

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Underviser i Operations Management I og II samt Produktionsanalyse og produktionsfilosofier på bachelor og diplomingeniøruddannelserne i Globale Forretningssystemer (GBE). Ialt 7 lektioner per årgang. Vejleder på flere semestre på GBE samt på kandidatuddannelsen i Operation & Innovation Management og Master i Teknologiledelse. Ialt ca 12 projekter per studieår. Deltager som intern medbedømmer i lignende aktiviteter.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Erfaring med semesterkoordination på første studieår på bachelorprogram (GBE) gennem 13 år. Erfaring med studienævnarbejde gennem 7 år. Senest som studienævnformand for Studienævn for Produktion siden 2020. Deltagelse i uddannelsesevaluering ved UCN og RUC.

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.

Gennemført adjunkt-pædagogikum ved AAU. Deltaget i kursus for uddannelsesledere organiseret af SDU med deltagere fra alle danske universiteter.

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

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5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

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6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Description of pedagogic qualifications from pedagogical supervisors:

It is our impression that Rikke V. Matthiesen in her practice is well grounded in understanding the nature of learning. This enables her to focus her lecturing on students' learning processes and actually succeed in engaging students in learning activities in and out of the lecture-room. Thus students are confronted with various options for supporting different learning styles and for probing higher cognitive skills.

Through our discussions of the portfolio (incl. supervision and lecturing) Rikke V. Matthiesen expresses:

- ambitions regarding the level of student learning,
- ambitions regarding effectiveness of her lecturing/supervision,
- visions regarding academia, education and teaching,
- courage to take on experiments with new teaching practice,
- insight into pedagogical and reflective practice, and

•enjoyment of dealing with students.

Rikke's educational ambitions are based on a solid level of professionalism in the area of her profession and teaching. It is our impression that Rikke willingly - and continuously, challenges herself and her students constantly to improve their overall learning.

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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Teaching portfolio

The following sections outline my experiences of and with teaching and supervision of students in bachelor and master programmes at Department of Materials and Production. I have participated in teaching and supervision tasks since 2005 and finalized the pedagogical training for assistant professors in 2015. Since then, I have been active in programme development and in quality assurance locally as well as at other organizations. The combination of own practice and evaluation activities provides a platform for continued learning and reflection.

Teaching

My teaching activities covers both introduction of relatively simple tools and techniques at entry level to the bachelor programmes and arranging learning journeys through academic literature. Much of the literature originates from other learning systems which requires some adaption / translation to build on the knowledge, skills, competencies but also worldviews students possess. In order to elicit these during class, questions are always welcomed but involvement is also supported through small exercises in class ranging from 2 to 15 minutes exercises where students work with peers to identify or discuss questions, define concepts, apply formulas or the like. This is a way to actively engage students in relating the presented material to their existing knowledge.

In my teaching, mastering tools and methods is never an end, but also a lens to understand improvement potentials or causes of performance problems in real life systems. My ambition is therefore to not only convey points from literature but also engage students in reflective thinking concerning their future line of work or cases they have in depth knowledge of. In particular I find that some operations management literature is tainted by prescriptive and normative advice concerning the implementation of "best practices". My close interaction with shop floor workers has provided me a pool of critical perspectives that I can offer to students. I also aim to balance the normative literature with theoretical lenses to offer more nuances on the same issues.

Supervision

I have extensive experience in supervising and examining student groups during the the bachelor programme in Global Business Engineering and also accumulated considerable experience supervising master students in both the Operations and Innovation Management masters programme and in the Master of Technology Management programme. Generally I am quite dedicated to improving student work by both going into details concerning particular concepts and their operationalization and by discussing the overall logic of the project. With master students I find that an important part of the supervision is the process of making students aware of the assumptions held in the different fields of literature and within the empirical context investigated and how to create and apply a holistic lens by combining different theories or perspectives.

Coordination

I have several years of experience in coordinating the first year of the bachelors programme in Global Business Engineering. To me, the task concerns making sure, that students have a fruitful learning environment. I find that the development of a team spirit across the team of supervisors facilitate this as discussions within the group of supervisors allow us as supervisors to obtain more nuanced images of the good project, the challenges associated with particular aspects of the particular project etc.

The task as coordinator offers me a platform to engage with colleagues from different departments and has exposed me to many different inputs from students as well as staff. Also engagement in evaluation committees and study board work has offered insights and fruitful debates about programme development and programme management. Through this, I have come to appreciate teaching and teaching development as a joint and never ending task.

8. Andet.

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