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.

All my teaching is a mixture of lectures, discussions, training exercises, cases and group work. I am constantly working on new methods for student engagement and have experimented with flipped learning, use of films, sound, and pictures, hybrid and online forms of teaching and supervision across the two campuses. BA level: •Teaching on relation between local community and environmental justification (since 2019-) •Sociology of space and place to sociology students (since 2018-) •Supervision of social work bachelor projects (2007-2014) •Teaching philosophy of social science to social work students (2007-2014) •Methods of social science to social work students (2007-2014) MA-level: •Coordinator, projektorienteret forløb – internship, MSc In Social Science in Social Work, since 2021. •Teaching theories of social problem to MSc in Social Science in Social Work (social justice, disorganization/Anomie, poverty, social exclusion, marginality, territorial marginality). •Theories of Social work to MSc in Social Science in Social Work (Local community work, power and exclusion in community work). •Problem-based learning course to MSc in Social Science in Social Work •Foucault and power in social work, Advanced Development in Social Work, MSc in Social Sciences, since 2021 (In English). •Coordinator, developer and lecturer on "Views on humans in social work" optional module from 2020. We focus in this module on the relation between welfare policy, technologies, knowledge on humans and social work practices. Moving between lectures and seminar assignments. •Critical Discourse Analysis and document analysis as an optional module MSc in Social Science in Social Work •Coordinator, lecturer and developer of "Sociology of space – space, place and mobility" since 2010. Lecturing on ghetto, suburbia, critical perspectives of urban sociology, assembling the city, the multicultural city. The course ends with a field trip applying the themes from the course to developments in Aalborg and surroundings. students have given very positive evaluations of this course every year. •Coordinator, lecturer and developer of since 2012, coordinator of two modules at the Master of Social Sciences in City, Dwelling and Settlement: Sociology of space and place, Social differentiation in the city. Lecturing on Bourdieu and other class perspectives, and recently on environmental perspectives on social differentiation in the city. •Supervision of master thesis and projects Sociology: Selected topics include sustainable carbon free cities, place attachment in marginal housing areas, neighbourhood regeneration, local gardens and social differentiation. •Supervision of master thesis and projects Master of Social Sciences in City, Dwelling and Settlement: recent topics include "the Black Square and Assembling the city", "Almenbolig+". •Supervision of projects and master thesis MSc in Social Science in Social Work. Selected topics include "Integration of refugee women in the Danish Labour market" , "The potentials of experiencing contemporary art to the field of social work","ghetto strategies"," local community work at Logan Square Chicago", "Local community work in Aalborg East", "Using theatre as a method of social work", "Professional strategies and tactics in relation to the implementation of the strategy to tackle Parallel societies". PhD level: •PhD supervision Rasmus Hoffmann Birk (2014-2017) – "Ordering the city". Part of project "Views on human nature in social work". •PhDs supervision Maria Bülow (2012-2017) Welfare technology and social work with children. Investigation of constructions of marginality and vulnerability in municipal administration and how this becomes new ways of thinking professionalism. •PhD Workshop "Space, Belonging and Contemporary Life" (2012) with Dr. Vince Miller Kent University (in English). •Lecture on PhD course in analytics of power – Foucault and the social problems of cities (2014) (in English). •Chair and member of six PhD assessments, RUC, AAU. oSophie Danneris Ph.d. afhandling "Er du klar til at arbejde? Et kvalitativt forløbsstudie af forandringer i arbejdsmarkedsparatheden blandt kontanthjælpsmodtagere på kanten af arbejdsmarkedet" AAU, (2016) oAslak Kjærulff PhD afhandling "Mobiliteter i planlægningen", RUC (2016) oMette Rømer PhD afhandling "Dømt til Socialpædagogik. Et studie af dilemmaer i den socialpædagogiske indsats på et botilbud for domfældte voksne med udviklingshæmning" , AAU, (2017). oRolf Lyneborg Lund PhD "Dissecting the local. Territorial scale and the social mechanisms of place", AAU, (2019). oMartin Dahl Sørensen PhD "Sted, viden og planlægning. En undersøgelse af områdefornyelsers stedslige planlægningspraksis", RUC, (2020). oAndreas Michael Østerby-Jørgensen, PhD thesis "Social Justice with Chinese Characteristics. A Qualitative Exploration of the Cultural Resources in Chinese People's Evaluations of Social Justice, AAU (2022). Censor assignments: •2014 – to present member of Sociologicensorkorps, censor on DPU, SDU, KU sociology. •2014 – to present member of Censorkorpset for Arbejdslivsstudier, Plan, By & Proces samt TekSam. •2015 censor EVU module KP "boligsocialt arbejde". •Theory and methods of discourse analysis to sociology students (2007-2014) •Supervision of sociology bachelor projects (2007-2014) Type your answer here...

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.

I was leader of the MSc in Social Science in Social Work from 2014 to 2017. In this capacity, I had the overall responsibility for development and daily management of the education across two campuses, and for dialogue with faculty

and institute management. In my period as leader of the MSc in Social Science in Social Work, I was managing the process resulting in a new study programme that introduced new modules, better connections between existing models and thus improved progression, connections and learning outcome. I headed the successfully re-accreditation process, which involved rigorously evaluations, meetings and reports. I have since 2012 been a member of the Study-board for MSc in Social Science in Social Work. We are continuously working on issues relating to quality, evaluations, study environment, and most recently how to continue an educational offer in Social work in East Denmark. I have worked on integrating problem-based learning goals to the study programme. Currently I am involved in working on introducing digital learning outcomes to the programme in a manner that improves the students' critical reflections on the introduction of digital technologies and methods in social work and experimenting with digital assignments. Moreover, I have worked actively with strengthening the international profile of the MSc in Social Work by increasing numbers taking a semester abroad or internship in an international organization and increasing students employability by facilitating closer connections to practice and career workshops and supervision. Coordination responsibilities: •Since 2021, Employability coordinator of MSc in Social Science in Social Work. •Since 2021, coordinator of the 3. Semester (internships and optional modules) of the MSc in Social Science in Social Work. •Since 2020, coordinator of the optional module "Views on Humans in Social Work" •Since 2010, coordinator of "Sociology of Space". Running every year •Since 2012, coordinator of two modules at the Master of Social Sciences in City, Dwelling and Settlement: Sociology of space and place, Social differentiation in the city. •From 2008-2013 member of the Study board for BA in Social Work, here we worked on a new national study programme.

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

During my adjunktpædagogikum that I finished in marts 2010, the evaluators described by teaching as (translated as) (see attached evaluation): "Mia Arp Fallov strength is to be well prepared, structured and systematic in her teaching and have good reflections over own practice. She meets the students in a friendly and open manner, which gives the possibilities for a trustworthy and open academic dialogue. Her teaching has an ambitious academic content. Her project supervision is characterized by achieving an equal footing with the students while holding onto her academic professionalism. She is committed to the active development of the courses she is involved in and enters these processes with engagement and solid academic knowledge". Since then I have participated in relevant teaching workshops on digital teaching methods, interactive teaching methods, and a course in PH.D supervision. During my Ph.D. (2001-2006) I got the Certificate in Teaching in Higher Learning at Lancaster University

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.

•Engen, M., Fallov, M. A., Jensen, R. H. S., Jensen, J. B., & Ravn, O. (2017). PBL og de sammensatte hold på kandidatuddannelser: "When the going gets tough, PBL gets going!". Institut for Sociologi og Socialt Arbejde, Aalborg Universitet. •Engen, M., Fallov, M. A., Jensen, R. H. S., Jensen, J. B., & Ravn, O. (2018). PBL and mixed-background groups on Master's programmes. Journal of Problem Based Learning in Higher Education, 6(2), 71-90. https://doi.org/10.5278/ojs.jpblhe.v6i2.2193 •Jensen, J. B., Engen, M., Ravn, O., Arp Fallov, M., & Jensen, R. H. S. (2020). Student Diversity in a Problem-Based Learning Setting. Aalborg Universitetsforlag.

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.

Continuously attention to the pedagogic development is important and as part of this task I have supervised and assessed two assistant professors through their adjunktpædagogikum; Ane Grub and Cecilie Moesby-Jensen (2018-2020). I have managed two projects developing and researching Problem-based learning in the MSc Social Science in Social Work: 1.PBL-model på 1. modul på kandidat i socialt arbejde (160 timer and 5000 for seminars) Small grant from the Faculty of Social Science PBL grant. Initiatives introducing learning of PBL model to first semester on the Master programme and initiatives to integrate earlier experience with PBL through seminars, supervision. Report for study board. Problem-based learning approaches to diverse student groups. 2.Small research grant from the Faculty of Social Science to look across two an applied research project which studied student diversity in two master programmes (MPs) at Aalborg University (AAU): the MA in Social Work (SW) and the MA in Learning and Change Processes (LCP). The study was carried out in 2016-2017 and was based on a small survey, focus group interviews with students and single interviews with educators and programme planners at the two programmes. The study showed that the potentials of student diversity for learning can only be realized, if the students develop skills in handling differences in collaborative problem identification and –solving. Furthermore, they can only do so, if they are supported by the educators, supervisors, and the whole program set-up in the PBL-courses. It has resulted in the following research output presenting theoretical perspectives that help educators understand, how diversity can be both a driver and a barrier for learning in PBL-based settings in higher

education. Provide recommendations and pedagogical tools on how to develop PBL as a framework in teaching and supervision in order to raise learning potentials in diverse student groups.

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

Adjunktpædagogikum, Aalborg Universitet. Pædagogisk udtalelse Mia Arp Fallov er ansat som adjunkt ved Institut for Sociologi, Socialt arbejde og Organisation ved Aalborg Universitet Ansættelsesforhold Mia Arp Fallov er ansat som adjunkt ved Institut for Sociologi, Socialt arbejde og Organisation i perioden 15.08.2007 til marts 2012. Mia Arp Fallov har deltaget i Adjunktpædagogikum i perioden oktober 2008 til januar 2010. Undervisnings- og læringsmål. Målet for Adjunktpædagogikum var, at adjunkten/kursusdeltageren, med baggrund i eksisterende viden og erfaringer, gennem forløbets forskellige aktiviteter •opnåede mere viden om og forståelse af universitetspædagogik og didak¬tik som udgangs¬¬¬-punkt for at kunne varetage evaluering af forelæs¬nin¬ger, semi¬na¬rer, studie¬kredse, projektarbej¬de eller laboratoriearbejde •opnåede ny viden om læringsteori med henblik på at kunne identificere studerendes læringsbehov samt initiere og understøtte læreproces¬ser og kompetenceudvikling hos forskellige målgrupper af studeren¬de •fik mere kendskab til variationen af pædagogiske og teknologiske hjælpe¬midler og metoder, med henblik på at kunne anvende dem i forskel¬lige sammenhænge og i forhold til forskellige målgrupper af stude¬rende, •forbedrede indsigten i den problemorienterede projektarbejdsform og dens potentialer for derved bedre at kunne varetage vejledning professionelt, •opnåede ny viden om og forståelse for evalueringens betydning, med henblik på at kunne evaluere hele og dele af undervisningsforløb og studerendes kompetence-udvikling, for derved bedre at kunne opstille mål for forbed¬ring af undervisning og vejledning •kvalificerede sig til at kunne analysere og reflektere over egen undervisnings¬praksis og lære-processer med anvendelse af undervisningsportfolio •kvalificerede sig til - og fremover har lyst til, under hensyn til ændrede vilkår og differentierede mål¬¬grupper, lø¬ben¬de at kunne udvikle og forandre sin under¬visning Undervisningsopgaver I perioden oktober 2008 - januar 2010 har Mia Arp Fallov haft følgende undervisningsopgaver: Vejledning Projektvejledning på den samfundsvidenskabelige basisuddannelse 1. og 2. semester, på 3. semester og 7. semester af socialrådgiveruddannelsen, på 4. og 6. semester sociologiuddannelsen, samt på 3. og 4. modul på den sociale kandidatuddannelse. Responsmøder med specialestuderende på Kandidatuddannelsen i socialt arbejde. Undervisning Videnskabsteoriundervisning 3. og 6. og 7. semester socialrådgiveruddannelsen. Diskursanalyseundervisning 4. semester sociologiuddannelsen. Undervisning i samfundsvidenskab og sociologiske perspektiver på 2. semester socialrådgiveruddannelsen. Undervisning på det tværfaglige modul 6. semester socialrådgiveruddannelsen om styring og socialarbejderen i organisationen, samt vejledning på mindre skriftlig opgave i dette forløb. Eksaminator og censor på diverse projektrapporter. Censor på teoriopgave 5. og 7. semester sociologiuddannelsen. Censor på videnskabsteorieksamen 6. semester sociologiuddannelsen. Censor på den samfundsvidenskabelige basisuddannelse. Andre typer opgaver Medlem af studienævnet Socialrådgiveruddannelsen. Koordinator for projektforløb 3. semester socialrådgiveruddannelsen. Planlægning af kursus ”Samfundsvidenskabelig teori og metode” 2. Semester socialrådgiveruddannelsen. Videreudvikling af det tværfaglige forløb på 6. semester socialrådgiveruddannelsen. Planlægning af teori kursus om ”Rummets sociologi” på 7. Semester sociologi uddannelsen. Vejledning og supervision Der har været to vejledere tilknyttet det pædagogiske kursus. Lektor Jan Brødslev Olsen, Institut for Sociologi, Socialt arbejde og Organisation har været tilknyttet som fagpædagogisk vejleder. Vejleder fra Learning Lab. AAU har været Professor Erik Laursen. Kursusindhold Adjunktpædagogikum er inddelt i 4 moduler. Via modul 1, som er et teori-modul, har Mia Arp Fallov tilegnet sig generel indsigt i universitetspædagogik, didaktik og læring. Med udgangspunkt i teorier inden for det pædagogiske og læringsmæssige felt har Mia Arp Fallov gennemført en systematisk refleksion over udgangspunktet for sin aktuelle undervisningspraksis og pædagogiske viden. Disse overvejelser og refleksioner er blevet beskrevet i en undervisningsportfolio, som har dannet udgangspunkt for udarbejdelse af en pædagogisk handleplan, omfattende personlige mål for udvikling, planlægning og tilrette¬læggelse af undervisnings- og vejledningsaktiviteter i efterfølgende moduler. I modul 2, som overvejende er et praksis-modul, der foregår i eget faglige miljø, har Mia Arp Fallov arbejdet med de strukturelle, organisatoriske, indholdsmæssige og pædagogiske elementer, der har indflydelse på undervisnings- og vejledningssituationer. Der er blevet arbejdet med emner som planlæg¬ning af undervisning, lærerprofessionalitet, lærerroller ved forskellige undervisnings¬former, studerendes forudsætninger og læreprocesser, gennemførelse og evaluering af undervisnings¬forløb samt anvendelse af forskellige pædagogiske ”redskaber”, herunder anvendelse af teknologistøttet undervisning. Dette arbejde er foregået med udgangspunkt i adjunktens egen undervisning og vejledning, med de studerende som sparringspartnere og i samarbejde med vejlederne samt med inspiration fra deltagelse i en række workshops, udbudt af Learning Lab. AAU. Mia Arp Fallov har specielt arbejdet med at forbedre strukturen og de narrative forløb i sine forelæsninger, sin brug af tale, tavle og slides samt dialogen med de studerende. I forbindelse med vejledning har fokus været på at arbejde med klar kommunikation og formidling af forventninger og roller, herunder en mere aktiv deltagelse fra de studerende. Vejlederne har gennemført en række observationer, inkl. efterfølgende supervision og vejledning. Vejledningen har været rettet mod såvel detaljer i fremtoningen og anvendelsen af metoder og teknikker i undervisnings- og vejledningspraksis som mod anvendelsen af didaktiske og pædagogiske refleksioner i forbindelse med udvikling, planlægning, gennemførelse og evaluering af undervisning. Endelig har Mia Arp Fallov løbende deltaget i møder sammen med kolleger på studiet samt overværet kollegers undervisning. Mia Arp Fallov har arbejdet med at udvikle dele af socialrådgiveruddannelsen og i den forbindelse arbejdet med at sammensætte længere undervisningsforløb. I modul 3, som er et kombineret teoretisk og praktisk modul, har Mia Arp Fallov tematiseret og systema¬tiseret sine overvejelser og erfaringer fra de foregående moduler. Disse har Mia Arp Fallov skriftligt for¬midlet i sin undervisningsportfolio med henblik på viderebearbejdning i forlængelse af deltagelse i en workshop om teoretisk og praktisk universitetspædagogik. Bearbejdningen heraf har dannet udgangspunkt for udarbejdelse af en revideret pædagogisk/didaktisk handleplan for modul 4 med specielt sigte på at opnå erfaring med andre undervisningsformer. I modul 4, som ligesom modul 2 overvejende er et praksismodul, har Mia Arp Fallov fortsat

arbejdet med at udvikle sin undervisning og vejledning. Fokus har på forelæsningssiden ligget på en øget aktivering af de studerende samt på en bedre indholdsmæssig strukturering af forelæsningerne. På vejledningssiden har Mia Arp Fallov især arbejdet med forventningsafstemning, bedre balance mellem egne og studerendes deltagelse samt arbejdet med lytning og dialog. Vejlederne har også her gennemført en række observationer med efterfølgende supervision og vejled¬ning og har ligesom i modul 2 bredt berørt alle aspekter af undervisningen, dog med speciel vægt på kommunikation og dialog med de studerende. Beskrivelse af pædagogiske kvalifikationer Mia Arp Fallov har gennem sit Adjunktpædagogikum specielt haft fokus på følgende temaer: -At skabe bedre sammenhæng mellem forskning og undervisning. -At forbedre forelæsningerne gennem forenkling af begreber og slides samt en reduktion af stoffets omfang og kompleksitet. -At engagere, motivere og skabe bedre dialog med de studerende i forelæsningssituationerne gennem afprøvning af interaktive undervisningsformer. -At opnå en bedre balance mellem egen og de studerendes aktive indsats i vejledningssituationer. Mia Arp Fallov har gjort fremskridt på alle fire fokusområder. Hun har i løbet af pædagogikumperioden udviklet undervisningsforløb på både sociologi- og socialrådgiveruddannelsen, der skaber bedre forbindelse til hendes forskningsområde. Ligeledes har hun gennem kurset arbejdet bevidst med at fremme de studerendes aktive læring. I forbindelse med forelæsningerne er undervisningen blevet mere fri med en bedre dialog med de studerende, herunder en erfaringsbaseret faglig dialog. Hun har også opnået en mere sikker vurdering af det realistiske omfang af stofmængden i relation til den enkelte lektion. Desuden har Mia Arp Fallov udviklet sin evne til på baggrund af pædagogiske refleksioner at opstillet realistiske mål for en løbende udvikling af undervisningen. Og endelig har hun i vejledningssituationerne ændret sin undervisningsstil på en måde, der i højere grad fokuserer på de studerendes aktive erkendelsesprocesser. Det skal også fremhæves, at Mia Arp Fallov har været aktivt engageret i planlægning, koordinering og uddannelsesudvikling på både socialrådgiver- og sociologiuddannelsen; ikke blot inden for eget fagområde men for større dele af uddannelserne. Sammenfattende vurdering Mia Arp Fallovs pædagogiske styrke ligger i at være velforberedt, struktureret og systematisk i sin undervisning samt i at have gode refleksioner over sin egen praksis. Hun møder endvidere de studerende på en venlig og åben måde, der giver gode muligheder for en tillidsfuld, utvungen faglig dialog. I forelæsningerne er målene klart formuleret både for det samlede undervisningsforløb og for den enkelte undervisningsgang. Mia Arp Fallovs undervisning vidner om et velovervejet og ambitiøst fagligt indhold. Projektvejledningen er præget af Mia Arp Fallovs høje faglige niveau og vilje til sammen med de studerende at opstille mål for erkendelsesprocessen. Gennem sin dialog med de studerende etablerer hun en ligeværdig relation samtidig med, at hun fastholder sin faglighed. Mia Arp Fallov engagerer sig aktivt i udvikling af de uddannelser, hun er tilknyttet, og går ind i processen med sit engagement og solide, faglige ballast. Aalborg, 17.2.2010 [underskrift][underskrift] Lektor Jan Brødslev Olsen Fagpædagogisk vejleder, Institut for Sociologi, Socialt arbejde og OrganisationProfessor Erik Laursen Pædagogisk vejleder

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)

Good teaching is about creating a learning room that stimulates and provokes the students to engage in and take ownership over their own learning, and at the same time facilitates their critical reflections on society. This involves giving the students the tools that make them able to ask question to what is considered natural in social work and social welfare, but also that you are able to as a teacher to be open to changing foundations and assumptions. I see it as my responsibility as a teacher to facilitate reflection in which the students not only engage with the academic content but are able to applicate it to reality. It is a dialectic process of developing experienced based learning influenced by the concept of phronesis (Artistotle /Flyvbjerg). This is particularly pertinent in relation to social work, which although connected closely to practice, in my view need critical concepts and theories through which practice potentially advance. Thus, teaching in this subject area generates didactic dilemmas relating to how students bridge theory and practice, without trading off academic rigor and critical thinking. Supervision is about co-creating a creative process together with the students, where project-oriented skills and tools are communicated, while independent thinking about the problem in focus is facilitated. The challenge is to achieve the right balance between processual help without reducing independent responsibility. In contemporary frameworks for teaching, it is a challenge to generate the resources and possibilities for the type of human development and change that further education ideally should generate. However, it can be the meta-goal for both the actual teaching situation and the continuing debate on the direction of development for programmes.

8. Any other information or comments.

Type your answer here...