

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.

My teaching on course modules is listed below with the following information:

Title
My role, year(s)
Organization
Education, course size (ECTS), class size

Description.

With the role as a *module responsible*, I am responsible for choosing the content of the curriculum of the module, developing the lessons plans and lesson content, preparing assignments for the exam, as well as running the exams. With the role as a *lecturer*, I am responsible for teaching one or more lessons on the module. Further, as a lecturer, I often collaborate with the course organizer to enhance the relation between the lesson(s) I teach to the rest of the module.

Innovation and Entrepreneurship
Module responsible, lecturer and examiner (2022-)
Aalborg University, Department of Health Science & Technology
Sport Science, 2. semester master, 5ECTS, 30 - 40 students (Danish)

- I am teaching 10 out of 12 lectures (the last two by guest lecturers) comprising workshops with small-group teaching activities in diverse theories, methods and tools within creativity, innovation, and entrepreneurship, such as effectuation and user-oriented design. Here, I facilitate the student groups' work on developing a new solution (e.g., a social process or technological product) to promote health in a selected target group.

Coaching and Ballgames

Module responsible, lecturer and examiner (2022-)
Aalborg University, Department of Health Science & Technology
Sport Science, 2. semester bachelor, 5ECTS, approx. 40 students (Danish)

- I am teaching 7 out of 8 lectures in this module which comprises different perspectives on coaching such as existential coaching and narrative coaching. The format is divided between theoretical lectures and practical workshops in the sport hall where I facilitate and provide feedback on the students' application of the coaching methodology in question.

Sport and Health Psychology (Ballgames)

Lecturer and examiner (2022-)
Aalborg University, Department of Health Science & Technology
Sport Science, 3. semester bachelor, 5ECTS, approx. 40 students (Danish)

- In this module, I have collaborated with Niels Rossing, the module responsible, to develop the lesson plan, which consist of seven themes related to sport and health psychology, such as mental health, play, and community. I am teaching the creativity theme on this module. Here, the students are introduced to creativity in theory (e.g., what is creativity and why is it important) and practice (e.g., how to create creative climates and design creativity-nurturing drills). After a theoretical introduction to the theories, they are explored in the sport hall.

Psychology and Coaching in Theory and Practice (Ballgames)

Course organiser, lecturer and examiner (2017-2021)
Aalborg University, Department of Health Science & Technology
Sport Science, 4. semester bachelor, 5ECTS, 50 - 100 students (Danish)

- Same content and pedagogical approach as 'Coaching and Ballgames'. Most years, I was the only teacher, with responsibility for all themes. Some years, with a high number of students, the themes were divided with another teacher in terms of who were the primary teacher in the theoretical lectures, and then we divided the students for the practical workshops.

Learning Aspects on Sport Practice (Ballgames)

Lecturer and examiner (2014-2020)

Aalborg University, Department of Health Science & Technology

Sport Science, 1. semester bachelor, 5 ECTS, 50 - 100 students (Danish)

- Lectures and practical workshops on diverse theoretical positions on learning (e.g., constructivism, behaviorism, and social learning). I was running the course with one or two other lecturers, where we divided the responsibility for the theoretical lectures, and each of us facilitated a part of the students in the practical workshops.

Psychology - Theory and Practice in Sports (Water Activities)

Lecturer and examiner (2017-2021)

Aalborg University, Department of Health Science & Technology

Sport Science, 3. semester bachelor, 5 ECTS, 50 - 100 students (Danish)

- I taught a creativity theme on this module where the students are introduced to creativity in theory (e.g., what is creativity and why is it important) and practice (e.g., how creative climates are created and how creativity-nurturing training drills are designed). After a theoretical introduction to the theories, they were explored in the swimming hall.

Talent Development and Health Promotion

Lecturer and examiner (2017-2018)

Aalborg University, Department of Health Science & Technology

Sport Science, 2. semester master, 5 ECTS, approx. 30 students (Danish)

- I taught a creativity theme on this module where the students are introduced to creativity in theory (e.g., what is creativity and why is it important) and practice (e.g., how creative climates are created and how creativity-nurturing training drills are designed). After a theoretical introduction to the theories and tools, they were explored in the sport hall.

Besides the abovementioned teaching activities, I am supervising student groups at bachelor and primarily master level on sport science in areas such as sport pedagogy and sport psychology, and topics such as creativity, play, motivation, learning, culture, and learning. Below, these teaching activities are described as follows:

Year

Title of the project module

Organization

Education, project size (ECTS), group size

- Title of the student project (number of students)

2022

Applied Sport Science in Organizations, Institutions and Companies

Aalborg University, Department of Health Science & Technology

Sport Science, 3. semester master, 30 ECTS, two groups

- Exploring the Talent Environment in a Danish Sport School (2 students)
- Coaches' Perspectives on Creating a Motivational Climate (3 students)

2021

Sport, Physical Activity and Health

Aalborg University, Department of Health Science & Technology

Sport Science, 1. semester master, 15 ECTS, one group

- Developing creativity: Current results and tendencies in physical education - a literature review (4 students)

2018

Teaching, Learning and Didactics in Sports and/or Physical Education

Aalborg University, Department of Health Science & Technology

Sport Science, 4. semester bachelor, 15 ECTS, two groups

- Experienced Advantages and Disadvantages of Applying the Creative Platform in 4th Grade Physical Education (7 students)
- The Influence of Creativity-Nurturing Teaching on Inclusion in primary school (7 students)

2017

BSc Project (The Scientific Study)

Aalborg University, Department of Health Science & Technology
Sport Science, 6. semester bachelor, 20ECTS, one group

- Talent Development in Counter Strike: Global Offensive (4 students)

Teaching, Learning and Didactics in Sports and/or Physical Education

Aalborg University, Department of Health Science & Technology
Sport Science, 4. semester bachelor, 15ECTS, three groups

- Facilitating Communication through the Creative Platform in 5th Grade Physical Education (4 students)
- Communities of Practice and Feedback in Kids Volley (7 students)
- Communication in Teams, Facilitated by the Creative Platform (2 students)

2016**Teaching, Learning and Didactics in Sports and/or Physical Education**

Aalborg University, Department of Health Science & Technology
Sport Science, 4. semester bachelor, 15ECTS, two groups

- How is 7th Grade Students' Motivation for Learning Theoretical Terms in Physical Education Influenced by Teaching Based on The Creative Platform. (7 students)
- The Influence of Creativity-enhancing Teaching on Cooperation in 4th Grade Physical Education (7 students)

2015**Teaching, Learning and Didactics in Sports and/or Physical Education**

Aalborg University, Department of Health Science & Technology
Sport Science, 4. semester bachelor, 15ECTS, eight groups

- Group 157 (8 students), 251b (6 students), 261 (7 students), 262 (7 students), 266a (5 students), 266b-1 (3 students), 266b-2 (2 students), and 266b-2 (1 student).

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.

Participated in revision the most recent framework provisions (studieordning) for Sport Science on the bachelor and master level. In this regard, I was primary responsible for designing the new module on Innovation and Entrepreneurship.

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

I completed the University-Pedagogical Project during 2022 (currently awaiting the evaluation)

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.

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.

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

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 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)

As a part of my university-pedagogical project in 2022, I am currently exploring how I can design and facilitate different small group teaching activities with problem-oriented tasks and challenges to promote the students' active learning and engagement during lectures.

8. Any other information or comments.

Type your answer here...