

## 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.**

### TEACHING

Technological Transformations in Private, Public and Community Organizations (P7)

Autumn 2022

Techno-Anthropology program, AAU

Project, Master level, English, 15 ECTS

Project and semester coordinator

\* Main teacher

\* Semester organization

\* Project development and planning

\* Seventh semester responsibility

Framing Techno-Anthropological Transformation (P7)

Autumn 2022

Techno-Anthropology program, AAU

Project, Master level, English, 5 ECTS

Project coordinator

\* Main teacher

\* Lectures, class teaching, exercises, supervision, examination, evaluation of teaching

\* Project development and planning

\* Seventh semester responsibility

Facilitation of Technological Innovation (P4)

Spring 2022

Techno-Anthropology program, AAU

Project, Bachelor level, English, 5 ECTS

\* Hybrid co-teaching between Copenhagen and Aalborg

\* Lectures, class teaching, exercises, supervision, examination, internet-based teaching and evaluation of teaching

\* Project development and planning

\* Fourth semester responsibility

Facilitation of Technological Design Processes (P6)

Autumn 2021

Techno-Anthropology program, AAU

Project, Bachelor level, English, 5 ECTS

\* Teaching support

Interdisciplinary Knowledge Production (P7)

Autumn 2017-2018-2019-2020

Techno-Anthropology program, AAU

Project, Master level, English, 5 ECTS

\* Main teacher

\* Lectures, class teaching, exercises, supervision, examination, evaluation of teaching

\* Project development and planning

\* Company visits, international conferences with students, participation and presentation at festivals

\* Seventh semester responsibility

Problem-Based Learning (P7)

Autumn 2017-2018-2019

Interdisciplinær Videnskabsteori (P6)

Autumn 2018

Techno-Anthropology program, AAU

Project, Bachelor level, English, 5 ECTS

\* Part of project planning

## **SUPERVISION**

\* I have supervised Master students in Techno-Anthropology every year since 2017 on the 7, 8 and 9th semesters.

## **EXAMINATIONS**

- \* Examination of supervised project groups
- \* Co-examiner at 7th semester (Master) projects at Techno-Anthropology
- \* Co-examiner at 8th semester (Master) projects at Techno-Anthropology
- \* Co-examiner at 9th semester (Master) projects at Techno-Anthropology
- \* Co-examiner at pilot PBL project in 2017, 2018 and 2019
- \* Co-examiner at Interdisciplinary Knowledge Production in 2017, 2018 and 2019
- \* Co-examiner at Techno-Anthropological Problems & Theories in 2017 and 2018
- \* Co-examiner at Facilitation of Design Processes and Technological Innovation in 2018
- \* Co-examiner at Technology in Practice in 2018

**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.**

- \* Revising the semester description for TAN7 in 2018, 2019, 2021 and 2022
- \* Revising the curricula for the Techno-Anthropology Master's program in 2018 and 2019
- \* Joined the Techno-Anthropology and Participation Research Group since 2017
- \* Organized two research group seminars in 2018 and 2019
- \* Organized participation and presentation at international seminars in the University of Twente in 2019
- \* Co-organized and set-up research group meetings with University of Twente professors
- \* Organized and set-up annual lectures and workshops for Techno-Anthropology Master and Bachelor students with University of Twente professor

**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**

Type your answer here I have passed the course in PBL and project work for scientific staff. In addition to this, I participated in learning day at AAU in 2017, 2018 and 2019.

**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 participated in conferences at AAU in 2017, 2018, in University of Twente in 2019. I have co-written and published a book on PBL in AAU. I participated in a full revision of the PBL course at AAU in 2017.

**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 have initiated an academic reading and writing course for Techno-Anthropology Master students in 2017 and 2018. Additionally, I have initiated reading groups for Master students in Techno-Anthropology. I have supported social activities for Master students via food events, movie screenings, company visits, festival attendance in 2017, 2018, 2019 and 2022.

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

No formal awards yet.

**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)

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8. Any other information or comments.

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