

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.

Caught courses at the Department for Culture and Learning and supervised semester projects as the primary supervisor. I conducted oral defenses as well.

At Justus Liebig University, I taught MA-level courses on literary theory and analysis, and conducted a number of PhD workshops on current trends in world literature, contemporary literary theory, and several authors.

At Aalborg University, I have taught the PBL course for 1st semester students and taught several PBL works on topics such as team culture, team dynamic, group work, identity, competencies, psychological safety, and more.

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 am the course coordinator for the 1st semester PBL course at the Architecture & Design programme. I have planned many teaching activities in my career, particularly at Aalborg University and Justus Liebig University. At JLU, I was on the PhD Selection Committee as a representative from the Equal Opportunities Committee.

I have helped create and develop South Gate Creative Writing School in Aalborg, where I am still a board member and a member of their selection committee.

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

As part of my MA at AAU, I completed a 2 ECTS course titled, "The Didactics of Upper Secondary School and Teaching". This can be found on my MA diploma under "Optional courses". I am currently in the middle of my university pedagogy programme training.

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.

PBL conference contributions:

SEFI 2023, 2024

AAEE 2024

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.

Nordplus project group together with institutions in Scandinavian countries (Denmark, Sweden, Norway) in order to create opportunities for students to gain interdisciplinary collaboration experience at various institutions.

I have created teaching material for PBL courses and workshops to promote active participation, and to bridge the gap between what many students consider self-evident or abstract (PBL) and what they consider 'the real world', i.e. the job market.

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)

I am currently engaged in improving my ability to include and activate all participants in the classes I teach. I am experimenting with cases and with using reflection exercises as a tool for improved learning. As part of the university pedagogical training I am currently undergoing, I strive to deliberately experiment with new ways of teaching that challenge the ways I have done things in the past. Ideally this will result in improved methods that ensure my classes are meaningful, interesting, and support student learning and their learning objectives.

It is important for me to make my classes both interesting and informative. I make deliberate attempts at including curious and surprising material; the goal is engaging students and getting them to discuss the material I present. Although the classic lecture-style of teaching can be beneficial, I have positive experiences with getting students to talk as much as possible. My often-humorous teaching style creates a relaxed environment where I stress to students that being wrong is wonderful because that's when learning happens.

As a supervisor, I make a point of responding to emails quickly and providing very detailed written feedback. Academic writing is a skill that needs to be taught, so I take time to comment on both content and structure (while also highlighting the things that the students have done well) - all while being as encouraging as I can reasonably be. I am very strongly convinced that everyone produces better work, and learns more efficiently, if they learn within a supportive environment.

My own experiences in a very rigorous and often intense PhD programme clearly showed that intense pressure rarely resulted in better student output; instead, constructive feedback and enthusiastic support provided more motivated and ultimately more (and better) output. I practice these lessons at AAU, and strive very consciously to tell students when they have done something well, while also providing constructive feedback on areas where they might still improve.

Problem-based learning is a helpful learning method as it provides students with a learning environment in which 1) mistakes are encouraged, and 2) peer-feedback is necessary. Learning how to provide feedback and taking other students' work seriously is an incredibly important skill to acquire - not just as a student and academic, but also simply as a critically-thinking individual.

8. Any other information or comments.

It is important for me to combine deep knowledge with humour when I teach.