

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

TUTORIALS (Bachelor): Contextual Configuration, Discursive Psychology, Nexus Analysis LECTURES (Bachelor): Nexus Undergraduate Summer School for Undergraduate Students from Hong Kong Univ., Signs in Use (Faculty of Engineering, Science and Medicine), Doctor-Patient Interaction (Faculty of Medicine), Interdisciplinary Communication and Technology (Faculty of Medicine), Conversation Analysis, Qualitative Studies: Video Analysis, Mediated Interpersonal Communication, Discursive Psychology, Document Analysis, Interaction Analysis, Nexus Analysis, Organisational Discourse Studies, Interaction Theory and Analysis Video Observation (and Nonverbal Communication), Mediated Discourse Analysis, Interaction as a Media Text, Videoblogging as Social Interaction – Methodological Considerations, Material Interaction, Workplace Studies, LECTURES (Master): Ethnomethodological Conversation Analysis (Psychology), Multimodal Interaction Analysis (Psychology), Introduction to Portfolio Work, Multiactivity and Complexity in Workplaces, Discourse and Practice, Membership Categorization Analysis, Computers and Interaction, Producing Content & Producing Identity, Discourse Studies, Usability Tests – A Situated/Action Perspective, Design Videos, Participatory Communication: Overview, Public Consultative Discourse Analysis, Conversation Analytical Role-Play Method, Mattering: Material-Discursive Practices, (Designing for) Augmented and Alternative Communication, Qualitative Studies: Generating Qualitative Data, Qualitative video research, Nexus Analysis/Mediated Discourse Analysis, Interaction Analysis, Mutual Understanding as Comm. Challenge, Empirical analysis of health communication, Small Stories Analysis, Writing a Master Thesis: Embodied Interaction, Science Studies: Objectivity/Subjectivity, SEMINARS AND TUTORIALS at University of Oulu, Finland: Repair work in communication, CU-SeeMe Video Conferencing, Use of New Technologies – A Situated Aspect, Intercultural Conversation Situation, Sign Language, Writing a Master's Thesis, IN-SERVICE TRAINING for English Teachers (University of Oulu, Finland): On the Importance of Routines and Strategies in Conversational Language, VISITING OR EXCHANGE TEACHING: (Master/Doctoral): Internet and the Language Teacher, Intelligent or Interactive Media?, Mediated Discourse Analysis; Geosemiotics, Interaction Research, Conversation Analytic Research of Computerised Communication Environments, Analysing Communication Through Video Data, (Material) Interaction Analysis, Multimodal Technology - Introduction to Practice-Oriented Research, Video Analysis Based on Conversation Analysis, Ethnomethodology, Interaction Analysis, Mediated Discourse Analysis, Multimodal Discourse Analysis & Nexus Analysis SUPERVISION (Bachelor): 100 2-6 semester projects SUPERVISION (Master) 60 7-9 semester projects SUPERVISION (Master theses): 50 projects PHD SUPERVISION: Main supervisor of 13 PhD students at AAU, Second supervisor of 4 PhD students at AAU, 1 from University of Bergen, 1 from University of Oulu, PHD COURSES GIVEN: Video Analysis, Discourse Studies (Conversation Analysis, Mediated Discourse Analysis, Nexus Analysis, Discursive Psychology), Practice Studies. EXTERNAL EXAMINER at Master level: Library and Information Science, Cph (3 projects), Copenhagen University 1, University of Southern Denmark 1, EXTERNAL EXAMINER at PhD level: Copenhagen Business School (1), Århus Business School (1), University of Southern Denmark (2), University of Jyväskylä, Finland (1), University of Oulu, Finland (3) Skriv dit svar her...

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

TERM ORGANIZER ('ankerlærer'): 3., 4., 7., 9. sem.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Skriv dit Pedagogical course for university teachers (80 hrs), Oulu University, spring 1987;

Portfolio to enhance university teaching (112 hrs), Oulu University, 1997; Universitetspædagogik for adjunkter - AUC Pedagogisk Udviklingscenter 1998; Kvalificering af lærere til IKT-støttede fjernundervisningskurser (KLIF) - AUC Pedagogisk Udviklingscenter 1999 svar her...

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

The Aalborg Model in the Ruins: Project-Centred Pedagogy under GATS and Globalisation. / (with Paul McIlvenny).
Konference: The Aalborg Model: 30 Years Later, Aalborg, Danmark (2003)

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Optional entities: Critical Studies, Humans in the Loop (AI and technology studies), Mobility, Participatory Communication.
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6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

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8. Andet.

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