

## 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.**

I am teaching in English several of technical/programming courses on Medialogy Bachelor and Master educations (currently Introduction to Creative Digital Development on MED1, Programming for Mobile Applications on MED2, Rendering and Animation on MED5 and Modelling Physical Systems on MRD8, but previously also Design and Analysis of Experiments at MED4 and Foundations in Medialogy and Interaction Design at MED7), and supervising students on bachelor, master and PhD level. I was also serving as Problem Based Learning supervisor on Adjunktpedagogikum. During my classes, I use a variety of teaching methods, as flipped classroom, small and bigger group discussions, but also classic lecturing and exercises. I was elected Teacher of the Year by students of Medialogy at 2018.

**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.**

I was a member of the G-studyboard (while it existed) for many years, and now for last several years I am a member of Medialogy Studyboard. I am also a coordinator of Medialogy Bachelor studies in Copenhagen, and I was coordinating MED5 for many years, until this fall. From spring 2022, I am coordinating MED8.

**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**

I have completed Adjunktpedagogikum when I joined AAU back in 2006. Since then, I did some research in PBL and published several papers on PBL, which can be seen from my List of Publications. I have also participated in several Erasmus+ projects, where my role, as AAU's representative, was to present different aspects of PBL and flipped classroom to other project participants (PBL3.0, Flip2G, iTem)

**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.**

Same as 3.

**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.**

Practically all the courses I was/am teaching I have developed from scratch. I have introduced flipped classroom to our department, and was the first to film and use videomaterials for Design and Analysis of experiments, back in 2015. Although I am not teaching that course anymore, I am proud that the video materials are still used. I am frequently using small group discussions while lecturing, to keep the students active and to monitor their thinking development. For exams, I typically require that the students develop a miniproject, but I am not grading them on the quality of the miniproject, but on their reflections on the positive/negative/challenging sides of their work.

**6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

**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)

With 20% of my research hours, I am a member of IASPBL: I would like to investigate in theory and test in practice how elements of PBL could be implemented in courses, too, not only for the semester projects. I think that course-based miniprojects, for many courses, can improve learning outcome, but there is a fine equilibrium between amount of theoretical knowledge students need to adopt, and hopefully memorize, and the contextualization of parts of that knowledge in a particular miniproject.

**8. Any other information or comments.**

Skriv dit svar her...