

## Teaching portfolio

### **1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.**

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. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.**

### **3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.**

Type your answer here...

### **4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.**

Type your answer here...

### **5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.**

Type your answer here...

## **6. Teaching awards you may have received or been nominated for.**

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.**

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.

Research-based teaching is crucial to the way I design course content. Another high priority for my teaching is diversity management among students in terms of intercultural, interdisciplinary or gender aspects. For instance, while teaching at the IT University Copenhagen (2015-2017), my students included participants with Bachelor's degrees in the humanities, engineering and social sciences. Because of this heterogeneity of the students, I started the semester with a survey (Annex F) to allow me to address both the diversity of subject-related qualifications and the individual interests of the students.

## **8. Any other information or comments.**

Type your answer here...