at professionals within the public welfare professions at our formal continuing Master's programs (see below). Another main field is theory, sociology and philosophy of professions along with theory and research on professional development, in which area the significance of professions for individual and collective learning and identity building and potentials for innovation is discussed with the students within the context of the public sector organizations. A third main field is action research as approach and methodology for development of knowledge in and of organizations and professional practice. The fourth main field of teaching and supervision is learning design, teaching and facilitation, where I involve artistic activities in order to enhance and deepen learning in the students.

Concrete teaching experience

Department of Culture and Learning:

2017- present: The formal continuing education Master's program Innovation and Creative Learning Design (KREA): Semester- and module responsibility, teaching, supervision and internal censorship in the following areas and semesters:
•Learning theory, philosophy of science and methodology I
•Organizational learning (module coordinator)
•Learning in practice
•Evaluation of learning processes (module coordinator)
•Innovation and creative learning design (3rd semester coordinator)
•Philosophy of Science and methodology II (3rd semester coordinator)
•Master-project (4th semester coordinator)

2009- present: The graduate program in Learning and Innovative Change (LFP):
Module responsibility, teaching, supervision and internal censorship in the following areas and semesters in the period 2009-2018:
•The module Problem Orientation and Research Design (teaching and supervision at module, 7. semester)
•The module Knowledge on Learning and Change Processes (introduction, supervision, internal censorship, 7. semester)
•Learning design (course teaching, 7. semester)
•Portfolio and professional development (teaching at module, 7.-9. semester and internal censorship)
•SUS (Studenterudviklingssamtale, Student Development Dialogues) (individual competence development dialogues with graduate students, 7., 8. og 9. semester concerning portfolio work and competence development)
•Pedagogy and pedagogical innovation (teaching and supervision at specialisation module, 8. semester)
•Learning in Practice (teaching, supervision and internal censorship, 9. semester)
The formal continuing Master's program in Learning Processes (MLP):
Teaching and supervision in the period 2009 and forward:
•Learning design and Professional Development (teaching and supervision, specialisation module, 3. semester), including development of program and content.
•Supervision 1.-4. Semester

2012- present: The formal continuing Master's program in Learning Processes, Organisational Coaching (MOC, now PROF): Teaching in the period 2012 and forward:
•Action research (3. semester)
•Innovation in organisations with focus on Nonaka & Takeuchi (3. semester)

2016 - present: The formal continuing Master's program in Learning Processes, Management and Organisational Psychology (LOOP): teaching 2016 and forward:
•Basic learning theory (1. semester)
•Social learning through LEGO Serious Play (1. semester)
•Aesthetic dimensions of facilitating practice (4. semester)

2016-2018: Learning Lab (Aalborg University's internal unit for qualifying Ph.D.-students in the Problem-Based Learning

model (PBL-model) and assistant professors in university teaching and "Adjunktpædagogikum")
Teaching assistant professors from all faculties, 2x 4-hour workshops at "Adjunktpædagogikum", autumn semester:
•University Pedagogy and Student Motivation
•2016-2019: Certificating 6 assistant professors for university teaching – course of individual supervision.

Teaching assignments at other departments at Aalborg University:

Department of Economy and Management (Business)

Spring 2010 and 2011: International Master in Innovation and Entrepreneurship (MIKE):
Teaching / lectures:
•Creative Scientific Methods (course programme, 7. semester)

Department of Physical Education

Bachelor in Physical Education program:
Spring 2010 and 2011, teaching, lectures:
•Creativity and Problem Based Learning (lecture + workshops, 2. semester and 4. semester)

International university teaching:

University of Utah, lectures:
•2014, 22. October: Teaching graduate-students at College of Education: LEGO in teaching.
•2015, 23. October: Repetition of teaching graduate-students at College of Education: LEGO in teaching, now with participation of staff and more classes.

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.

Administrative tasks within the study programs

Semester-coordination:
•2017-present: The formal continuing Master's program KREA (master in learning processes, specialization in innovation and creative learning design), semester coordination of 1., 2., 3., and 4. semester, from 2019: exclusively 3. and 4. semester.
•2012-2018: The graduate program in Learning and Innovative Change, coordination of 7. and 8. semester (co-responsibility)

Module responsibility:
The formal continuing Master's program KREA (master in learning processes, specialization in innovation and creative learning design):
•2019-present: module coordination of Organizational Learning (1st semester) and Evaluation of (Creative) Learning Processes (2nd semester)

The graduate program in Learning and Innovative Change:
•2013-2018: Portfolio and Professional Development Dialogue in Theory and Practice (co-responsibility)
•2012-2018: Problem Orientation and Research Design (development of the module and co-responsibility)
•2013-2018: Knowledge of Learning and Change (co-responsibility)
•2012-2018: Pedagogy and Pedagogical Innovation (co-responsibility)

Continuing Master's program in Learning Processes
•2011-2018: 3rd semester: Design and Professional Development (development of the module and co-responsibility)

Development of study programs:
•2016-2017: The formal continuing education Master's program Innovation and Creative Learning Design (KREA): main developer of all 4 semesters (with council from especially associate professors Tatiana Chemi and Birthe Lund, Department of Culture and Learning)
2016-2017: Driving force in the development of the entire program. This entailed several dialogue meetings with potential customers, documenting the market need for the program, development of semesters, modules and teaching plans, mobilization of the researchers teaching at the program, building up the web-page, advertisement (see the web-link above), start-up, quality development etc. with a growing number enrolled students (now app. 20 new students per year

and growing). The first two years (2017-2019), I was sole-responsible for all semesters (1.-4.), but is now sharing this task with associate professor Tatiana Chemi.

•2014-2015: Development of the module "Problem Orientation and Research Design", 7. semester in the graduate programme Learning and Innovative Change (in collaboration with associate professor Ole Ravn)

•2015-2018: Contributions to the continuous development of the module "Learning Portfolio and Professional Development Dialogue in Theory and Practice" 7.-9. semester in the graduate programme Learning and Innovative Change. E.g. revision of the preparatory questions for the dialogues and development of the module's exam.

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

Formal university pedagogical qualification courses

•2021: Completion of Ph.D.-supervisor development course
•2015: Adjunktædagogikum (University pedagogy

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.

Experience with specific teaching methods, concepts and tools in my teaching:
•Music as facilitator of inclusive higher education learning environments (empirical basis for the publication "Transgressive but fun" (2016) and "Music, social learning and senses in university pedagogy" (2019).
•Problem-based, project oriented approach to learning processes, collaboration and development of knowledge (empirical basis for the publications "Student diversity in a problem based learning setting" (2020) and "PBL and mixed -background groups in master's programs" (2018)
•The LEGO Serious Play-concept as teaching tool
•Future workshops as innovation supporting teaching method
•Story-line as creativity enhancing teaching method
•Wall portfolio as teaching method of evaluation in creativity and innovation (attached as documentation of concrete teaching in appendix 2)
•KUBUS-facilitation and communication of the innovation and collaboration concept KUBUS (developed by Henrik Herlau, CBS)

University pedagogy conferences

Participation in the recurrent conference "Undervisningens dag" ("Day of University Teaching") at Aalborg University:
•2019: Presentation of the research project PBL in graduate programs with a broad intake of diverse types of students. Lecture in collaboration with associate professors Ole Ravn and research assistant Rune Hagel Skaarup Jensen, Department of Culture and Learning, and associate professors Mie Engen and Mia Arp Fallow
•2015: Presentation of my assistant professorship teaching project at "Day of Teaching 2015", Aalborg Universitet, Learning Lab, Kroghstræde 3

Publications:
Jensen, J. B., Engen, M., Ravn, O., Arp Fallov, M., & Jensen, R. H. S. (2020). Student Diversity in a Problem-Based Learning Setting. Aalborg Universitetsforlag.

Jensen, J. B. (2019). Music, social learning and senses in university pedagogy: An intersection between art and academe. Arts and Humanities in Higher Education, 18(4), 311-328. https://doi.org/10.1177/1474022217732944

Engen, M., Fallov, M. A., Jensen, R. H. S., Jensen, J. B., & Ravn, O. (2018). PBL and mixed-background groups on Master's programmes. Journal of Problem Based Learning in Higher Education, 6(2), 71-90. https://doi.org/10.5278/ojs.jpblhe.v6i2.2193

Jensen, J. B. (2016). Analytisk musiklytning og udvikling af universitetsstuderendes kompetencer inden for kvalitativ forskning [Analytical Music Listening and the Development of University Students' Competences in Qualitative Research]. Dansk Universitetspaedagogisk Tidsskrift [Danish Journal of Higher Education Pedagogy], 11(21), 84-96.

Jensen, J. B. (2016). Transgressive, but fun! Music in University Learning Environments. (1 udg.) Aalborg: Aalborg Universitetsforlag. Higher Education Practices Series, Nr. 3

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.

Ph.D.-courses, Department of Culture and Learning

•2022, March 15-16 at Aalborg University, Department of Culture and Learning: Co-developer with associate professors Lone Hersted and Søren Frimann of the Ph.D.-course Aktionsforskning – forandring som forskningstilgang.
oLecture titled: Læreprocesser, kollektivt håndværk og kunst i aktionsforsknings-praksis [Learning processes, craft and art in action research practice]
oChairing two Ph.D.-paper workshops (6 papers)

•2018, November 20-21 at Aalborg University, Department of Learning and Philosophy: Co- developer with associate professor Søren Frimann of the Ph.D.-course Action Research – change as research approach, in relation to the 11th National conference in the Danish Action Research Network: Action Research: Tradition and Renewal.
- Lecture titled: The workshop as knowledge production at the Scandinavian university model
- Chairing two Ph.D. paper workshops

•2016, August 16-17 at Aalborg University, Department of Culture and Learning: Co- developer with associate professor Birthe Lund of the international Ph.D.-course Embedded Conceptualisations of Learning within (Shared) Innovation Processes and their Implications for Research Methodology, organized in relation to the international conference Creative University.
- Lecture titled: Creativity in an arts-infused learning environment
- Chairing two Ph.D. paper workshops

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

Type your answer here...

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)

Personal considerations and reflections on teaching and supervision

As far as I can, I try to make time and space for systematic reflection on my teaching and supervision, like I did during the course of Adjunktpædagogikum. The following is an excerpt from the teaching portfolio, presenting the method and tool, I developed in order to reflect on, prepare and improve my teaching. I still use this method and tool as often as time allows:

Systematic documentation and reflection
In order for professional development of teaching to lead to new knowledge, it is important for me to have a type of methodology, which is manageable both conceptually and time-wise. Therefore, I have earlier during the course of both my graduate study, Ph.D.-study and assistant professorship, developed a didactical system of analysis for my practice and development, which is in two parts and steps:
1)Design of script for the teaching session, inclusive learning theoretical and pedagogical/didactical considerations before the session
2)Writing of a log, building on Donald Schön's (Schön 1987) concept of the reflective practitioner.
Ad 1): The design of a script is based on Jank og Meyer's (2006) model of learning design analysis. Typically, the design is divided into elements in which descriptions of the following are involved:
a) Purpose with the session (e.g. what study programme objectives is addressed in the session?)
b) Goal with the session (what content are the students supposed to understand after the session? What concrete signs of learning do I expect, and why?)
c) Concrete activities (what is going to happen and how?)
d) Sequence of activities (should some activities be initiated before others in order to enhance likeliness of the students reaching goals and fulfil purposes?) (Jank & Meyer, 2006).
Ad 2): After the session, I write my log, as mentioned inspired by Schön, in which I work on knowledge-in-action and reflection-in-action on the one side, and reflection after the action on the other in my analyses and reflections on my own practice. For this purpose, I have designed a matrix with three columns. In column one, I attempt to describe as neutrally

as possible what happened and what I was thinking during the teaching session. This level relates to the concrete situation, but in order to reflect further and create development, I have designed two additional columns. The column number two concerns reflection after action (or on action), in which I write a retrospective interpretation of occurrences and thinking, and a third column for the creation of conceptual knowledge, in which I include theoretical concepts and perspectives, and work out suggestions for improvement for the next or similar teaching sessions. The matrix itself is put into a table, and consists of the following components:

1. What happened (knowledge-in-action)?
2. What did I think (reflection-in-action)?
3. What am I thinking now (reflection after action)?
4. How can I understand what happened in pedagogical/design terms (creation of conceptual knowledge)?
5. What can be beneficial to do differently next time (Formative evaluation for learning and development)

This matrix has provided empirical material for the above-mentioned scientific publications and supported my courage in experimenting with creative teaching activities. E.g. in the publications above, I have had the idea of involving my knowledge from music and the artistic competences, which I have as musician, more actively in my teaching. I had the courage, after I developed this matrix, because it is not only suitable for systematizing reflection, but also to support experiments and wild ideas. The systematic work with preparation and reflection has the effect that I think of an experiment as not as risky as I normally would. This is because the matrix supports me in formulating the good arguments for the idea both before and after the session, and to formulate the signs of the learning outcomes that I design for, and with the matrix, I also have a system in which I can process and understand the things that do not succeed.

References
•Bruner, J. (1997). The culture of education. Cambridge, USA: Harvard University Press

•Dewey, J. (1981). In Boydston J. A. e. a. (Ed.), The later works, 1925-1953. Carbondale: Southern Illinois University Press.

•Jank, W., & Meyer, H. (2006). Didaktiske modeller. grundbog i didaktik (1st ed.). København: Gyldendals Lærerbibliotek.

•Schön, D.,A. (1987). Educating the reflective practitioner : Towards a new design for teaching and learning in the professions San Francisco: Jossey-Bass Publishers.
Type your answer here...

8. Any other information or comments.

Type your answer here...