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.

Bachelor, Psychology 1. sem: Problem-Based Learning: 4 Seminars; Supervision (4-5 groups); Examinations; Co-examinations (Danish). 3. sem: Cognitive Psychology: Lecture on Psychological Approaches to Learning (Danish). 3. sem: Developmental Psychology: 5 Lectures on Introduction to Developmental Psychology, Methods & Statistics in Developmental Psychology, Emotion Understanding, Emotion Regulation, Theory of Mind; 3 Seminars; Examinations (Danish). This course is also attended by Master level students (subsidiary subject). Course coordinator. 4. sem: Advanced Cognitive-, Developmental-, and Neuro-Psychology: 4 Seminars; Supervision (5-6 projects); Examinations (Danish). 4. sem: Quantitative Research Methodology: 3 Seminars (Danish). 4./6. sem: Health Psychology: Lecture on Digital Media Use and Well-being; 1 Seminar (Danish). 6. sem: Psychiatry: Lecture on Gaming Disorder (Danish). Master, Psychology 9. sem: Theory, Practice, and Scientific Method: Supervision (3-4 projects); Examinations; Co-examinations (Danish). 10. sem: Workshop on Quantitative Methods and Analysis: 2 Seminars (Danish). 10. sem: Master's Theses: Supervision; Examinations (Danish, English).
Ph.D., Psychology
International Ph.D. thesis assessment (English): committee (3 theses); committee chair (1 thesis). Other, Psychology Academic Support teacher (Bachelor, Master): Talks; Discussions (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.

Bachelor, Psychology - 3. sem: Course coordinator: Developmental Psychology. - Steering group member: Psychology Participation Pool. Master, Psychology - Internship coordinator.

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.

- Certification in English as a Medium of Instruction; Aalborg University. - University Pedagogy for Assistant Professors; Aalborg University. - Teaching and Learning in Higher Education Program; University of Copenhagen. - Ph.D. course in Supervision Pedagogy; University of Copenhagen. - Ph.D. course in Teaching Pedagogy; University of Copenhagen.

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

Skriv dit svar her...

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

I have developed several lectures and seminars, and I create my own teaching material for all the courses that I teach. Examples of development of new methods/didactic approaches: - As course coordinator for Developmental Psychology, I developed an exam format that is more closely related to the learning objectives of the course (students receive an unknown article and are asked to discuss the findings of this article using their course syllabus). - In order to more easily get students to get a feel for quantitative data and the possibilities of statistical analysis, I developed a mini-research activity. We collect some data on students' expectations and experiences regarding their education in psychology, as well as background data and student preferences (e.g., "I like puppies", "I prefer cats"). Afterwards students analyze their own data in seminars. This is usually both instructive, engaging, and entertaining.

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

- My teaching and supervision performances have received positive supervisor evaluations in both of the assistant professor pedagogy programs I have completed (see point 3). - In 2018, 2019, and 2022, I have been nominated for Teacher of the Year in Psychology.

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).

We require a lot from students in our course descriptions. For instance, student learning objectives for the Developmental Psychology course I coordinate, are: Knowledge regarding -relevant approaches to children's development and human lifelong development -key theories, findings and methods within developmental psychology -the applicability of developmental psychological knowledge in practical contexts Skills showing the student's ability to -identify, formulate, and assess relevant developmental psychological issues of both cognitive and socio-emotional nature -identify and analyze the purpose, design, and findings of selected empirical studies in developmental psychology -analyze, discuss and reflect on developmental psychological issues with the inclusion of theory and empirical evidence, and to be able to justify and choose between key approaches to developmental psychological theories -convey developmental psychological insights in professional settings Competencies showing the student's ability to -employ theoretical and empirical knowledge in relevant and critical discussion of developmental psychological phenomena -link theory and research to practical, concrete day-to-day issues -be reflective about their own academic development within the area of developmental psychology Such expectations can only be met, if students manage to acquire a deep understanding of the course material and how it relates to other areas of psychology and life in general. Based on cognitive learning theories, I believe that students can achieve such deep learning outcomes when being given the opportunity to create mental associations with other meaningful academic material, as well as their own personal knowledge and experiences. In order to achieve this, students need to be able to actively engage with the subject matter. The problem-based learning approach at Aalborg University allows students to identify their own relevant academic problem formulations and explore them using their theoretical and empirical knowledge, as well as that of their peers. The process of presenting, rephrasing, exemplifying, and defending ideas in group situations tends to lead to high student engagement and a more solidified understanding of the material. Of course, supervisors may assist in resolving any uncertainties or disputes. Therefore, I believe that the problem-based learning approach is an excellent way of facilitating the best opportunities for deep learning. However, problem-based learning in this fashion has to be accompanied by more traditional teaching activities, such as lectures or seminars. Although the situational contexts of class size and time available do not allow for the same type of learning experience, I try to incorporate some of the same principles in these type of teaching activities. For example, I start my lectures by trying to create an understanding of "why we care" about the topic at hand, in order to get students engaged and ready to hear more about the topic. I provide examples of associations with other important concepts students are familiar with, of possible practical applications, and of how the topic may become relevant to students themselves in different scenarios as professional psychologists (something students do tend to care about). I also make sure to interrupt the one-way communication flow of lectures by getting students to take a few minutes to discuss their ideas about certain questions or concepts related to the lecture with their seat neighbors. This creates a situation in which students share their knowledge and experiences to negotiate a common understanding, and thus a possibility for co-learning. Afterwards, I ask students to share their conclusions with the entire assembly, which often leads to several interesting perspectives or questions being brought up and allows me to correct misunderstandings or discuss interesting perspectives with the entire class. In my seminars, which have a more manageable class size, I incorporate a lot of exercises and group work to allow students to engage with the material in a collaborative fashion. Afterwards, each group presents their work to the entire class and we have a discussion about our collective results. I believe that such activities help students to achieve better learning outcomes and carry the spirit of problem-based learning into more traditional teaching formats. Apart from being more engaging to students, I believe that it is necessary that we do our best to create favorable circumstances for deep learning in course activities in order for us to be in alignment with student learning objectives as the ones, I outlined. In the same vein, in order to assess whether students achieved the objectives, we set out, our examinations must be able to capture students' abilities in these regards. In order to create greater alignment between learning objectives and assessment in the Developmental Psychology course, I created a new exam format that requires students to process novel information (in the form of an article), to disseminate that information, and to discuss the information against the backdrop of their own theoretical and empirical knowledge. I believe such a format to more closely capture the outlined learning objectives, compared to the assessment that took place before, where students were asked to discuss a series of disconnected, specific questions regarding topics covered in their course syllabus. The new exam format leaves students with a great degree of freedom in how to answer the posed questions and which material to draw on, and students have reported the format to be engaging. At the same time, the format allows for assessors to make more accurate judgments regarding student learning outcomes due to a greater potential for variability in exam performance. Based on the general feedback, I have received during my teaching career to date, I believe myself to possess good teaching and supervision skills. However, I realize that my development as a teacher never stops and with the help of my colleagues and students

and their feedback, I look forward to continually improving my practices and skills as a teacher.

8. Andet.

Skriv dit svar her...