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.

Teaching experience

2003 - Teaching Assistant to the courses "Theory of Science for Biologist" (bachelor) and "Epistemology for Biologists" (master), Department of Biology of the University of Copenhagen.

2004 – 2016: External Lecturer on "Theory of Science for Biologist" (bachelor) at the Department of Biology of the University of Copenhagen. Modules on Neuro-Bioethics, Complex Science, Social Responsibility and Sustainability. Teaching methods: lectures, assignments, student group presentations, plenum discussions. Language: Danish and English.

2004 – 2005:
Course: "Human Sensing and Perception", Bachelor of Science in Medialogy.
Department of Media Technology and Engineering, Aalborg University.
Teaching methods: lectures and assignments. Teaching language: English

2004 – 2007:
Course: "Cross-modal Perception", Master of Science in Medialogy.
Department of Media Technology and Engineering, Aalborg University.
Teaching methods: lectures and assignments. Teaching language: English

2005 – 2007:
Course: "Theory of Science" and "Research Training", modules for two master of science programs, "Medialogy" and "Network Security".
Course: "Interactive Systems", Medialogy bachelor.
Department of Media Technology and Engineering, Aalborg University.
Teaching methods: lectures and assignments. Teaching language: English

2004 – 2011:
Course "Digital Culture", Master of Science in Medialogy.
Department of Media Technology and Engineering, Aalborg University.
Teaching methods: lectures, workshops, assignments. Teaching language: English

2004 – 2011:
Course "Narrative in Virtual Reality Systems", Master of Science in Medialogy.
Department of Media Technology and Engineering, Aalborg University.
Teaching methods: lectures, workshops, assignments. Teaching language: English

2008 – 2021:
Course "Multimodal perception and cognition", Master of Science in Medialogy.
Department of Architecture, Design and Media Technology, Aalborg University.
Teaching methods: lectures, workshops, assignments, lab-work, supervised mini-projects. Teaching language: English.

2011 – 2022:
Course "Narratives in Digital Culture", Master of Science in Medialogy.
Department of Architecture, Design and Media Technology, Aalborg University.
Teaching methods: lectures, workshops, assignments, supervised mini-projects. Teaching language: English.

2022: Course "Narratives in Interactive Systems", Master of Science in Medialogy.
Department of Architecture, Design and Media Technology, Aalborg University.
Teaching methods: lectures, workshops, assignments, supervised mini-projects. Teaching language: English.

Additionally, has contributed with modules and lectures to the following programs at Aalborg University: Master of Science in Service Design, Master of Science in Technoanthropology

Supervision experience

2005 – 2022: Supervision of over 40 Master of Science Thesis in Medialogy in a variety of fields on the relations and applications of digital media and cognition, interactive narratives, user experience, HCI, immersive and interactive technology, psychophysiological methods for media technology.
Department of Architecture, Design and Media Technology, Aalborg University.

2005 – 2022: Supervision of over 120 problem-based (PBL) semester projects in the Medialogy Master and Bachelor of Science.
Department of Architecture, Design and Media Technology, Aalborg University.

2014 -2022: Supervision of 2 PhDs, co-supervision of 2 international PhDs, have hosted 6 PhD secondments, mentored several research assistants, PhD students and assistant professors, and have been member of several PhD committees.

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.

Program management and coordination

2014 – present: Coordinator of the Master of Science in Medialogy, an innovative engineering program that bridges the newest digital media technologies with creative applications in many different commercial, social, and cultural domains.
Department of Architecture, Design and Media Technology, Copenhagen Section. Aalborg University.

Semester coordination

2005 – 2022: Since the launching of the Master of Science in Medialogy in 2005, I have almost uninterruptedly been involved in semester coordination, having developed experience in all semester, including some of the bachelor semester.

2011 – 2022: I have been responsible for the coordination of the 3rd semester of the Master of Science in Medialogy (Aalborg University, at Copenhagen). The semester intends to stimulate the students' innovative potentials to pursue their own personal interest around novel applications of interactive media systems. It is a semester for consolidating previous knowledge and for exploring new interesting and innovative avenues on the way to the master thesis. For this purpose, this semester has a very flexible structure that allows the student to customize the format and the content of the semester, with possibilities for doing projects in companies and/or in labs. Attached to the semester are also career development workshops.

Course coordination

2005 – 2022: I have been coordinator and responsible for the following courses in the Master of Science in Medialogy: "Digital Culture" (2004 – 2011), "Narrative in Virtual Reality Systems" (2004 – 2011), "Multimodal perception and cognition" (2008 – 2021), "Narratives in Digital Culture" (2011 – 2022), "Narratives in Interactive Systems" (2022).
Department of Architecture, Design and Media Technology, Aalborg University.

Accreditation tasks

Since the launching of the Master of Science in Medialogy in 2005 at Aalborg University, I have been in the committees to get the education through two accreditation processes, the last one being between 2014 and 2017.

Experience in programme development

Between 2004 and 2005 I was in the team that design and implemented the launching of the Master of Science in Medialogy at the inception of the program at Aalborg University. Since then, I have been involved in several major revisions of the program, the last one ending in the approval of a new program structure implemented in the Fall of 2022. In these revisions I have collaborated to the design of the general structure of the program and have designed specific courses, and their evolution through the different revisions.

I was in the advisory committee for the development of the Master of Science in "Technoanthropology" (Aalborg University). In 2004, I was commissioned by the Biological Study Board of University of Copenhagen to work in a task group to design and implement a mandatory course in all the biological educations of the university, on "Theory of Science for Biologists".

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

University Pedagogy

"Adjunktpædagogikum Introduktionsseminar" – 27. – 28. oktober 2005
Aalborg Universitetsbibliotek.

My University Pedagogy training had the following structure:

Module 1 – April - September 2006: Theory, Teaching Portfolio and Reflections
Support and supervision for the study groups
Teaching portfolio and pedagogic plan of action
Workshops

Module 2 – September 2006 - March 2007: Theory and Practice
Supervision
Pedagogic plan of action
Teaching portfolio
Workshops

In this period, I attended the following **workshops**:

- "Teaching methods and supervision in project groups" – by Majken Kjer Johansen – 18. May 2006. Aalborg University Copenhagen.

- "Alignment, Reflection and the Development of Critical and Creative Thinking" – by Professor Phil Race – 25. August 2006. Pædagogisk Udviklingscenter, Aalborg University.

- "Innovation, changes and ICT in teaching and learning" – by Professor Annette Lorentsen, Dept. of Eduaction, Learning and Philosophy – 20. September 2006. Aalborg University Copenhagen.

- "Teaching in an intercultural context" – by Assoc. prof. Annie Aarup Jensen, Dept. of Education, Learning and Philosophy & Assoc. prof. Kirsten Jæger, Dept. of Languages, Culture and Aesthetics – 2. May 2007. Aalborg University Copenhagen.

Supervisors
During my university pedagogical course, I had two supervisors: a pedagogical supervisor appointed by the Centre for University Teaching and Learning, and a departmental supervisor appointed by the Department of Media Technology. My two supervisors were: 1) Professor Lise Busk Kofoed, Ph.D., and 2) Associate Professor Thomas B Moeslund, Ph.D., Laboratory for Computer
Vision and Media Technology, Aalborg University.

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.

Type your answer here...

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.

Designing and implementing totally new courses in a new master education like Medialogy has involved in itself a lot of research. Throughout these years I have accumulated materials and knowledge in the areas of these courses. As the technological context evolves, so does the program and the courses. The revisions have been an on-going process for designing, re-designing and at times merging or splitting the courses into new configurations according to the emerging needs. Since 2004 I Have written and contributed to several editions of the study plan for the Medialogy Master of Science and the courses for which I was responsible.

I have a varied didactic experience having taught in different contexts both scientific-institutional and artistic-humanistic. Previous to my academic career, I was involved in several pedagogical activities. As adviser to the Amazonian Parliament (the inter-governmental body that gathers the parliaments of the 8 Amazonian countries), I organized regional expert

meetings and seminars on biological and cultural diversity, among others: Bioethics and Biodiversity, January 1997; Access, Trade and Economic Valuing of Biodiversity, October 1996; Conservation and Sustainable Use of Biodiversity, June 1996. Besides academic teaching I have been involved in teaching and didactic activities in other contexts. For instance, as an artist I delivered numerous performance workshops and seminars collaborating among others with Universidad Complutense de Madrid, Instituto Universitario de la Danza de Caracas, Istituto Universitario Orientale di Napoli and The Cultural Departments of different Italian cities (Rome, Milan, Pisa, Palermo, Bari, Parma, Pesaro).

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Excerpts from the Pedagogic Evaluation Statement by my two supervisors at the end of my University Pedagogy Course (2006-2007)

Contents of the Teacher Education course

The course is divided into 2 modules. The course spans one year and comprises a work load of 175 work hours (7 ECTS).

In Module I, which is a predominantly theoretical module, Luis Bruni has gained a general introduction to the university pedagogy and subject matter didactics. Building from a foundation of theory from within the pedagogic and learning-related fields, Luis Bruni has completed a systematic reflection concerning the basis for the current teaching practice and pedagogic knowledge. The considerations and reflections are described in a reflection report as part of the teaching portfolio, which has in turn formed the basis of the preparation of a pedagogic action plan and comprehensive development, planning and directing of the teaching and advising activities in the subsequent modules.

In Module 2, which builds on practice and experiences in the university teacher's department, Luis Bruni has worked with and reflected on the structural, organizational, content-related, and pedagogic elements that influence the teaching and advising. Work in the following subjects has been undertaken: planning and teaching, teacher professionalism, teacher roles in various forms of teaching, the students' learning processes, implementation and evaluation of the teaching, as well as the application of various pedagogic "tools", including the application of technologically-supported teaching. This work is accomplished from the basis of the teacher's own teaching and student supervision, with the student serving as sparring partner and conducted in co-operation with the supervisors.

During the course Luis Bruni has in particular worked with exploring and expanding his possibilities and improving his strengths as a course teacher, including reflecting on the didactic and pedagogic aspects of different ways of presenting material. He has also been very concerned with how to facilitate students in synthesizing concepts they acquire in different courses, and how to empower them to take theoretical concepts from his courses and turn them into operational techniques for practical implementations. Moreover, he has been reflecting on how to utilize his strengths in conveying topics on a face-to-face basis and to carry this strength into classroom teaching settings.

Luis Bruni has been observed during teaching plus given supervision and advising. The advising has been directed towards detailing the actions and use of practical teaching techniques as well as the use of didactic and pedagogic reflections in connection with the planning, implementation and evaluation of the teaching. Luis Bruni's has during the course worked with the structural, organizational, content-related, and pedagogical elements that influence the teaching and advising. The work has included: development, planning and coordination of courses. Luis Bruni has in particular worked with student interaction, activation and communication during traditional class-room teaching. The key ambition has been to create a teaching situation where learning was based on dialogue especially focusing on the students understanding of and work with theory and the connection between theory and practice. A key focus area in the last module of the Pedagogic Course had been to enable the students to critically reflect on the use of theories, and for that purpose Luis Bruni has based a 3 ECTS course on one book, which was mandatory reading for this course.

Pedagogical qualifications

Concerning student supervision, Luis Bruni is able to use the actual project and the actual project status as his starting point for advising. Luis Bruni is able to engage in a constructive dialogue with the students aiming at bringing the project forward as well as facilitating the students learning process. Furthermore, Luis Bruni is able to support the students in an effective and inspiring manner, but is also able to create a critical reflection among the students he is advising about their methodology, theoretical foundation and empirical subject.

Luis Bruni's class-room teaching is characterized by a deep understanding of the theoretical subjects he is teaching. During classes Luis Bruni is able to condense complex theoretical issues into a form the students can absorb and utilize. As such, Luis Bruni is able to communicate the key points of the theoretical framework he chooses to use during classes without sacrificing the theoretical rigor. Luis Bruni is able to include and activate the students in his class-room teaching activities, and is able to facilitate productive discussions among the students concerning the appropriate use of the

theoretical models and concepts being taught during the classes. Luis Bruni is able to create a dynamic learning environment based on active involvement and commitment from the students.

Summarizing assessment

Luis Bruni is a highly competent teacher and always well prepared. He is able to communicate complex issues clearly to the students - primarily due to his ability to reduce complex theoretical models and concepts in a way that the students can absorb these. Luis Bruni's major strength is his ability to meet the students at their level of understanding without sacrificing theoretical rigor.
During the course, Luis Bruni has worked with developing a larger repository of methods
for activating and motivating the students. Luis Bruni has very successfully developed his skills within teaching during the course. Luis Bruni has completed the course in a very satisfactory manner and he has accomplished more than the goals set in the beginning of the course.

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...