

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

**LECTURES, WORKSHOPS AND TRAINING**  
**Micro-level analysis of face-to-face communication (BA)** -One-day crash course in micro-level analysis of face-to-face communication based on speech act theory and pragmatics (in Danish 'pragmatisk sprogbrugsanalyse'). oType: Combined lecture and workshop (1) – for students from Danish upper secondary school (gymnasium) trying out a university study programme before choosing their future study path oNumber of students: 50-80 -Introducing micro-level analysis of face-to-face communication based on speech act theory and pragmatics. Includes discussion on the merits of these types of analyses as well as a detailed understanding of the process of analysis described using the DiaLoop model. oType: Lectures (3) oNumber of students: 100-130 -Analytical training – students learning analysis of video observed face-to-face communication oType: Workshops (2) + Introductions (2) oNumber of students: 33-43 per group (3 groups go through 2 workshops each) **Communication Training: Analysis of and feedback in relation to here-and-now communication processes (BA)** -Intensive communication training. The course consists of two full days of intensive training in analysis of and feedback in relation to here-and-now communication processes. Particular focus on the personal professional development of the students' communicative competencies. oType: Intensive training (1 full day) oNumber of students 20 per group. I usually train around 5 groups per year and this is done in close cooperation with a colleague. **Characteristics of three society sectors and their associated types of organisations – as context and conditions in organisational communication (BA)** -Introducing society sectors (the private, public and third) as contexts for communication efforts. A way to include the role of organisations and studies of organisations into the field and practice of communication. oType: Lectures (6) oNumber of students: 50-75 **Personal professional communication** - Course on knowledge dissemination for students that collaborate with external organisations and want their knowledge to make a difference back in the organisation. We address researching organisations and organisational actors as target groups, presentation skills, dialogue, processes and finally the particulars of doing presentations online. oType: Lectures (3) oNumber of students: 50-75 **Discussing and concluding in academic writing (BA)**-Workshop focused on discussing and concluding in PBL-based academic writing - particularly inspired by case study thinking and the process of finding out what your analyses as a case, can be seen as a case of. oType: Workshop (1) oNumber of students: 33-43 per group (3 groups go through 1 half day workshop each) **Roman Jakobson's functions of language as a starting point for micro-level analysis of a communication product (BA)** -The very first academic lecture our new 1st semester students meet. I introduce some ideas about what research actually is, and follow up with the specifics of Roman Jakobson's communication model and functions of language. The workshop deals with using Jakobson in analysis of a communication product and the theory is often used in the subsequent semester projects. oType: Combined lecture and workshop (1) oNumber of students: 100-130 **Understanding communication-based change and intervention through the lens of different society sectors (MA)** -On a four week solution camp, the students meet a number of real-life cases with a communicatively based problem, which the students are to analyse and work towards solutions for (could be organisational change/intervention/etc). I introduce the idea of understanding ideal typical traits of organisations in particular society sectors as a starting point for understanding the complexity of, and conditions surrounding the communication problems of these case organisations. This is followed by a workshop where we generate more specific questions used to further explore and study the case organisations and their presented communication problem. oType: Lecture and workshop (1) oNumber of students: 40-60 **SUPERVISION AND EXAMINATION**  
**Student project group supervision (based on the PBL-model)**-During the past 10 years, I have supervised more than 110 AAU project groups on 9 different semesters ranging all the way from 1st semester bachelor students to final semester master's degree students writing their master thesis. I have also supervised a few groups on an AAU continuing adult education master degree programme. oSupervising project groups includes having process-focused conversations that include discussing, supporting and challenging the groups in their work. This is combined with written feedback, which is usually more specifically focused on the texts going in the groups' project reports. Being a group supervisor also includes oral examination of the project groups, which in some cases have been individual examinations and in other cases group examinations. oThemes: Communication products, communication processes, strategic communication, communication planning and processes, communication in practice and communication design: learning, networks and organising. **PBL-supervision**-Supervision of 1st semester BA students solely focusing on PBL-related topics. As a supplement to regular project group supervision which tends to focus primarily on content and form of the project (report), this is supervision only having to do with the internal working processes of the project groups – based on PBL thinking. oIncluded joint seminar and workshop activities with a number of project groups and a number of supervisors working together. **Examination**-I have been an internal examiner on BA and MA level, both with project reports involving an oral exam, and with individual written assignments which are graded based only on the assignments.

### 2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

**Member of the Study Board of Communication and Digital Media, AAU**-I was an elected member of the study board for four years (2012-2016), which involved overall responsibility, management, quality control and development of our study programmes with 1000+ students enrolled. Included making minor adjustments as well as working towards larger strategic development initiatives. -Development of the study programmes was based on balancing interests and needs of a number of different stakeholders. This included evaluations from students, lecturers and semester coordinators, organisational

changes which would impact the study programme, budgets, as well as other changes based on external and/or top-down introduced regulations. **Semester coordinator, 2nd semester BA, Communication and Digital Media, AAU-I** have been a coordinator on our BA 2nd semester for a number of years now. This involves taking an overall responsibility for the cohesion and progression between each course on the semester. This is done in close corporation with a colleague, and also includes scheduling the teaching, keeping students, lecturers, supervisors and secretariat in the loop. We are also in charge of the continuous development of the semester based on evaluations.

### **3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.**

I have completed the 'Universitetspædagogikum' programme - a 10 ECTS course that provides pedagogical and didactical training for assistant professors, post docs or senior University teaching staff at Aalborg University.

### **4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.**

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### **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

- Developing and negotiating new study programme curriculae (studieordninger)-I was involved with the process of developing new curriculae for our study programmes the last two times this took place on the Communication and Digital Media programme (2012 & 2019). This involves a lot of advance preparation, development of new ideas, finding creative ways to work with fewer resources and overall a great deal of negotiating, as there are numerous interests and initiatives represented in these processes. -I initiated a project with The European Space Agency (ESA) with the aim of utilising the fascinating character of Danish astronaut Andreas Mogensen's visit to the International Space Station (ISS) to inspire students in the communication field to work with space travel. oThe idea was to provide our students with video and audio data from Andreas' work on the station, while he was in contact with people on the ground using a voice and/or video connection. oParticular focus was put on the complexity of real time communication between space and ground when executing time and job critical tasks in the technical environment of the ISS.

### **6. Nominering til og/eller modtagelse af undervisningspriser.**

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### **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.**

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### **8. Andet.**

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