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.

TypeI teach qualitative methods to undergraduate students across two degrees, Politics, Administration and Social Studies as well as Innovation and Digitalisation. I use lectures combined with exercises, based on the assumption that methods is as much about doing as it is about knowing. I also teach into the Bachelor of Social Word where I lecture and mark assignments. your answer here...

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.

I plan my teaching alongside colleagues

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

Over the years, I have participated in various short courses on pedagogy, including online teaching. I am currently undertaking the course in university pedagogy at AAU. Occasionally, I give presentations at conferences or elsewhere on the topic of 'pedagogy of kindness', a topic that I also have a publication record in.

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.

I have a publication record, writing about a pedagogy of kindness, such as here:
Overgaard C. and Mackaway J. (2021) Kindness as a push-back and designing for care. Published in Macquarie University Teaching Blog, Teche. Available online: https://teche.mq.edu.au/2021/03/kindness-as-a-push-back-and-designing-for-care/.
Overgaard, C. and Tack, S. (2020) Studying during COVID-19: insights from Sociology and Gender Studies students, Published in Macquarie University Teaching Blog, Teche. Available online: https://teche.mq.edu.au/2020/07/studying-during-covid-19-insights-from-sociology-and-gender-studies-students/

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.

I am invested in the topic pedagogy of kindness.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

•Shortlisted for VC Student Nomination for Teaching Award, MQ University 2020. See here: https://teche.mq.edu.au/2020/10/meet-the-finalists-for-the-vice-chancellors-learning-and-teaching-awards-2020/
•Nomination for Open Universities Australia Teaching Excellence Award SOCX811 (Comparative Social Policy) 2016
•Nomination for Open Universities Australia Teaching Excellence Award SOCX818 (Evaluation and the Policy Process) 2016

•Nomination for Open Universities Australia Teaching Excellence Award SOCX322 (Care and Human Services) 2016
•Overall satisfaction KPI of 100% for SOCX818 (Evaluation and the Policy Process) 2016
•Overall satisfaction KPI of 100% for SOCX322 (Care and Human Services) 2016
•Overall satisfaction KPI of 100% for SGYX818 (Evaluation and the Policy Process) 2015.

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)

I commit to a Pedagogy of kindness which is both a sentiment and a practice
First, a word about kindness as a sentiment. While a sentiment is not enough, it is a necessary place to start. To enact any kindness, we must reimagine students differently to the notions described earlier. That is, if you wish to enact kindness, a necessary first step is to assume that students are capable and that it is your job, your responsibility to ensure students' retention, progression and ultimately, success in their studies. Whining about students can be an outlet, but ultimately it does not make students more likely to succeed.
In turning our sentiment into action, we follow Kate Denial who argues that kindness as a pedagogical practice 'distils down to two simple things: believing people, and believing in people' (Denial, 2019). This entails putting students at the centre of their own learning experience (Clegg and Rowland, 2010). But what does that mean in practical terms?
PoK in our own practice
In my teaching, I have employed, trialled and rolled out several kind practices.
For example, we know that many students fear speaking in public. Our students are now given a choice in how they deliver presentations. They can choose between face-to-face in class, on-line via Zoom or a pre-recorded version. We see this as kind to not only those students with anxieties about public speaking but also to those students with tight time schedules or difficulties planning their time (e.g., if they have caring responsibilities or precarious work situations). By offering options in ways that suit students lived reality we are not pretending to know which option is the better one for them.
Another kind measure is the use of flexible deadlines. One version of such flexibility (used with undergraduate students) allows students to submit a first draft of a task within the first 20 hours of working on a semester-long project involving external partners. Another version (used for postgraduate students) allows students to nominate their own preferred submission dates within the hard boundaries of the semester calendar without penalties for not submitting. An evaluation of this trial showed less drop-out compared to the previous semester. Perhaps most surprising to some, only one student missed the hard deadline of the marking period at the end of the semester and then only by one day. The trial also meant fewer administrative burdens for students and staff concerning applications for extensions.
Traditionally, we set learning objectives based on the premise that teaching staff know best about what students should learn. Trusting in students to know what they wish to gain from their degrees, we instead invited final-year students to help identify key criteria for marking rubrics. Anecdotally students, at minimum, appreciate having some control over their learning and by us inviting them to be involved signals to them that we believe in and trust them. Our own experience with this practice is that students have good insights into what they want to learn and are realistic about what sort of capabilities different subjects entail. Importantly, our "kindness doesn't dissolve the demands of knowledge" (Clegg and Rowland, 2010: 724) or learning. Involving students in the co-design of marking criteria could easily be done with first- and second-year students in a scaffolded way, leading to more comprehensive involvement in self-directed learning in the final year of study.

8. Any other information or comments.

Type your answer here...