

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.

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)

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.

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

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

Pedagogical course for university teachers (80 hrs), Oulu University, spring 1987;
Portfolio to enhance university teaching (112 hrs), Oulu University, 1997; Universitaetspedagogik for adjunker - AUC
Pedagogisk Udviklingscenter 1998; Kvalificering af laerere til IKT-stoettede fjernundervisningskurser (KLIF) - AUC
Pedagogisk Udviklingscenter 1999

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.

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. 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.

Optional entities: Critical Studies, Humans in the Loop (AI and technology studies), Mobility, Participatory Communication.

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...