

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

Skriv dit svar her...

2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

• member of the Department Council, representing the DES unit

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

Skriv dit svar her...

4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

Skriv dit svar her...

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

• I prepare slides and exercise sessions for my courses and I provide solutions of the exercise sessions online.
• In my supervision, I write feedback notes on various draft reports and provide an electronic copy to the group.

6. Nominering til og/eller modtagelse af undervisningspriser.

Skriv dit svar her...

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.

In all my teaching activities I strive to create a relaxed atmosphere with the aim of creating a dialog with my students. This is achieved by using colloquial expressions, examples and analogies to introduce the concepts that I have to teach them. Once I feel that the class has got the main idea, I go deeper in the theory making a link between the formal terminology and the previously mentioned analogies.

I try to do my best to improve the quality of my teaching activity and the engagement of the students. To evaluate my performance I prepare questionnaires and ask my students to anonymously assess my teaching at the middle and the end of the course.

Reflections on my teaching method:

When preparing my lectures I spend quite some time choosing appropriate examples, possibly taken from their common experience. I use various pedagogic techniques in my lectures, such as constructive alignment, supervised peer learning, self-assessment and peer assessment. I also use quiz during the lectures to keep the attention high and assess the level of understanding of the class. Lately, I've been experimenting on techniques to engage the class in a discussion and I've obtained good results with the following one. At the end of the exercise session I present a solution of one (or more) exercise telling the students that I'm not proud of it, and I ask for suggestions on how to improve it, possibly based on their own experience on solving the same exercise.

Reflections on my supervision method:

My supervision activities are done in the form of a dialog that where I try to facilitate a discussion among peers (e.g., I ask their opinion regarding some thoughts on their work; I give a constructive feedback highlighting both the good and the critical points of their work; etc.). The encourage my groups to take their own choices and spend time on a debated

agreement on all aspects of the project work. I facilitate the discussion by posing challenging problems and open questions leaving the student the possibility structure their learning process based on their own (or shared) experience.

8. Andet.