

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.

MASTERNIVEAU

Institut for kommunikation, AAU (i samarbejde med CBS, AU, RUC og IT-vest)

oMaster i IKT og Læring (MIL): IKT i læreprocesser – brug og betydning, workshop om generative metoder

oKerne Modu2!: IKT og Interaktionsdesign - brugerinvolvering

Institut for kommunikation AAU (i samarbejde med IT-Vest)

•Master i User Experience Design (MIT), Modul: Brugercentrerede metoder i design og evaluering af oplevelser

KANDIDATNIVEAU

Institut for planlægning, AAU: Studieretning: Teknoantropologi, bæredygtig design og fødevarestudier

o8. semester: Teknoantropologi, Facilitation of Design Processes and Technological In-novation

Institut for kommunikation, AAU, Studieretning: Oplevelsesdesign

o9. semester: Oplevelsesdesign, Brugercentrerede metoder i design og evaluering af op-levelser

o8. semester: Oplevelsesdesign, Fra koncept til produkt

o7. semester: Oplevelsesdesign, Design og designprocesser

Studieretning: Informationsvidenskab

o8. semester: Informationsarkitektur i praksis

•Studieretning: Informationsvidenskab

o7. semester: User Practice, User Analysis and Pilot Studies

o8. semester: Udvikling og design af IKT

Studieretning: Interaktive Digitale Medier

o8 semester: Undersøgelsesdesign til digitale medier – generative metoder

•Studieretning: Kommunikation

o8 semester: Particinatorisk kommunikation - forandring og intervention gennem kom-munikation

Institut for læring og filosofi, AAU:

•Studieretning: Læring og forandringsprocesser, 8. semester: Pædagogisk innovation, Brugerinvolverende processer

BACHELORNIVEAU

Institut for kommunikation, AAU, Studieretning: Kommunikation og digitale medier

o1. semester: Problembaseret læring

o6. semester: Oplevelsesdesign, Design og Designprocesser

o6. semester: Informationsvidenskab, IKT i brug

o5. Semester: Oplevelsesdesign, Oplevelser, tid og rum

•Studieretning: Art and Technology

o3. semester: Metode, design og analyse

Institut for planlægning, AAU:

•Studieretning: Teknoantropologi, bæredygtig design og fødevarestudier, 4. semester: Teknoantropologi, Intervention, co-design og brugerinvolvering

IT-Universitetet i København,

o3. semester: Co-Design and Participatory Design

SUPERVISION

•1. 2. og 3. modul (Master i User Experience Design MIT)

•Kernemodul 2: Ikt og Interaktionsdesign (Master i IKT og Læring (MIL))

Vejledning ved Institut for kommunikation, AAU

•4 sem. kandidat - Speciale (Informationsvidenskab, Oplevelsesdesign)

•3. sem. kandidat (Oplevelsesdesign)

•3. sem. kandidat (Informationsvidenskab)

•2. sem. kandidat (Informationsvidenskab)

•1. sem. kandidat (Informationsvidenskab)

- 5. sem. bachelor (Kommunikation og digitale medier)
- 2. sem. bachelor (Kommunikation og digitale medier)
- 1. sem bachelor (Kommunikation og digitale medier – PBL vejleder)

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.

koordinator af kursusforløbet IKT og Interaktionsdesign, på Master i IKT og Læring (MIL), et samarbejde mellem CBS, AU, RUC og IT-vest)

Semesterkoordinator: 8 semester, Informationsvidenskab

Semesterkoordinator: 6 semester, Informationsvidenskab

Koordinator af kursusforløbet 'facilitation of design processes and technological innovation' på Tekno Antropologi, Institut for planlægning, AAU

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

Adjunktpædagogikum

Deltagelse i den årlige pædagogisk dag/Undervisningens dag siden 2014

Deltagelse på kursus i Visuel facilitering til brug i undervisning d. 03, 10, 17 november 2022

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.

Artikler:

Davidson, J., Andersen, P. V. K. & Christiansen, E. T., (2019), Problem-based learning in a box: lessons learned from an educational design experiment, Journal of Problem Based Learning in Higher Education. 7, 1, s. 120-132 12 s.

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.

Involveret i designeksperiment med 'PBL in a box'

Udvikling af refleksionsværktøj/spil til designstuderende på IT universitetet i København omkring co-design

20% forskningsudstationering på IAS PBL pr. 15.12.2022

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)

8. Any other information or comments.

Type your answer here...