

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Courses:

2015 Fall: The Role of Information Systems in Organizations (5 ECTS), Cant.it in IT management 1st semester. The course was about information systems and their application, possible strategic roles, organisational and business-related values, architectural environments, characteristics of success, and diffusion. The course had 50 students attending and a 25 minutes oral exam with an internal censor resulting in an individual grade on the 7-point scale.

2015 Spring: IT based improvement of organizational processes (5 ECTS), Cand.it in IT management 2nd semester. The course was on approaches to understand and improve processes in different types of organizations. The course had 45 students attending and a 25 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale.

2012 - 2014, Fall: Software Engineering (5 ECTS), Computer Science and Software Engineering 5th semester. The course was on general topics in the traditional and agile approaches to software engineering with 75 / 95 / 99 students attending. In addition to classroom lectures, the students were assigned a mini-project to choose a development method and software engineering techniques for their semester project. The students evaluated and documented their choices in a written report that they handed in and presented at the oral exam. The course had a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale.

2012 - 2014, Spring: Software Engineering (5 ECTS), Bachelor of IT and Informatics 4th semester. The course was on general topics in the traditional and agile approaches to software engineering with 25 / 55 / 40 students attending. The course had a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale.

2013, Fall: Publishing interpretive research (2.5 ECTS), with 11 PhD students attending. I served as a co-lecture doing lectures and organized an exercise in content analysis of qualitative data. I gave feedback on an individual exercise related to the research methodology in their projects that was required to pass the course.

2013, Fall Specialization course on Systems development (2.5 ECTS), Computer Science, Informatics, and Software Engineering 9th semester. The course was on advanced topics in information systems development research with 10 students attending. Session involved student presentations of research papers and class discussions. The course had 40 minutes oral exams with an internal examiner and external censor resulting in an individual grade on the 7-point scale.

2009 - 2010, Fall Software Management (3 ECTS), Computer Science 9th semester. The courses were on central and advanced topics in management of software development with 15 students attending. I thought 1/3 of the lectures varying between lecture presentations and organized class discussions of the course literature. The course had a 20 minutes oral exam with an internal censor resulting in an individual grade on the 7-point scale.

Project supervision:

2015 Fall: 9th semester Computer Science project (20 ECTS) with 2 students doing a grounded theory based literature study for understanding Scrum-but in professional software development.

2015 Spring: Five 2nd semester Cand.it in IT management projects (15 ECTS) working with five different organizations on improving their processes with IT.

2014 Fall: 10th semester Computer Science (30 ECTS) project with one student earning his masters degree with a case study of applying code measures in a mature (CMMI 5) software organization. Two 1st semester Cand.it in IT management projects (15 ECTS) with 5 and 6 students working with the IT department of two organizations.

2014 Spring: 10th semester Software Engineering project (30 ECTS) with one student earning his masters degree by using action design research in effect driven development of learning applications for tablets. 4th semester Software Development Master project (30 ECTS) with one student earning his masters degree by using design science research to develop a framework for persuasive technologies for a healthy lifestyle. 6th semester Informatics project (15 ECTS) with 6 students earning their bachelor degree by developing a web-based dinner recommender system.

2013 Fall: 9th semester Computer Science project (20 ECTS) with 3 students doing a literature study of what code metrics can tell us about software quality. 3rd semester Software Development Master project (20 ECTS) with one student doing a literature review based framework for developing persuasive technologies for a healthy lifestyle. 3rd semester Computer

Science project (15 ECTS) with six students developing an application for supporting meal planning and shopping lists involving the special offers from various retailers.

2013 Spring: Two 6th semester Informatics projects (15 ECTS), with three and two students earning their bachelor degree. The project groups worked respectively on developing a framework for user involvement with elderly software users and development of a recommender system for the Danish nurses union.

2012 Fall: 3rd semester Computer Science project (15 ECTS) with five students developing an application for supporting Pen & Paper role playing gaming. 3rd semester Software Engineering project (15 ECTS) with six students developing a shopping assistant for smart phones that combines shopping lists with the special offers from various retailers.

2012 Spring: Two 6th semester Informatics projects (15 ECTS), each with three students earning their bachelor degree. The project groups worked respectively on evaluation of activity increasing mechanisms in online communities and development of a social learning game for rhythm didactics to smart phones.

2007 Spring: 3rd semester Software Engineering project (17 ECTS) with six students. The project group developed an enigma encryption machine, in a shared assignment across all project groups on the semester. Continuing education Diploma in Software Construction project (7 ECTS) with two part time students working in industry. The project group investigated agile software development methods in a library's development of web 2.0 service.

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

2013 - 2014, Spring: Coordinator on the 6th semester Informatics education. Organizing semester planning and evaluation meetings with students and lectures.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

2013 - University teacher education for Assistant Professors (Adjunkt-pædagogikum), Aalborg University (10 ECTS).

2006 - Basic course for university teachers, Aalborg University 2006, (2 ECTS).

Type your answer here...

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

University teaching day (Undervisningens dag), AAU Learning Lab, April 17th, 2013.

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

n/a

6. Teaching awards you may have received or been nominated for.

n/a

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

I have extensive experience with the form of teaching practiced at Aalborg University as a student and as a teacher on various assignments. Over the years, I have developed a deep understanding of group-organized project work and problem-based learning (P&PBL). I appreciate how P&PBL can bring practice into teaching and research into practice through collaboration among students and practitioners. P&PBL offers opportunity to facilitate student-learning beyond the advisors preceding knowledge. In this way, I often have the opportunity to make teaching a collaborative endeavor with my students.

In the university teacher education for assistant professors (Adjunkt-pædagogikum) I attained knowledge and understanding of theories and methods related to university pedagogy. I have improved my practice skills and

competences as teacher and project supervisor and skills on planning, implementing, evaluating teaching and students' learning processes and refined my teaching and supervision in computer science / information systems. Furthermore, I have strengthened my competences in communicating academic knowledge to students and in supervising, supporting, and stimulating the students' learning processes by applying appropriate methods and technological tools. In particular, I have worked with 1) the selection and use of aids for the development of pluralistic learning situations, 2) approaches to manage teaching and research activities according to available resources, 3) reflective project supervision and, 4) appropriating interaction in lectures with many students.

I plan to develop my pedagogical competences and teaching in three ways:

1. Continue the development of relations to the surrounding industry through teaching and research activities in pursuit of engaged scholarship.
2. Pursue action learning of my teaching practice to continue the development initiated in the university teacher education by reflecting on own practice.
3. Further engagement in PhD education.

8. Any other information or comments.

n/a