

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Type your answer here...

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

Type your answer here...

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

Type your answer here...

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Type your answer here...

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Type your answer here...

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

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

Overview of teaching career

My teaching career began in my early primary school years where I helped my older brother with his memorizing of schoolbook texts. Later, in high-school I helped classmates with readings and assignments and occasionally I assisted the teacher in explaining biological issues to the class. Also I tutored an adult doing his high-school studies a few years after his vocational diploma, preparing for university studies. In my first job as dairy-farm management advisor I also taught evening classes to farm-hands doing training for later (aspiring to) becoming independent farmers.

My own learning approach was very much influenced by my ability to memorize – words and texts, songs and tunes – and distinguish patterns and logics.

My facilitation or counseling has been inspired and influenced by Tine Bryld – a social worker who counseled young people on-air in a radio program. Just listening to the program over several years gave me a (tacit) understanding of the process and a frame for practicing.

My interest in learning began during my agronomy studies at university, when memorizing and reproducing became insufficient for acquiring the desired knowledge. Later, I initiated students' evaluation of lecture-based courses – based on the idea of the need to apply scientific information. Most courses were lecture-based and few had accompanying exercises, labs or assignments. At the end of these studies I attended a 4-week pedagogical workshop preparing participants to focus on learning needs of a given target group and preparing participants for a wide range of teaching situations.

After two years of experience as a (biological) specialist communicating bio-technical knowledge and skills to practitioners

(dairy farmers), I realized that I needed more knowledge, skills and competences in “making people learn” from my advice and thus adopt more appropriate practices. Although I had adjusted my practice to include social aspects of the farming practice, I felt I needed a solid foundation in pedagogical theory. Through studies in adult education and educational theories (incl. a good deal of sociology and pedagogy) coupled with reflective challenges at long last I realized that I cannot “make people learn” – and facilitation became my focus. Reading Dewey, Freire, Lewin, Bloom, Tyler, Johnson & Johnson, Schön and Rogers provided me a basis to develop activities suited for learning – firstly for professional training later for university education. During subsequent professional activities Ramsden, Biggs, Cowan, Kolb, Bateson and Illeris gave me a broad understanding of educational objectives and consequences. Altogether, these authors provided me a language for acting as interpreter and pedagogical inspirer when in dialogue with teachers.

A couple of years into my job as teacher of 15-20 year old youngsters in farmer’s education (practice & theory) I was appointed to a national committee on “general subjects” within farmer’s education. This meant taking part in formulating learning goals and suggesting appropriate learning and teaching activities, besides being part of more overall pedagogical considerations. Furthermore, this influenced my own teaching approach to become more innovative, trans-disciplinary and perspectivizing towards higher level courses than the ones I was directly involved in.

5 years into this teaching I was appointed to a 3-man task-force delivering consultancy to the Latvian agricultural ministry with the goal of defining a more holistic farmer’s education as opposed to the previous fragmented special-worker’s education. Besides gaining insight into a culture based on different values and aspirations, the meeting with (partly disillusioned) teachers aiming to install knowledge, skills and competences into demotivated pupils within an educational system undergoing substantial restructuring with close to no resources, inspired me to rethink and prioritize the essentials in my own courses. I ended up writing a chapter on pedagogical approaches in the proposed educational renewal. In a way this chapter expressed my current pedagogical standing and this writing exercise served my pedagogical thinking and practicing well.

My career at the diploma level agricultural college began teaching a single course on “consultancy and teaching” – later as full time employed teacher I covered subjects ranging from biology, dairy farm management, environmental issues, and ethics to communication, quality management, project management, consultancy and training, conflict management, culture and gender, and curriculum development. Students were partly Danish (two-year educations) partly African and Asian (2-9 months courses).

Soon I was appointed head of the college’s pedagogical committee, and later I became member of the coordinative pedagogical board for an amalgamated business college influencing its pedagogical strategies. Challenges ranged from developing courses, teaching students with varying backgrounds, counseling colleagues, developing course-evaluations, and writing short articles in the college periodical to appraisal of an educational project in South-East Asia and developing, negotiating and teaching a totally new educational approach inspired by the Aalborg model.

Teaching values and philosophy

Through seven years of teaching farmer’s education and four years teaching diploma level agricultural management and project management having students who yearned for and aspired to practice performance, I was compelled to activate students through in-class and out-of-class assignments and projects.

Within my field of communication, learning and leadership I have 28 years of experience as advisor, facilitator and teacher. Initially my goal was simply to help people. Later, my goal has become to stimulate independent generation of knowledge among learners (thus creating the basis for action), to initiate continued reflective thinking and to provide or support a framework for sustaining learning/change in the target group. A challenge for me when facing a large group of learners still is to handle the learning process free of intentions of “making someone learn”.

A formulation of my educational philosophy is first and foremost based on professional presence. Communication, learning and leadership I see as closely connected phenomena ensuring the personal and professional processes that underlie any educational development. Within a given learning space the dynamics and mutual responsibility for learning provide the setting for dialogue about (articulation of) the individual’s recognition of own philosophy and practice (and thus options) – the process and the teaching portfolio being the target.

My own educational values deal with identity – authority – autonomy – uncertainty – participation – sharing – responsibility – trust.

My strategies (for teaching) are based on these (mostly implicit) values – focusing on communication coupled with co-construction and de-construction. I basically communicate with students in order to encourage their thinking. A colleague once proclaimed that learning of theory was a way to stimulate thinking – and I (later) came to accept that this is a very valid source of thinking complementing my preferred source: evidence based on experience and experiments coupled with reflection.

Two allegories explain some of my guiding values:

My hens can now and then roam freely in my garden. There’s no fence to protect the poultry and the fox has over the years killed some hens. Mostly I am at home when they are outdoors, as I have an idea that I will hear the hens alarm and will be able to scare away the fox (unfortunately this has not been completely successful).

My students can roam quite freely in their studies – they therefore need to be(come) aware of the fences/frames guiding

them as well as the prevalent dangers that may hinder the desired learning. Therefore facilitation of students' awareness is necessary although some students may fail the exam or drop out.

For my sheep I set up frames (fencing) and goals/expectations (production parameters) and provide resources (food, water and medical assistance). I make assessment (summative) regularly regarding health and weight and I assess the condition of the grazing. Sheep have to do the sheep-things, i.e. eating the grass and grow – I cannot eat their grass and grow for them.

For my students I set up frames and goals and provide access to resources (library, facilitation etc.) – during facilitation I assess their standing (formative assessment) – whether they have achieved in direction of the goals set. I communicate my expectations, strategy and role – students have to do the student-things, i.e. learn from the resources available as I cannot learn things for them.

Boiling it down: facts and characteristics

I have been involved in faculty development in technical-science departments at Aalborg University (at the campuses in Aalborg, Esbjerg and Copenhagen); at University of Southern Denmark, Odense; at engineering colleges in Odense, Aarhus, Frederikshavn, Horsens and Copenhagen; at research institutions in Copenhagen and Viborg; at the technical university CUJAE in Havana, Cuba; at Sinhgad Institute of Technology in Lonavala, Pune, India; for Universities of Applied Sciences in Hessen and Baden-Württemberg, Germany; at Itasca Community College and Iron Range Engineering, Minnesota, USA; at Mae Fah Luang University, Chiang Rai, Thailand; for Tomsk Polytechnic University, Tomsk, Russia; at Technical University, Chisinau, Moldova.

My extensive experience in project- and group-facilitation has a strong focus on systematic inquiry, process guidance and process intervention. My very broad knowledge in technical and societal matters is forming a sound basis for introduction of innovative and creative approaches.

My extensive experience in pedagogical facilitation stems from having served as pedagogical facilitator for more than 50 AAU-staff and having served as portfolio-facilitator/examiner for app. 100 staff from Engineering Colleges in Aarhus, Horsens, Odense and Copenhagen. With a focus on reflection as central component I guide teachers into their nearest zone of development while inquiring into activities and statements as well as philosophies and values.

Specifically, I have been involved in educational reforms from traditional (teacher-centred) educational approaches towards project-organised group-based problem-based learning (student-centred) approaches at three technical colleges in Denmark and one university in Cuba.

My preferred role as facilitator/coach includes the use of transformational research as a method through which emerging issues are brought into interplay with the driving forces. With a strong background in communication and intervention approaches my research approach has developed naturally out of this.

Without formal introduction I have performed action research and transformational research during all employments. Ongoing research into my areas of teaching enables me to set up necessary learning-activities and deliver quality lectures. This experience- and evidence-based research has had the following focuses:

*Evaluating first-year engineering program (2003-04)

*Intercultural learning in PBL: Influence of socio-ethnic, educational and science-specific cultural backgrounds (2003-04)

*Coaching of educational change: Strategies for implementing PBL (2004-05)

*Students' office in the Aalborg Model (2006-2008)

*Students' learning and use of project-management strategies and tools (2009-)

*Teachers' values and development of learning activities (2010-) (incl. the personal change of mind – the assimilation – accommodation – transformation in the mindset when accepting PBL as a possibility (even as a way of life))

Recently I have accepted the task as reviewer for international PBL-symposia, for international conferences (Active Learning in Engineering Education), for European Journal of Engineering Education and for Journal of Problem Based Learning in Higher Education.

With my background in agriculture (practical farming; extension; education) and spurred by personal interest and travels I have engaged myself in developing a thorough understanding of development challenges in regions of the North and countries of the South, partly through acting as educational advisor in the Baltic region, partly through several years of experience with managerial courses for DANIDA project-staff from Africa and Asia, partly through carrying out an appraisal of an educational project as well as visiting universities in South-East Asia.

Regularly I am involved in introducing international visitors to the Aalborg Model of PBL being part of the team of teachers and project facilitators for the Master in Problem Based Learning in Engineering and Science, under the auspices of the UNESCO Centre for Problem Based Learning in Engineering Science and Sustainability, based at Aalborg University.

8. Any other information or comments.

Type your answer here...