Courses 2022 Fall Agile Software Engineering (5 ECTS), Bachelor of IT, Computer Science, and Software Engineering 5th semester. The course was on methodologies and general topics for agile approaches to software engineering with 149 students attending. The course has a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale. 2020 - 2022 Fall Specialization course on Systems development (5 ECTS) for CS-IT9, IDA9, SW9, and DAT9 (20 students). I organized and participated in 12 sessions focused on discussions with students and two fellow researchers of recently published research papers. The course had 20 / 8 / 12 students. It had 40 minutes oral exams with an internal examiner and external censor, resulting in an individual grade on the 7-point scale. 2021 Fall Agile Software Engineering (5 ECTS), Interaction Design 7th semester and Digitalization and Application Development 9th semester. The course was on methodologies and general topics for agile approaches to software engineering with 40 students attending. The course had a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale. 2016 - 2020 Spring Advanced Topics in System Development / System Development in Praxis (5 ECTS), Computer Science 8th semester. The course was on the theory and practice in systems development focusing on current research papers and interviews with practitioners. I was responsible for 1/2 of the course in 2016 & 2020 and the full course in 2017, 2018, & 2019. The course had 20 / 24 / 23 / 40 students attending and a written exam with an internal censor graded on the 7-point scale. 2016 - 2019 Fall Qualitative Methods (5 ECTS), Interaction Design 5th semester. The course provided an overview of qualitative research methods and their use in interaction design / human-computer interaction. The course had 35 / 29 / 40 / 30 students attending and an oral exam with an internal censor graded on the 7-point scale. 2017 Fall Specialization course on Systems development and Human Computer Interaction (5 ECTS), Computer Science, Informatics, Software Development Master, and Software Engineering 9th semester. The course was on research topics and approaches used in the Human Centered Computing research group. I did two general lectures on qualitative data collection and analysis. Moreover, I participated in 6 sessions focused on systems development (10 students attending) involve discussions with students and two fellow researchers of recently published research papers. The course had 40 minutes oral exams with an internal examiner and external censor, resulting in an individual grade on the 7-point scale. 2016 Spring Systems Analysis and Design (5 ECTS), Bachelor of IT and Informatics 4th semester. The course was on object-oriented analysis and design of software systems. The course had 40 students attending and a written exam with an internal censor graded as passed/not-passed. 2015 Spring IT based improvement of organizational processes (5 ECTS), Cand.it in IT management 2nd semester. The course was on approaches to understand and improve processes in different types of organizations. The course had 45 students attending and a 25 minutes oral exam with an external censor (Karsten Roost) resulting in an individual grade on the 7-point scale. 2012 - 2014 Fall Software Engineering (5 ECTS), Computer Science and Software Engineering 5th semester. The course was on general topics in the traditional and agile approaches to software engineering with 75 / 95 / 99 students attending. In addition to classroom lectures, the students were assigned a mini-project to choose a development method and software engineering techniques for their semester project. The students evaluated and documented their choices in a written report that they handed in and presented at the oral exam. The course had a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale. 2012 - 2014 Spring Software Engineering (5 ECTS), Bachelor of IT and Informatics 4th semester. The course was on general topics in the traditional and agile approaches to software engineering with 25 / 35 / 40 students attending. In addition to classroom lectures, the students were assigned a mini-project to choose a development method and software engineering techniques for their semester project. The students evaluated and documented their choices in a written report that they handed in and presented at the oral exam. The course had a 20 minutes oral exam with an external censor resulting in an individual grade on the 7-point scale. 2013 Fall Specialization course on Systems development (2.5 ECTS), Computer Science, Informatics, and Software Engineering 9th semester. The course was on advanced topics in information systems development research with 10 students attending. Session involved student presentations of research papers and class discussions. The course had 40 minutes oral exams with an internal examiner and external censor resulting in an individual grade on the 7-point scale. Publish interpretive research (2.5 ECTS), with 11 PhD students attending. I served as a co-lecture doing lectures and organized an exercise in content analysis of qualitative data. I gave feedback on an individual exercise related to the research methodology in their projects that was required to pass the course. 2009 - 2010 Fall Software Management (3 ECTS), Computer Science 9th semester. The courses were on central and advanced topics in management of software development with 15 students attending. I thought 1/3 of the lectures varying between lecture presentations and organized class discussions of the course literature. The course had a 20 minutes oral exam with an internal censor resulting in an individual grade on the 7-point scale. Project supervision 2022 Fall One 9th semester Software Engineering group with 3 students and one 9th semester Computer Science – IT group with 1 student (20 ECTS). The 3 students did action design research at a university department to increase survey response rates through gamification. The other student conducted a case study of technical debt activities in a software company. 2022 Spring One 10th semester Software Engineering group with 2 students (30 ECTS) did an extended action design research project with the company Include IT to develop a gamified platform for learning about web-accessibility. Four 10th semester groups with students from Digitalization and Application Development (7 students) (30 ECTS). 3 students did action design research on an application for finding roommates. 2 students did action research on...
benefits realization from automatic testing in a software company. 1 student did an action case study of dependency mapping of project risks in a Scrum team. 1 student did a case study on transparency in agile software development. 2021 Fall One 9th semester Software Engineering group with 2 students (20 ECTS) doing action design research with the company Inlude IT to develop a gamified platform for learning about web-accessibility. 2021 Spring Three 10th semester groups with students from IT Development and Application (6 students), Computer Science (1 student), and Computer Science – IT (1 student) (20 ECTS). 4 students did a comparative case study of developer motivation and control during COVID19 enforced working from home. 3 students did an extended action research study of deliberation on technical debt in a software organization. 1 student did a case study of how an information system can inform benefits realization of artificial intelligence supported knowledge transfer through onboarding. 2020 Fall Two 9th semester groups with students from IT Development and Application (6 students), Computer Science (1 student), and Computer Science – IT (1 student) (20 ECTS). The 5 student group did a comparative case study of how COVID19 enforced working from home affected employee motivation in two different software development organizations. The 3 student group did action research of deliberation on technical debt in a software organization. 2020 Spring One 10th semester Computer Science – IT masters project (30 ECTS) 3 students developing a mobile application for district heating consumers using data from Aalborg Forsyning and applying autoethnography to investigate their practice without having user studies for guidance. The project thought the students to use concepts and reasoning within information systems development to reflect on systems development practice. One 10th semester IT Development and Application masters project (30 ECTS) 2 students doing action design research on managing employee access to a large number of software systems and services in an engineering organization. 2019 Fall One 9th semester Computer Science – IT project (20 ECTS) 3 students doing autoethnography on clean slate and agile development of a mobile application for district heating consumers using real data from Aalborg Forsyning. One 9th semester IT Development and Application project (20 ECTS) 2 students doing a study of requirements engineering at a library. The project thought the students to use concepts and reasoning within software engineering to formulate a current research problem in a case study. 2019 Spring One 10th semester Informatics Project (30 ECTS) with one student doing action research on integrating UX work in agile software development. The project was co-supervised with Anders Bruun and she started on a PhD afterwards. Two 2nd semester Informatics and Bachelor of IT projects (15 ECTS) with 5 & 7 students developing and evaluating an IT system in collaboration with an organization. The project thought the students basic techniques and tools for developing IT systems for solving the problems of real users. 2018 Fall One 9th semester Software Development Master (15 ECTS) with 3 students doing a literature study of risks pertaining to the product owner role in Scrum. The project thought the students to use concepts and reasoning within information systems development to formulate a current research problem. Five 1st semester Informatics and Bachelor of IT projects as co-supervisor focusing on group processes and learning (10 ECTS) with 4-7 students doing a usability evaluation and communication analysis of a webpage. The project thought the students to conduct problem based learning in a project focusing on usability and communication. 2018 Spring Two 10th semester Software Engineering projects (30 ECTS) with 3 & 2 students. The first project group did action design science research in a small software organization to help them support benefits realization in their customer organizations. The second project group did design science research of benefits points for value estimation in agile software development that was implemented as an extension to the JIRA platform. The project thought the students to use concepts and reasoning within information systems research in systems development. Three 2nd semester Informatics and Bachelor of IT projects (15 ECTS) 6, 6 & 7 students developing and evaluating an IT system in collaboration with an organization. The project thought the students basic techniques and tools for developing IT systems for solving the problems of real users. 2017 Fall Two 9th semester Software Engineering projects (20 ECTS) with 3 & 2 students. The first project group did action design science research in a small software organization to help them support benefits realization in their customer organizations. The second project group did a literature study of the problems pertaining to the product owner role in Scrum. The project thought the students to use concepts and reasoning within information systems development to formulate a current research problem. Five 1st semester Informatics and Bachelor of IT projects as co-supervisor focusing on group processes and learning (10 ECTS) with 4-7 students doing a usability evaluation and communication analysis of a webpage. The project thought the students to conduct problem based learning in a project focusing on usability and communication. 2017 Spring Two 2nd semester Informatics and Bachelor of IT projects (15 ECTS) with 6 & 7 students developing and evaluating an IT system in collaboration with an organization. The project thought the students basic techniques and tools for developing IT systems for solving the problems of real users. 10th semester Informatics project (30 ECTS) with 2 students studying Benefits Realization Management from a Value Co-Creation perspective. The project thought the students to use theory and empirical findings from a municipal organization to understand contemporary practices in realizing benefits with IT. Two 9th semester Software Development Master project (30 ECTS) with each one student earning his masters degree. The first project used Nethnography to understand the developers problems in crowdsourced software engineering. The second project used design science research to support Scrum teams in distributed software development projects. The project gave the student experience with research processes and research settings in information systems development. 2016 Fall 9th semester Informatics project (20 ECTS) with 2 students doing a literature review of Benefits Realization Management from a Value Co-Creation perspective. The project thought the students to use theory and a research method within information systems development to formulate a current research problem. Two 3rd semester Software Development Master projects (20 ECTS) with each one student doing a literature review on 1) Scrum and organizational culture in distributed software development and 2) Crowdsourcing in Software Engineering. The project thought the students to use theory and a research method within information systems development to formulate a current research problem. Four 1st semester Informatics and Bachelor of IT projects as co-supervisor focusing on group processes and learning (10 ECTS) with 6-7 students doing a usability evaluation and communication analysis of a webpage. The project thought the students to conduct problem based learning in a project focusing on usability and communication. 2016 Spring 10th semester Software Engineering project (30 ECTS) with 2 students doing a grounded theory study of reasoning in tailoring scrum presented in a project report and a scientific paper.

Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

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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.
2013 - University teacher education for Assistant Professors (Adjunktpædagogikum), Aalborg University (10 ECTS). 2006 - Basic course for university teachers, Aalborg University 2006, (2 ECTS).

n/a

n/a

n/a

I have extensive experience with the form of teaching practiced at Aalborg University as a student and as a teacher on various assignments. Over the years, I have developed a deep understanding of group-organized project work and problem-based learning (P&PBL). I appreciate how P&PBL can bring practice into teaching and research into practice through collaboration among students and practitioners. P&PBL offers opportunity to facilitate student-learning beyond the advisors preceding knowledge. In this way, I often have the opportunity to make teaching a collaborative endeavor with my students. In the university teacher education for assistant professors (Adjunktpædagogikum) I attained knowledge and understanding of theories and methods related to university pedagogy. I have improved my practice skills and competences as teacher and project supervisor and skills on planning, implementing, evaluating teaching and students’ learning processes and refined my teaching and supervision in computer science / information systems. Furthermore, I have strengthened my competences in communicating academic knowledge to students and in supervising, supporting, and stimulating the students’ learning processes by applying appropriate methods and technological tools. In particular, I have worked with 1) the selection and use of aids for the development of pluralistic learning situations, 2) approaches to manage teaching and research activities according to available resources, 3) reflective project supervision and, 4) appropriating interaction in lectures with many students.

8. Andet.
n/a