

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.

Communication and Digital Media

BA: 3. Sem Logic and Argumentationtheori (2016 -)

Information arkitektur

MA: 1. Sem: Logic and Time (2016-2019)

MA: 2. Sem: Persuasive design, Artificial intelligence and Ethics (2016-2019)

Information science

MA 2. Sem: Design of ICT (2020-)

Advisor

Informationsarkitektur (MA), Thesis advisor.

Informationsvidenskab (MA), Thesis advisor.

Kommunikation og Digitale Medier, 3. Sem. Organisationskommunikation

Applied Philosophy, Philosophy of science.

Applied Philosophy, BA Thesis

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.

Semester coordinator Information architecture 2. Sem (2020) (MA)

Semester coordinator Information Science 2. Sem (2023) (MA)

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

University Pedagogy for Assistant Professors 2018

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.

2016-2019: Post Doc, on the Primacy of Tense: A.N. Prior now and then research project, granted by The Danish Counsel of Independent Research. (<https://www.prior.aau.dk/about/>) The Project is directed by Prof. Peter Øhrstrøm and Prof. Patrick Blackburn.

- Chair of the Logic and Philosophy of Time: The Metaphysics of Time Conference in Aalborg 2019.

- Main editor of the third volume Logic and Philosophy of Time: Three Little Essays: Prior in 1931. [1]

- Editor on the fourth volume Logic and Philosophy of Time: Metaphysics of Time. [2]

2018 – Member of the 'Center for Computational Thinking at Aalborg University', working together with Aarhus University and University of Southern Denmark in a grant from IT-Vest on Computational Thinking.

<https://www.communication.aau.dk/computational-thinking/>

Presentations at Evangelical Philosophical Societies annual conference

2017 – Rhode Island, presented [20]

2019 – San Diego, presented [16]

2022 – Denver, will present [4]

2022 February – Teacher on Alphacrusis MA course on Christian Worldview: <https://www.ac.edu.au/units/the401-christian-worldview/>

2022 May – Teacher on Estonian Baptist Seminary BA course on Apologetics.

2022 May – Keynote speaker Time, Events and Logical Specification, in Olomouc, Czech Republic.

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.

Type your answer here...

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...