

## Undervisningsportfolio

**1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.**

### List of courses taught

- Identitet og kultur i livsstilsidræt ('Identity and culture in lifestyle sports'): Bachelor (4th sem.); 5 ECTS; ca. 35 students; roles: course design and planning, course coordinator, class teacher, examination; teaching form: (dialogue-based) classroom teaching, exercises, workshops; years: since spring 2023, AAU
- Anvendt kvalitativ metode og statistik ('Applied qualitative methods and statistics'): Bachelor (5th sem.); 5 ECTS; ca. 40 students; roles: course design and planning, course coordinator, class teacher of the qualitative part, examination; teaching form: (dialogue-based) classroom teaching, exercises, workshops; years: since fall 2021, AAU
- Qualitative methods ('Supplerende undervisning i kvalitative metoder'): Bachelor (3rd sem.); ca. 30 students; since fall 2023, AAU
- Motivation til vedvarende fysisk aktivitet ('Motivation to long-term physical activity'): Bachelor (5th sem.); 5 ECTS; 45 students; roles: course design and planning, course coordinator, class teacher (four lectures in total), examination; teaching form: (dialogue-based) classroom teaching, exercises, workshops; year: fall 2020, AAU
- Samfundsvidenskabelig teori og praksis i idrætten ('Social science theory and practice in sport'): Bachelor (2nd sem.); 5 ECTS; 50 students; roles: Course design and planning, course coordinator, class teacher (this was a practice-theory course; together with two (dance and gymnastics) teaching assistants), examination; teaching form: (dialogue-based) classroom teaching, exercises; year: spring 2020, AAU
- Introduktion til kvalitative metoder (Introduction to qualitative methods I-IV – part of the course 'Introduktion til problem-baseret læring og forskningsmetode'): Bachelor (1st sem.); 5 ECTS; 50 students; roles: design and planning of the qualitative methods part (4 lectures in total), class teacher, examination; teaching form: (dialogue-based) classroom teaching, exercises, examination; years: fall 2019 + fall 2020, AAU
- Atletik og læring ('Athletics and learning'): Bachelor (4th sem.); 5 ECTS; 50 students; roles: class teacher (two lectures), responsible for group exercises; teaching form: (dialogue-based) classroom teaching, exercises; year: spring 2018, AAU
- Social Integration og Idræt ('Social integration and sport'): Bachelor (6th sem.); 7,5 ECTS; 16 students; roles: course design and planning, course coordinator, class teacher, examination; teaching form: (dialogue-based) classroom teaching, exercises; year: spring 2016, KU
- Videnskabsteori ('Theory of Science'): Bachelor (4th sem.); 7,5 ECTS; 50 students; roles: (design of) exercises; teaching form: exercises; year: spring 2015, KU

### Lectures in other courses + PhD courses

I have also held a number of lectures (20+) in different courses (BA and MA-level) during my employments at Aalborg University and the University of Copenhagen (e.g., related to health promotion in different settings, peer learning, identity or sport and media).

Notably, I have been invited to teach at three different PhD-courses between 2020-2023

('Understanding theory of Science' and 'Health Research with vulnerable groups' at Aalborg University and 'Qualitative Methods in Sports, Exercise and Health: Innovative Approaches' at the University of Copenhagen). My lectures focused on the role of the researcher and self-reflexivity as well as on tools for accessing and representing the experiences of vulnerable groups.

### Semester coordination

Since 2023, I am the semester coordinator for the 3rd semester in Sport Sciences at AAU. As part of this task, I coordinate the teachers' team, have regular contact with the students and lead the evaluation of the semester.

### Project supervision (BA + MA)

In line with Aalborg University's problem-based approach to learning I have supervised a number of BA and MA-groups using qualitative research methods (ca. 25 groups in total). I always encourage students to find a topic of their own interest. Examples of the wide range of topics are:

- CrossFitters lack of interaction during COVID-19- Zanzibar Højskole's work with Sport for Development- Relative age effect – the experiences of those born in the fourth quarter of the year- A critical discourse analysis of the Danish health authority's policy on obesity - DGI's understanding of integration

### PhD supervisor:

Since fall 2023, I am main supervisor of a PhD-student as part of the HEALTHCOM-project.

### Examiner

I have wide experience with written and oral exams (both courses and BA / MA-projects). In April 2022, I became a member of the 'Censorkorpset for Idrætsuddannelserne i Danmark'.

**2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer**

### **med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.**

I have been course coordinator of five different courses (four at Aalborg University; one at the University of Copenhagen). Both 'Identitet og kultur i livsstilsidræt' and 'Anvendt kvalitativ metode og statistik' are brand-new courses in the new Sports Studies programme at Aalborg University. I have designed those courses – structured them, chose literature, form of examination etc. (this goes for the lifestyle course and the qualitative part of the methods course).

I have also been involved in developing the new study programme (BA and MA) for Sport Sciences at Aalborg University. Since 2023, I'm semester coordinator for the 3rd semester in Sport Sciences.

### **3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.**

-Fall 2023: Course for PhD-supervisors

-November 2017 – November 2019: Teacher programme for assistant professors at Aalborg University (Adjunktpædagogikum) [see also the evaluation statement attached]

-2014: PhD-course 'Introduction to University Pedagogy'

### **4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.**

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### **5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.**

I have designed the three courses 'Identity and culture in lifestyle sports', 'Applied qualitative methods and statistics' (the qualitative part) and 'Social integration and sport'. I have also revised the content of the curriculum for the lecture series in qualitative methods as part of the course 'Introduction to problem-based learning and research methods'. This included deciding on examination types and designing the exam.

As part of the course 'Identity and culture in lifestyle sports' I collaborate with CDUL (Center for Digitalt Understøttet Læring) at Aalborg University and will offer workshops on producing a podcast or videocast, which is a new initiative.

### **6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

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### **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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).**

As a sport sociologist my research takes a critical perspective by focusing on timely social issues, often giving voice to members of marginalized groups of the population and paying specific attention to social structures surrounding the individual. Although I pay great attention to ethics and the societal impact of my research, I believe that teaching also provides me with the opportunity to have a big impact and achieve social change: Many of my students will in the future work as PE-teachers or in a municipality designing health and physical activity interventions for vulnerable groups of the population. Therefore, as a critical sociological researcher one of my biggest aims is to engage students in self-reflexive and critical thinking, raise awareness for inclusive approaches, think about unintended consequences and question taken-for-granted norms.

I take my responsibility to teach and disseminate my knowledge to students very seriously. Consequently, it is important for me to prepare my teaching thoroughly. I spend a lot of time thinking about how I can explain sociological theories and research methods in ways that are easy to understand, and how I can make the teaching relevant to the students – e.g., by choosing newspaper articles, TedTalks or YouTube clips they can directly relate to, or by using examples from my own

research. As I am enthusiastic about my research and sport sociology in general, I do my best to spread my enthusiasm and get students to participate actively in the lessons / supervision meetings and engage in discussions. I find great joy in following students' progress – that's the best part about teaching and, especially, supervising (where one can work closer together with students).

When giving and preparing lectures I try to take a dialogue-based approach and focus on student activation by asking questions and using pair or group work. However, as lectures (if well-prepared) also provide students with the unique opportunity to learn and hear from experts (e.g., when it comes to explaining theory or methods or specific examples from the lecturer's own research), my ideal lecture uses dialogue but not exclusively. Likewise, when supervising I also focus on dialogue and watch out to not "feed" the students with too much (well-meant) advice to enhance reflexive thinking among students and let them take responsibility for their own learning.

The following aspects are, among other things, important in my teaching:

- Many examples and small exercises

I try to connect theory to timely social issues and give many examples in my lectures. Likewise, to enhance student activation I use small exercises throughout my lectures.

- Balancing lectures and exercises (øvelestimer) and workshops

When designing a new course I try to achieve a balance between these different forms of teaching (which are, however, dependent on the topic of the course).

- Research-based teaching

I use examples from my own research as often as possible and have, for example, shared some of my field or reflexive notes, interviews (in anonymized and shortened form) or analyses.

- Clear structure and constructive alignment

I put great focus on a clear structure and coherence between the different lectures in a course. I plan my courses and lectures around the concept of constructive alignment according to which learning activities must be aligned with intended learning outcomes (this goes also for the exam at the end of the course).

- Connecting theory and practice; inviting guest lecturers

- Digitalisation and thinking outside the box: I have, for example, positive experience with flipped-classroom teaching and will in my new course on lifestyle sports experiment with alternative forms of handing in a mini-project (in the form of a pod- or videocast)

Concerning supervision, in line with Aalborg University's PBL-approach I always encourage students to find (with my guidance) their own topic of interest (instead of choosing a pre-defined project). It gives me great joy to follow students closely in their project work, experience their enthusiasm about a topic they have chosen themselves and see their progress over time.

## **8. Andet.**

Skriv dit svar her...