

## 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.**

Type your answer here...

**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.**

Type your answer here...

**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**

2021 Dialogue and inspiration on hybrid learning space and digital study start at AAU, Center for Digitally Supported Learning (CDUL) and PBL Academy, Aalborg University

2020 PhD Supervisor Course, Aalborg University

2018 University Education Leadership, Danish Universities (AEU) (2 ECTS)

2015-2016 University Lecturer Training Programme, Centre for Teaching and Learning, University of Southern Denmark (10 ECTS)

2010 Course for University Lecturers, AAU Learning Lab, Aalborg University (2 ECTS)

2003 Advanced Introduction to Educational Psychology (part of MSc in Psychology), Aarhus University (15 ECTS)

**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.**

2022 "Doing Pragmatism in Teaching", Panel Session, PHILOS 2022 2nd Symposium on Philosophy and Organization Studies, Greece. Panelists: Barbara Simpson, Anna Rylander Eklund, Line Revsbæk and Emma Arneback.

2021 "Educating in Time", Conference Opening Performance by Line Revsbæk, 10 year Anniversary Conference "Leadership and Organizational Psychology in the 21st Century" for the LOOP post graduate Master Program at Aalborg University

2017 "A process theory vista for Part-time Master Programs: Bringing (new) Practices of Inquiry from Human Science to Work as Pedagogies in Education on Management and Organization" by Line Revsbæk, presentation at "Joint Research seminar with COMA and CLIO: Reflexivity and Management learning", arranged by FIRM Research Group, AAU.

2016 "Organizing learning when teaching 200 students Organization Theory. A reflexive learning design for teaching large cohorts", paper by Line Revsbæk, in Teaching for Active Learning, paper in proceedings from the Annual Teaching Active Learning (TAL2015) Conference, University of Southern Denmark.

2015 "Processes of learning when teaching 200 at a time", presentation by Line Revsbæk at SDU Design Research Forum: "How do we develop our teaching? – and strengthen our research?", May 2015, University of Southern Denmark.

**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.**

**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)**

TEACHER PROFILE AND REFLECTIONS

**Responding to process theory in teaching practice**

Acquainting myself with process theory (Helin et al., 2014; Tsoukas & Chia, 2002), process philosophy (Mead, 1932; 1934) and complexity theory-informed perspectives on organizational life (Stacey, 2010; 2012; Mowles, 2011; 2015) has been an inspiration to both my research practice and teaching practice. The return to ontology (Helin et al., 2014; Simpson & Revsbæk, 2022), to paradoxical notions of time (Mead, 1932; Simpson, 2014), and to situated performativity in process ontology perspectives has constituted a persistent estrangement of my ethnographic apparatus of observation making every new enactment of otherwise known research or teaching practices a creative endeavour on my behalf. In the rushed and busy working life of a university lecturer and researcher of today I try to make as much out of these estrangements as possible, insisting on enacting every practice, and so also the teaching practice, in slightly altered ways, different enough as to make sense on these new theoretical grounds and make a difference - to me, the students and others involved in the collective process of inquiry.

At AAU this practice of being alive to teaching encounters with students has produced ethnographic and autoethnographic narratives of situations and occurrences in these encounters. Often these narrative juggles paradigm clashes in practice regarding 'what knowledge is' and hence 'what it means to be learning'. Some of these narratives I then use to feed back into the teaching, illustrating how one works from abduction in developing inquiry of one's own practice and the organizational setting in which it takes place (Jackson, Mazzei, Revsbæk & Simpson, 2022). This could be in courses on research methodology and the doing of process research in one's own practice and organizational settings. Responding to process theory in teaching practice entails continuously teasing, un-easing and deconstructing the institutionalized student-teacher relationship, inviting students into on-feet re-imagining of a shared co-inquiry, and enabling in-lecture student reflexivity on the dynamic positionality between all involved. To me, part of the role as teacher (in any course!) is inviting the students into how we develop thought and thinking and do theorizing (Biesta & Tröhler, 2016; Jackson, Mazzei, Revsbæk & Simpson, 2022). This, in order for the students to develop thinking and become theorizing themselves...

**References**

- Biesta, Gert & Tröhler, Daniel (Eds.) (2016). *The Philosophy of Education by George Herbert Mead*. Oxford, UK: Routledge.
- Heling, J., Hernes T., Hjorth, D. & Holt, R. (Eds.). (2014). *The Oxford handbook of process philosophy and organization studies*. OUP Oxford.
- Jackson, A. Y., Mazzei, L. A., Revsbæk, L. & Simpson, B (2022). Opening conversation on doing process research. In B. Simpson and L. Revsbæk (Eds.), *Doing Process Research in Organizations: Noticing Differently*. Oxford, UK: Oxford University Press.
- Mead, G.H. (2002). *The philosophy of the present*. Amherst, NY: Prometheus Books. (Original work published in 1932).
- Mead, G.H. (1934). *Mind, self and society: From the standpoint of a social behaviorist* (C. W. Morris, Ed.). Chicago, IL: The University of Chicago Press.
- Mowles, C. (2011). *Rethinking management: Radical insights from the complexity sciences*. Gower Publishing, Ltd.
- Mowles, C. (2015). *Managing in uncertainty: Complexity and paradoxes of everyday organizational life*. Oxon, UK: Routledge.
- Simpson, B. Rylander Eklund, A., Revsbæk, L. & Arneback, E. (2022). *Doing Pragmatism in Teaching*, 2nd Annual Symposium on Philosophy and Organization Studies (PHILOS), Greece.
- Stacey, R. (2010). *Complexity and organizational reality. Uncertainty and the need to rethink management after the collapse of investment capitalism*. Oxon, UK: Routledge.
- Stacey, R. (2012). *Tools and techniques of leadership and management: meeting the challenge of complexity*. Oxon, UK: Routledge.
- Tsoukas, H. & Chia, R. (2002). On organizational becoming; rethinking organizational change. *Organization Science*, 13(5), 567-582.

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

Type your answer here...