

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Selected lecturing tasks, Aalborg University 2012-2014:

MA programme Communication, Culture & Globalisation, IMER-stream, Dept. of Culture & Global Studies:

2014, 2015, 2016 course: 'Migration and Mechanism of Inclusion and Exclusion: Global Care Chains' (four lectures)

MA programme Global Refugee Studies Globalization, Dept. of Culture & Global Studies:

2016 course: Forced migration and refugees seen in a developmental, historical and Political perspective (one lecture).

2014, 2015 course: Political Change and Development Theories (one lecture).

2015 course: Transnational Mobility and Social Change (one lecture).

2015 course: Ethics, Policy and Sustainability (one lecture).

MA programme Kulturforståelse, Dept. of Culture & Global Studies:

2015, 2016 course: Kulturog formidling 1: Kultur som ressource.

BA programme Language and International Studies (SIS), Dept. of Culture & Global Studies:

2014, 2015 course: 'Qualitative and Quantitative Research Methods' (BA course, SIS) (two lectures).

BA programme History, Dept. of Culture & Global Studies:

2014, 2015 course: Kulturmøder (two lectures).

Selected lecturing tasks, University of Copenhagen, Roskilde University and UCC 2003-2012:

2011-2012: University College UCC, Nursing BA programme, Hillerød. Joint course: Pedagogy and processes of change.

Learning goal: Der arbejdes med den pædagogiske kompetence, som nye roller og omstilling af sygeplejerskens arbejde, stiller krav til (3 lectures, module 7).

University of Copenhagen:

2009, 2010 and 2011: Guest lecture, course: *Gender, Welfare and Citizenship in Europe* (Co-ordinator associate prof. Hilda Rømer Christensen), Dept. of Sociology. My lecture addressed the subject of prostitution in local, regional and global perspectives.

2005: MA programme 'Visual Culture', Humanities, joint-course: 'Senmodernitetens visualitet: køn, krop og seksualitet' (in Danish). The lectures on visual culture analysis paid attention to past and present intersection of race, gender and sexuality (2 lectures).

2004: MA course: 'Intersectionality' (in Danish), Dept. of Sociology. On the basis of gender studies the course introduced to the theory of intersectionality. Based on empirical studies the objective of the course was to offer analytical tools for conducting complex analysis of constructions of gender (10 lectures).

2004: Centre for Women's and Gender Studies, Humanities, with Prof. Dr. Phil. Bente Rosenbeck organising the MA course: 'Prostitution' (in Danish) (Four lectures).

2003: MA course: 'Gender, Power, Sexuality and prostitution' (in Danish), Dept. of Sociology. The course introduces to the scholarly field of prostitution/sex work. From a historical and a present perspective the course focuses on how prostitution/sex work can be approached as a social problem as well as how prostitution/sex work is regulated and controlled by the Danish authorities through policies and legislations, global trends etc. (10 lectures).

Roskilde University:

2004: MA programme, thematic course: 'Gender' (in Danish).

Supervision, Aalborg University (2012-) and Roskilde University (2003 –2010):

Groups and soloists in writing reports, including MA thesis, topic study reports and internship reports, at different MA and BA programme that relates to my research fields.

2012 - : Study programme CCG, GRS, SOC and SIS, Aalborg University: prostitution and human trafficking policies, labour and marriage migration, transnational families, global care chains, discourse analysis and poststructuralist feminist theory, gender studies, theories on racialization and affect. I also supervise in neighbouring fields, for instances: refugee studies, ethnicity, welfare state and control.

2003 – 2010: MA and BA programme Social Science, International Development studies, Cultural Encounter Studies, Roskilde University: migration, sex work and human trafficking, gender and sexuality studies, discourse analysis (examples of topics: how the state regulates marginalised social groups focusing on prostitution policy, fertility- and family policy, citizenship rights, gender, ethnicity and integration).

Other teaching, Aalborg University:

Together with associate prof. Trine Lund Thomsen we organised a two-day study trip to Copenhagen, Autumn 2014. The study trip is related to the MA programme Communication and Globalisation, stream: 'International Migration and Ethnic Relations' (MA programme IMER).

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

Course coordinator:

2016: Kultur og formidling 1: Kultur som ressource, MA programme Kulturforståelse, Dept. of Culture & Global Studies.
2014, 2015: Migration: inkluderings- og ekskluderingsprocesser, thematic BA course, Dept. of Sociology.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

November 2012- 2014: University Pedagogy for Assistant Professors, Aalborg University (10 ECTS):

- Module 1 – Teaching Portfolio
- Module 2 – Teaching Methods and Learning Processes
- Module 3 – Problem Based Learning
- Module 4 + 5: WORKING WITH CHANGE PROJECTS: student diversity and assessment forms

Two-day intensive course (Andrew James Fish): Lecturing in English, LACS (Language and Communication Services), Dept. of Culture & Global Studies, Aalborg University (ECTS 2).

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

2014 - : External examiner at the International Bachelor Study Programme in Social Sciences, Roskilde University (Medlem af censorkorpset ved den samfundsvidenskabelige bacheloruddannelse).

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Development of new courses:

2014: 'Qualitative and Quantitative Research Methods', BA course, SIS, Dept. of Culture & Global Studies, Aalborg University (together with Trine Lund Thomsen and Ruth Emerek).

2014: Migrations- og integrationsprocesser, BA course, Dept. of Sociology, Aalborg University (together with Trine Lund Thomsen).

2004: MA course: 'Intersectionality' (in Danish), Dept. of Sociology, University of Copenhagen.

2003: MA course: 'Gender, Power, Sexuality and prostitution' (in Danish), Dept. of Sociology, University of Copenhagen.

6. Teaching awards you may have received or been nominated for.

2012: Winner of Information's PhD Cup - awarding excellence in science communication. The PhD Cup awards young scientists for their skills and ability to communicate results and participate in the public debate.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

My teaching is structured around my research interests offering lectures and supervision in different BA and MA programmes (2015-16 CCG, GRS and SOC) at the faculties of Social Science and the Humanities, Aalborg University. The advantage of this matrix system makes it possible for me to teach within my own research fields: Migration, gender and racialisation processes, prostitution studies.

As I see it, this teaching system is a win-win situation for both the students and the teacher creating a close synergy between the scholarly work and teaching. On the one hand, the students can receive a high-quality engaged teaching based on present and ongoing research. On the other hand, the teacher is in a privileged situation. For instances teaching in my subjects within the field of migration, gender and discourse analysis I have been able to present and discuss new hypothesis and sharpen my arguments within different subjects.

However, delivering a successful research-based teaching requires a good learning environment constituted by dialog between the teacher and the students. Thus, both students and the teacher are responsible for establishing a dynamic learning process that facilitates what Fink (2005) calls an interactive learning where 'foundational knowledge' stimulates 'critical thinking'. It is my experiences that such processes of interactive learning can be realised through the combination of problem-orientated project work in teams and courses.

8. Any other information or comments.

Type your answer here...