

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.

My teaching areas have primarily been related to the education programmes for bachelors in Organizational Learning, candidates in Learning and Change processes, Masters in education in Learning processes where I have been teaching in the areas of learning economy, methods, evaluation, history of education and theory of science. I have been responsible for the modules "Learning portfolio and development dialogues", "Learning economy", "Learning and Organization in a global perspective", and "Methods and Methodology". I have also taught for a couple of years at a course at the department of political science entitled "Pedagogy and Political Science Didactics". Furthermore, I have substantial experience of being a supervisor of projects at all levels – both at the social science entry year, the department of learning and philosophy and the department of political science. My teaching areas have primarily been related to the education programmes for bachelors in Organizational Learning, candidates in Learning and Change processes, Masters in education in Learning processes where I have been teaching in the areas of learning economy, methods, evaluation, history of education and theory of science. I have been responsible for the modules "Learning portfolio and development dialogues", "Learning economy", "Learning and Organization in a global perspective", and "Methods and Methodology". I have also taught for a couple of years at a course at the department of political science entitled "Pedagogy and Political Science Didactics". Furthermore, I have substantial experience of being a supervisor of projects at all levels – both at the social science entry year, the department of learning and philosophy and the department of political science.

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.

Between 2016 and 2018 I served as head of study board. It is a mid-level management position in a financially crucial area for the department which has required me to navigate and coordinate between the faculty, the department and the academic staff in terms of study programs and income from this domain and to deal with issues such as quality assurance, accreditation, student enrolment, development of study programs, establishing new vocational training offers at master level as well as making decisions about various applications from students.

September 2017 - September 2019

Module coordinator for "Learning Economics", 3rd semester BA

September 2017 - September 2019

Module coordinator for "Methods and Methodology", 3rd semester BA

February 2016 - May 2018

Chairman of the study board

March 2012 - January 2015

Semester coordinator of the master's program in Learning Processes, 1st semester

March 2012 - January 2016

Module coordinator for 'Portfolio and Professional Development Interviews'

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

In 2014 I completed the compulsory University Teacher Education for Assistant professors with the workload equivalent of 10 ECTS. During the program I worked with all aspects of being a professional university teacher, i.e. curriculum development, student perspectives, teaching forms and assessment forms. I ended the program with the following evaluation from my two supervisors, Annette Rasmussen and Hans Jørgen Staugaard: CY's pedagogical strength lies in judicious planning and structuring of the subject matter, combined with his analytical reflection on and evaluation of the instruction and guidance organized with a view to the further development of his own teaching practices. He has worked very consciously to increase the variety in the individual classes and to strengthen the dialogue-oriented approach to teaching, also in larger contexts. Over the whole of the Adjunkt-pædagogikum [University Teaching Education for Assistant Professors], CY has worked systematically with pedagogical-theoretic reflections on lesson planning, implementation and testing of new approaches. CY has completed the educational course for assistant professors in a highly satisfactory manner.

In 2016 I was enrolled as a pedagogical supervisor in the AAU University Teacher Education for Assistant professors. In this programme I have supervised three assistant professors.

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

Participation in University Teaching Days.

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.

Rasmussen, A. & Ydesen, C. (2016) Videnskabsteori i universitetspraksis – en analyse af studerendes problemorienterede projektskrivning [Philosophy of Science in University Practice – analysing students' problem-based project writing], Dansk Tidsskrift for Universitetspædagogik [Danish Journal of University Pedagogy] (Submitted)

Contributor to the upcoming book on educational research methodology "At undersøge læring" [Researching learning].

As head of the study board I coordinate the development and quality assurance of all the study programs under the board.

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

Teacher of the year 2018, Study Board for Learning, IT and Organisation

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.

In my course teaching, I have worked to vary my teaching in general, and in particular with a more dynamic use of PowerPoint in combination with other UV-aids and teaching methods (blackboard, whiteboard, exercises). I have also worked to translate learning theory and didactic considerations into practice – especially a relational learning paradigm where the interaction and synergy between teacher and students is promoted.

In my project supervision, I have made efforts to become better at identifying dysfunctional group dynamics, as well as to promote the level of student reflection through questions and dialogue about the project involving use of the white board. I have also worked with expectations in connection with the whole supervision process, from the group formation and allocation of supervisors right up to the exam.

8. Any other information or comments.

Type your answer here...