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.

PhD:
2012 – today : Supervision PhD candidates. Until now: 4
2012 – today : PhD organizer and lecturer within the course Advanced Qualitative Methods. 10 courses.
2020 – today : PhD organizer and lecturer, PhD course: Serious games and gamification: New theories and methods.
2020 – today : PhD organizer and lecturer, PhD course: Kvalitativ metode, UiT, Tromsø.
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.
Supervision:
2000 – today : More than 20 years of experience in supervision of Master thesis (30+), and supervision of student master projects, both BSc (250+ projects) and MSc level (300+ projects).

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.

2006 – today : Semester coordinator, both BSc and MSc level. Mainly been coordinator for the 6th semester and the 8th semester.
2013 – 2014 : Chair for AAU CPH, accreditation for Medialogy program.
2010 – 2012 : Chair for a trail 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. 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

2010 - 2013 : Assessment of students creativity in project work.
2010 – 2012 : Chair for a trail 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 – 2012 : Supervisor (In university pedagogy) for assistant professors
2006 – 2007: University Teacher Education

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.

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.
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. 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.

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.

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

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. 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)

Type your answer here...

8. Any other information or comments.

Type your answer here...