

## 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.**

Mar.2023-Mar.2023 "Fagets Videnskabsteori". BA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 1 sessions of 2 hrs. The course was a mandatory module for students on the BA program in Communication and taught to around 50 students. Mar.2023-Apr.2023 "Skriftlig kommunikation og retorik i praksis". BA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 4 sessions of 6 hrs. The course was an elective module for students on the BA program in Communication and was given to around 40 students. Feb.2023-Apr.2023 "Forandring og intervention gennem kommunikation". KA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 16 sessions of 2-4 hrs. The course was an obligatory module for students on the KA program in Communication and was given to around 40 students. Nov.2022-Dec.2022 "Kultur og værdier". BA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 5 sessions of 2 hrs. The course was a mandatory module for students on the BA program in Communication and taught to around 45 students. Feb.2022-May.2022 "Development, Ecology and Climate Change". BA course at the DEPARTMENT OF POLITICS AND SOCIETY, AALBORG UNIVERSITY. FRAMEWORK: 10 sessions of 2 hrs. The course was an elective module for students on the BA program in Political Science and and taught with colleagues from the social sciences to around 25 students. Mar.2022-Apr.2022 "Skriftlig kommunikation og retorik i praksis". BA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 4 sessions of 6 hrs. The course was an elective module for students on the BA program in Communication and was given to around 20 students. Feb.2022-Apr.2022 "Forandring og intervention gennem kommunikation". KA course at the DEPARTMENT OF COMMUNICATION AND PSYCHOLOGY, AALBORG UNIVERSITY. FRAMEWORK: 16 sessions of 2-4 hrs. The course was an obligatory module for students on the KA program in Communication and was given to around 40 students. Feb.2020-Apr.2020 "Literature in English: Reading Literature". BA course at the DEPARTMENT OF ENGLISH, STOCKHOLM UNIVERSITY. FRAMEWORK: 6 sessions of 2 hrs. The course was an obligatory module for students on the BA program in English and was given to around 25 first-year students. Sep.2019-Nov.2019 "Climate Change Solutions", STOCKHOLM UNIVERSITY. This course was open to students from all study areas at Stockholm University with knowledge equivalent to 30 ECTS. The course was developed in close collaboration with the UNIVERSITY OF CALIFORNIA, and taught with colleagues from the natural sciences, the social sciences, and the humanities. FRAMEWORK: 17 sessions of 2 hrs. Around 300 students applied for admission to the course, whereof 60 students were admitted. Feb.2016-Jun. 2016 "Litteraturteori og -analyse 2". BA course at the DEPARTMENT OF ARTS AND CULTURAL STUDIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: 14 lectures of 2 hrs + 24 seminars of 3 hrs. The course was an obligatory module for all students on the BA program in Comparative Literature and was given to around 60 first-year students. Feb.2016-Jun. 2016 "Økokritik i teori og i praksis". MA course at the DEPARTMENT OF ARTS AND CULTURAL STUDIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: 7 sessions of 4 hrs. The course was offered to students on the MA programs in Comparative Literature and Modern Culture as part of the module 'Current Cultural Research'. Around 30 students took the course. Feb.2014-Jun.2014 "Forståelse og kritik: En introduktion til hermeneutik og kritisk teori". MA course at the DEPARTMENT OF ARTS AND CULTURAL STUDIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: 11 sessions of 3 hrs. The course was offered to students on the MA programs in Comparative Literature and Modern Culture as part of the module 'Theoretic Topic'. Around 25 students took the course. Sep.2011-Dec. 2011 "Slumfortællinger: Repræsentationer af slum og sårbarhed i fiktioner fra det globale syd". MA course at the DEPARTMENT OF ARTS AND CULTURAL STUDIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: 8 sessions of 2 hrs. The course was offered to students on the MA programs in Comparative Literature and Modern Culture as part of the module 'Contemporary Literary Topic'. Around 20 students took the course. Feb.2011-Jun.2011 "Klimakatastrofen i litteraturen". MA course at the DEPARTMENT OF ARTS AND CULTURAL STUDIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: 8 sessions of 2 hrs. The course was offered to students on the MA programs in Comparative Literature and Modern Culture as part of the module 'Contemporary Literary Topic'. Around 20 students took the course.

**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.**

Of the university courses I have taught, I individually created and planned the following courses from the ground up, that is, I was responsible for everything from the creation of the course description and syllabus to the design and execution of the learning activities: \* "Økokritik i teori og i praksis". \* "Slumfortællinger: Repræsentationer af slum og sårbarhed i

fiktioner fra det globale syd". \* "Klimakatastrofen i litteraturen". In collaboration with one other teacher I collectively created and planned the following course from the ground up: \* "Forståelse og kritik: En introduktion til hermeneutik og kritisk teori". In collaboration with one other teacher I collectively adjusted the syllabus and planned the learning activities of the following course: \* "Litteraturteori og -analyse 2". In collaboration with other teachers I collectively adjusted the syllabus and planned the learning and assessment activities of the following course: \* "Fagets videnskabsteori". \* "Kultur og værdier". \* "Forandring og intervention gennem kommunikation". \* "Skriftlig kommunikation og retorik i praksis" \* "Climate Change Solutions". I individually planned the learning activities of the following course: \* "Development, Ecology and Climate Change". \* "Literature in English: Reading Literature"

### **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.**

Jan.2022-Dec.2022 "Course in University Pedagogy for Assistant Professors (Adjunkt pædagogikum)" (10 ECTS). AALBORG UNIVERSITY. FRAMEWORK: This course consists of 8 sessions and a number of home assignments. It is designed to give assistant professors at Aalborg University the pedagogical skills required for a tenured position. Apr. 2020-Jun.2020 "Professional Development Course 2: Teaching and Learning in The Humanities and Social Sciences" (7,5 ECTS). CENTRE FOR THE ADVANCEMENT OF UNIVERSITY TEACHING, STOCKHOLM UNIVERSITY. FRAMEWORK: Designed by the acclaimed Centre for the Advancement of University Teaching at Stockholm University this course was specifically directed at university teachers within the humanities and social sciences, who already had an advanced understanding of various teaching methods and different pedagogical theories. university teacher. Sep.2019-Nov.2019 "Professional Development Course 1: Teaching and Learning" (7,5 ECTS). CENTRE FOR THE ADVANCEMENT OF UNIVERSITY TEACHING, STOCKHOLM UNIVERSITY. FRAMEWORK: Designed by the Centre for the Advancement of University Teaching at Stockholm University this course was directed at university teachers from all disciplines. It gave an extensive introduction to pedagogical research, pedagogical theories and to a great number of methods suited for university teaching. Feb.2011 "Practical Teaching Skills". THE FACULTY OF HUMANITIES, UNIVERSITY OF COPENHAGEN. FRAMEWORK: Arranged by The PhD School of the Humanities at the University of Copenhagen this two day workshop was obligatory for all PhD students at the faculty, who would be teaching during their PhD education. The workshop provided a superficial introduction to various pedagogical theories and methods.

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

I have written both scientific articles and newspaper articles on how the ecological crisis should be implemented in teaching at humanities faculties as well as in the Danish educational system in general. Most importantly, this includes: \* "Andersen, G. & S. Gaarsmand Jacobsen. (2020). "The Urgency of a New Humanities". In: The Anthropocenic Turn: The Interplay between Disciplinary and Interdisciplinary Responses to a New Age. Eds. Dürbeck, G. & P. Hüpkes. ROUTLEDGE, P. 173-190. \* "Bjørn, A., J. Andreasen Lysgaard, G. Andersen et al. (2016). "Reformér uddannelser fra grunden". POLITIKEN (Debat), Jan. 23, p. 4.

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

Skriv dit svar her...

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

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. 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).**

Skriv dit svar her...

## **8. Andet.**

Skriv dit svar her...