

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.

Bachelor: Kommunikation og Digitale medier, siden 2018

3.sem (siden 2018): Kommunikation og Strategi/Organisationskommunikation: 2-3 kursusgange pr.semester + projektgruppedannelse; vejledning; eksamination; censur; evaluering. Undervisningssprog dansk.

3.sem (E19): Undersøgelles- og analysemetoder: 2 kursusgange, eksamination. Undervisningssprog dansk.

4.sem (F19/F20/F21): Organisationskonsultation: 1 kursusgang, eksamination. Undervisningssprog dansk.

4.sem (F21/F22): Kommunikation og individ: Vejledning, eksamination

5.sem (E19): Kommunikationsdesign 1 - Kultur og Værdier: intern censur.

5.sem (E19): Kommunikationsdesign: Oplevelse, tid og rum: censur.

5.sem (E22): Kommunikationsdesign: Oplevelse, tid og rum: 1 kursusgang, vejledning, eksamination, censur, kursusplanlægning.

Kandidat: Kommunikation og Digitale Medier, siden 2020

2.sem (F21/F22): Forandring og kommunikation gennem intervention: Vejledning, eksamination.

3.sem (E20): Kommunikation i praksis: Vejledning, eksamination, censur.

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...Deltagelse i udviklingsarbejde af ny studieordning for projektmodulet Organisationskommunikation, 2019 (3.sem på uddannelsen Kommunikation og digitale medier).

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

Kursus: Basic Course in Higher Education Pedagogy er here...

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.

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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.

Type your answer herE20 og fortløbende: Udvikling af kursusbeskrivelser for fag jeg er ansvarlige for, samt samarbejde med modulansvarlige om videreudvikling af 3.semester Organisationskommunikation.

E21: udvikling af virtuelle samskabelsesworkshops med eksterne aktører ifm. forskningsprojekt "livslang lærings rolle i den digitale transformation"e...

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)

Authenticity and collaboration through PBL

My teaching philosophy is rooted in the AAU/PBL and my course design and supervising of students reflect the core elements of this approach. This concerns, for example, putting great emphasis on group work during course work and collaborations with external partners. The latter provides a real-life authenticity which I find of utter relevance when approaching new theories and methods. In my teaching this matter of authenticity also manifests by working with real-life cases in class. The cases are typically based on contemporary events debated in the media or examples taken from my own or colleagues' research. However, the students are also sometimes tasked with identifying relevant cases from their everyday life – e.g., as a student or employee in an organisation - to illustrate certain problematics, theories etc. The aim of this, is to provide them with experiences of linking real-life events, problematics etc. and theoretical perspectives and concepts. Furthermore, by working with authentic cases, they also gain experience exploring various critical aspects within different contexts.

Besides the use of real-life cases and an emphasis on critical thinking, in my teaching philosophy I also have great concerns for the collaboration between students. This involves facilitating learning processes, where they – in class – will work close together; discussing, knowledge sharing, doing group work or role plays, and as a preparation to class have assignments that will help them understand the presented literature e.g., by prepare presentations to give to their fellow students. Through this, the aim is that they besides getting a better understanding of the academic content, will learn to coordinate action, mutually make decisions, give each other feedback etc.

Developing didactical designs

In planning a course, I align my teaching and the structure and flow of the session with inspiration from didactical theories of, for example, Hiim and Hippe (2007) or Dee Fink (2003) and the relational thinking that underlines such theories. This means, that I take into consideration multiple interrelated elements when developing my didactical designs – often expanding particular elements that the original models and theories do not address or highlight, such as, for example, the interrelation with different modalities or technologies.

I am generally concerned with developing a dynamic room for learning, critical thinking and participation through the use of varying learning activities (reflective dialogue, lectures, roleplay, exercises, in-class visits from external professionals), methods (cooperative learning, real-life cases, project-work) and modalities (oral, written, audio, visual).

8. Any other information or comments.

Type your answer here...