

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

01/2015- 06/2017: External lecturer, IT University of Copenhagen, teaching & developing course on Digital Technology and New Business Models (Digital Innovation & Management Program)

07/2012 – 08/2012: Lecturer, University of Kassel, Germany, teaching the summer course 'Energy Economics Special' within the international Master Program REMENA

01/2011 – 04/2011: Lecturer, Open University Copenhagen (Folkeuniversitetet), teaching the course 'The green energy revolution: 100 % renewable energy – how and why?'

08/2010 – 12/2010: Instructor, Danish Institute for Study Abroad, Copenhagen, responsible for course on 'Sustainable Development' and the development of a new curriculum on energy policy

01/2010 – 06/2011: External lecturer, Roskilde University, Dept. of Environmental, Social and Spatial Change: supervising Master student's projects on electricity market design and biogas

Since 2010, the spectrum of my teaching activities has covered a fairly wide range. I started out with issues concerning energy economics and sustainability (Danish Institute for Study Abroad, Roskilde University, Open University Copenhagen, Kassel University). Thematically, my teaching activities have gradually moved towards issues of digitization (IT University Copenhagen). Didactically, I have increasingly designed my courses following a project- and problem-based approach and used 'flipped-classroom' teaching formats to allow for more time for counselling student groups. When I teach, I see myself as a facilitator of learning and aim at fostering a curiosity- and project-driven educational environment. I'm experienced in (re-)designing course curricula, both as part of a team and as the staff member in charge: All of the teaching activities listed on my CV are based on teaching material (co)developed by myself. As an example, I have attached the course description, the course evaluation as well as the full course curriculum for the course Digital Technologies and New Business Models that I taught at the IT University in Copenhagen from 2015 to 2017 as part of the Master Degree programme Digital Innovation and Management (see Annex A and B). At the final evaluation, which 40 percent of the students took part in, the course scored an overall rating of 4.94 on a scale from 1 to 6 in the spring of 2015, and 5.52 in 2016. A typical comment on the evolution form was: "A very interesting and current subject which motivates one to go out and 'do' something!" On the same scale, my overall qualities as a teacher were evaluated at 5.4 in 2015 and 5.61 in 2016. A typical comment was: "Kirsten is a very good communicator, and has good energy".

2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

Type your answer here...

4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisnings dag", o.l.

Undervisnings dag 2019, AAU

Undervisnings dag 2018, AAU

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

Skriv dit svar her...

6. Nominering til og/eller modtagelse af undervisningspriser.

Skriv dit svar her...

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.

I strive to intermix lecture formats and individual (or group) supervision as part of problem-oriented projects. Also, I aim to strike a balance between freedom and constraints when it comes to written and oral tasks (see e.g. the Exam Guidelines in Annex G). For myself – and for the legal certainty of the students – it is important to formulate clear intended learning outcomes in the course description (See Annex A) and then to design the lessons to meet these goals. At the IT University, I examined 40 to 80 students per year over a three-year period, both in writing and orally, grading them with an external examiner. Within the context of examinations, my experience has taught me that even with academically weak (and thus low-scoring) students, maintaining a pleasant atmosphere during the exam is possible. By giving individual feedback highlighting the strengths and the weaknesses as part of the grading, students perceived grading as fair. The intended learning outcomes are a useful yardstick in this respect.

8. Andet.

Skriv dit svar her...