

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.

Courses

–2022 Fall: Discourse Studies: Concepts; Approaches & Cross-fertilization (PhD Seminar; Doctoral School; 3 ECTS)
–2022 Fall: Organizational Leadership and Intercultural Competence (7th Semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 5 ECTS)
–2022 Fall: The Company in the Global World (7th Semester MA; International Business Communication Program; 5 ECTS)
–2022 Spring: Communicating Organizational Change (8th Semester MA; Culture; Communication & Globalization Program; Organization & Leadership Profile; 5 ECTS)
–2021 Spring: Applied Research Methods – co-taught, including workshops (8th semester MA; Culture, Communication & Globalization Program; 5 ECTS)
–2022 Spring: Communication in Global Contexts – co-taught (8th semester MA; Culture, Communication & Globalization Program; 15 ECTS)
–2022 Spring: The Company in the Global World (8th semester MA; International Business Communication Program; 5 ECTS)
–2022 Spring: Language; Communication and Professional Practice (6th semester BA; International Business Communication Program; 5 ECTS)
–2021 Fall: Organizational Leadership and Intercultural Competence (7th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 5 ECTS)
–2021 Fall: The Company in the Global World (7th semester MA; International Business Communication Program; 5 ECTS)
–2021 Fall: Corporate Communication in the Global World (7th semester MA; International Business Communication Program; 5 ECTS)
–2021 Fall: Corporate Image and Identity (7th semester MA; International Business Communication Program; 15 ECTS)
–2021 Spring: Discourse Studies: Concepts; Approaches & Cross-fertilization (PhD Seminar; Doctoral School; 3 ECTS)
–2021 Spring: Communicating Organizational Change (8th Semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile Area; 5 ECTS)
–2021 Spring: Applied Research Methods – co-taught, including workshops (8th semester MA; Culture, Communication & Globalization Program; 5 ECTS)
–2021 Spring: Communication in Global Contexts – co-taught (8th semester MA; Culture, Communication & Globalization Program; 15 ECTS)
–2021 Spring: Language; Communication and Professional Practice (6th semester BA; International Business Communication Program; 5 ECTS)
–2020 Fall: Organizational Leadership and Intercultural Competence (7th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 5 ECTS)

Supervision

–2022 Fall: Thesis Supervision (10th semester MA; Culture, Communication & Globalization Program; 2 Students)
–2022 Fall: Internship Supervision (9th semester MA; Culture, Communication & Globalization Program; 7 Students)
–2022 Fall: Project Supervision (7th semester MA; International Business Communication Program; Image & Identity; 8 students/groups)
–2022 Spring: Thesis Supervision (10th semester MA; Culture, Communication & Globalization Program; 9 students)
–2022 Spring: Internship Supervision (9th semester MA; International Business Communication Program; 1 student)
–2022 Spring: Project Supervision (8th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 4 students/groups)
–2021 Fall: Internship Supervision (9th semester MA; Culture, Communication & Globalization Program; 9 Students)
–2021 Fall: Project Supervision (7th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 5 students/groups)
–2021 Fall: Project Supervision (7th semester MA; International Business Communication Program; Image and Identity; 7 Students)
–2021 Spring: Thesis Supervision (10th semester MA; Culture, Communication & Globalization Program; 6 students/groups)
–2021 Spring: Thesis Supervision (10th semester MA; International Business Communication Program; 3 students/groups)
–2021 Spring: Project Supervision (8th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 6 students/groups)

- 2021 Spring: Project Supervision (8th semester MA; International Business Communication Program; 5 students/groups)
- 2021 Spring: Project Supervision (6th semester BA; International Business Communication Program; 5 students/groups)
- 2020 Fall: Internship Supervision (9th semester MA; Culture, Communication & Globalization Program; 7 Students)
- 2020 Fall: Project Supervision (7th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile; 5 students/groups)

Censorship

- 2022 Spring: Internal Censor (8th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile Course Exams; 31 students)
- 2021 Fall: Internal Censor (9th semester MA; Culture, Communication & Globalization Program; Internship Projects; 8 students)
- 2021 Spring: Internal Sensor (8th semester MA; Culture, Communication & Globalization Program; Organization & Leadership Profile Course Exams; 12 students)
- 2020 Fall: Internal Censor (7th semester MA; Culture, Communication & Globalization Program; Projects, 2 groups)

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.

–2022 Spring - present: 10th Semester Coordinator / MA Thesis Coordinator (Culture, Communication & Globalization Program Program)

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

- Spring 2021: Problem Based Learning; the AAU-model
- Spring 2021: Cultural Intelligence Workshop (International Staff Unit)
- Fall 2020: Basic Course in University Pedagogy

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.

Teaching and Learning Conference Presentations

- McClellan, J. G., & Sanders, M. (2013, February). (Re)organizing organizational communication pedagogy: Attending to the salient qualities of a communicative approach to organization. Paper presented at the Western States Communication Association (WSCA) conference, Reno, NV. (Received Top Paper Award, Organizational Communication Interest Group)
- Sanders, M., McClellan J. G., mclellan, e. d., Isbell, M. G., & Canary, H. E. (2016, February). Exploring collaborative, innovative, and convergent ways to improve organizational communication pedagogy. Panel presented at the Western States Communication Association (WSCA) conference, San Diego, CA.
- McClellan, J., Tracy, S. J., Kuhn, T., Isbell, M., & Alvarez, W. (2014, November). Re-envisioning organizational communication pedagogy: Promoting the field by looking to our past(s) to envision our future(s). Panel presented at the National Communication Association (NCA) conference, Chicago, IL.
- Sanders, M., McClellan, J. G., Kuhn, T., Dempsey, S. E., Heath, R., & Eger, E. K. (2013, November). Connecting organizational communication research to classroom teaching and everyday practice. Panel presented at the National Communication Association (NCA) conference, Washington, D.C.
- Isbell, M. G, Sanders, M. L., McClellan, J. G., Lutgen-Sandvik, P., Canary, H. E., & Hubbell, A. P. (2013, February). Envisioning organizational communication. Panel presented at the Western States Communication Association (WSCA) conference, Reno, NV.

Teaching Workshops Led at Academic Conferences

- McClellan, J. G. & Sanders, M. (2019, February). Developing Students into Self-Advocates and Intentional Learners: Responding Confidently to the Question “What are you going to do with that major?” Facilitated workshop presented at the Western States Communication Association (WSCA) conference, Seattle, WA.
- Sanders, M., & McClellan J. G. (2017, February). “What can I do with a Communication major?” Helping students centralize, celebrate, and communicate the strengths of our field. Facilitated workshop presented at the Western States Communication Association (WSCA) conference, Salt Lake City, UT.

– McCorkle, S., & McClellan, J. G. (2013, February). The conundrum of writing assignments: Finding easier ways to be more effective. Facilitated workshop at the Western States Communication Association (WSCA) conference, Reno, NV.

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.

Teaching and Learning Publications

- Sanders, M. L. & McClellan, J. G. (2018). *Studying Communication: An Invitation to Purposeful Learning*. Plymouth, MI: Hayden-McNeil Publishers.
- Anguiano, T. & McClellan, J. G. (2016). Communicating pain: Negotiating the tensions of leadership, toughness, and injury. In D. L. Tucker & J. S. Wrench (Eds.) *Casing Sport Communication* (pp. 133-144). Dubuque, IA: Kendall-Hunt Publishers. (Co-authored with graduate student)
- McClellan, J. G., & Nadesan, M. H. (2015). Extending critical pedagogies: Attending to economic communication and inspiring critical engagement. *Management Communication Quarterly*, 29, 315-321.
- Sanders, M. & McClellan, J. G. (2015). Promoting the field through organizational communication pedagogy. *Management Communication Quarterly*, 29, 291-294.
- McClellan, J. G., & Sanders, M. (2013). (Re)organizing organizational communication pedagogy: Attending to the salient qualities of a communicative approach to organization. *Review of Communication*, 13, 249- 268.

Course Development

- 2021 Spring: Co-developed new PhD Seminar (Discourse Studies: Concepts; Approaches & Cross-fertilization)
- 2021 Spring: Developed new MA course (Communicating Organizational Change)
- 2021 Spring: Co-developed new MA course (Applied Research Methods)
- 2020 Fall: Developed new MA course (Organizational Leadership & Intercultural Competence)

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...