Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

PhD courses and supervision:
2012 – today : Supervision PhD candidates. Until now: 5 (3 finalized, and 2 current supervision).
2012 – today : PhD organizer and lecturer within the course Advanced Qualitative Methods. 11 courses.
2020 – today : PhD organizer and lecturer, PhD course: User Evaluations of games and design-oriented artefacts and technologies.
2020 – today : PhD organizer and lecturer, PhD course: Kvalitativ metode, UiT, Tromsø.
2022 - today : PhD co-organizer and lecturer, PhD summer school: Ecogames, Utrecht (NL).
2012 – 2017 : PhD course organizer and lecturer within the courses 'Methodologies: Mobile Media & Mobility' and 'Media Across Ages'. Collaboration with Aarhus University. 5 courses.

Course teacher:
2000 – today : More than 20 years of experience in course teaching. Course teaching and examiner, BSc and MSc level. Courses: Qualitative methods, User Evaluations (Games, UX, HCI, Communication), Mixed Methods, Research design, PBL, Media Sociology, Game research and development. Examples of course teaching:
A: UX Qualitative Methods. Various names and variations of the course during the years. Including also User Experience Design (MSc program), Ethnographically Informed Design, and Media Sociology.
B: Science, Technology, Society (STS), Research Design, Design and Analysis of experiments (including also mixed methods).

Supervision:
Since 2000 provided supervision to both Master thesis (40+), and supervision to student projects, both BsC and MSc levels (300+). Supervisor for projects mainly within serious games, interactive and immersive experiences (Virtual Reality, Augmented Reality), and projects with a focus on user evaluations.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

2000 – today: Semester coordinator, both BSc and MSc level. Mainly been the coordinator for the 6th semester (Bachelor) and the 8th semester (Master).
2013 – 2014: Chair for AAU CPH, accreditation for Medialogy program.
2010 – 2012: Chair for an experiment with study progression conversations (studieprocessamtaler)
2008 – 2009: Member of Rectors committee within E-learning.
2008 – 2010: Member of campus student recruitment committee
2002 – 2004: Board member in HCI research school, Aalborg University.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

2010 - 2013: Assessment of students' creativity in project work.
2010 - 2013: Interdisciplinariry STS coordination (for the first and the second semester), accross departments and faculties.
2010 – 2012: Chair for an experiment with study progression conversations (studieprocessamtaler) at the Medialogy education. The initiative was called "What-talk". I attended courses and seminars to get inspiration, developed the set-up, and analyzed the data from the conversations.
2010 – 2014: Supervisor (In university pedagogy) for assistant professors
2006 – 2007: University Teacher Education

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Bjørner, T., & Mic, M. C. (2020). Tech students' perceptions of social media's usefulness during PBL group work. In 8th International Research Symposium on PBL (pp. 3-12). Aalborg Universitetsforlag.

Bjørner, T., & Kofoed, L. B. (2013). How academic teachers perceive and facilitate creativity. European Journal of Engineering Education, 38(5), 556-566.
https://doi.org/10.1080/03043797.2013.824411

Bjørner, T., Kofoed, L. B., & Bruun-Pedersen, J. R. (2012). Creativity in Project Work-Students' Perceptions and Barriers. International Journal of Engineering Education, 28(3), 545-553.

Gylstorff, N. H., Lund, B., Georgsen, M., Sørensen, E. M., Bjørner, T., Therkildsen, H., ... & Blaabjerg, N. J. (2010). AAU-modellen og e-læring-gensidig berigelse: Skridt på vejen mod en strategisk satsning.

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Been involved in course development for at least six study programs. All courses are by own development; including e.g., Qualitative methods, User Evaluations (Games, UX, HCI, Communication), Mixed Methods, Research design, PBL, Media Sociology, Game research and development.

2007 - 2011: Developing and running the experimental course "Medialogy canon", with the aim to provide students with a shared common Media-cultural foundation.

2010 – 2012: Chair for an experiment with study progression conversations (studieprocessamtaler) at the Medialogy education. The initiative was called "What-talk". I attended courses and seminars to get inspiration, developed the set-up, and analyzed the data from the conversations.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

2019: Nominated as teacher of the year (Department)
2018: Nominated as teacher of the year (Department)
2008 (Evaluation): Thomas Bjørner is a highly competent teacher and always well prepared. He is able to communicate complex issues clearly to the students – primarily due to his ability to reduce complex theoretical models and concepts in such a way that the students can absorb these. Thomas Bjørner's major strength is his ability to meet the students at their level of understanding without sacrificing theoretical rigor.

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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Students are expected to apply what they learn in new and creative ways, as to ensure continued productivity, economic growth, and social welfare. This is also the reason why educational systems are focusing and developing students' creative abilities and skills.
However, there is a need to focus more on how we promote creativity in students' learning process so they obtain skills in creative problem-solving. This should not only inlcude product thinking - but also new creative ideas for how we perform user evaluations. Using standardized questionnaries can most often not stand alone as the only used method when conducting user evaluations.

8. Andet.

Skriv dit svar her...