

## 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.**

Aalborg University

- Head of the neuropsychology program (2015- current)
- International coordinator for Psychology (2014- current)
- Thesis supervisor, 10. semester, supervisor (2012- current)
- Advanced methods, 9. semester, teacher, and course coordinator, with Associate Professor Carolin Demuth (2017- current)
- Neuropsychology project, 9. semester, teacher, supervisor, and course coordinator (2012- current)
- Clinical neuropsychology, 8. semester, teacher, and course coordinator (2012- current)
- Cognitive neuroscience, 7. semester, teacher, and course coordinator (2012- current)
- Test theory, 7. semester, teacher, and course coordinator (2016-2019)
- Experimental psychology, 6. semester, teacher (2014)
- The Musculoskeletal and Nervous System II, 5. semester, teacher (2018)
- Statistics 4. semester, teacher, and course coordinator, with Mr. Jørn Ry Hansen (2012- current)
- Methods 4. semester, teacher, and course coordinator, with Mr. Jørn Ry Hansen (2012- current)
- Cognitive psychology, 3. semester, teacher, and course coordinator (2018-2022)
- Biological Psychology, 3. semester, teacher (2012-2015)
- Basic Psychology and Psychiatry, 3. semester, teacher (2018- current)
- General and Cognitive Psychology, 3. semester, teacher (2016-2017)
- Introduction to psychology, 2. semester, teacher, and course coordinator (2018-2022)
- Introduction to Experimental Psychology, 2. semester, teacher, and course coordinator (2014-2017)

Aarhus University

- Neuroanatomy, Neurotransmission and Brain diseases: Neuropsychology, 2. semester, teacher (2012- current)
- Sino-Danish Center for Education and Research
- Thesis supervisor, 10. semester, supervisor (2013- current)
  - Elective element: Cognitive Science, 8. semester, teacher, and coordinator, with Professor Yuan Zhou (2017- current)
  - Neuroscience in a Clinical Perspective, 8. semester, teacher, and coordinator with Professor Raymond C.K. Chan (2013- current)
  - Introduction to Neuroscience/Basic Neuroscience, 7. semester, teacher (2013-2016)

University of Copenhagen

- Thesis supervisor, 10. semester, supervisor (2009-2013)
- Methods in Psychology, teacher, and course coordinator (2009)
- Elective course: Consciousness an introduction, teacher, and course coordinator (2008)
- Cognitive Psychology, 3. semester, teacher (2005- current)
- Experimental Methods in Cognitive Psychology, 3. semester, assistant teacher (2003-2006)
- Quantitative methods, 3. semester, assistant teacher (2005)
- Open University at the University of Copenhagen, Cognitive Psychology, assistant teacher (2003-2009)

University Extension, Copenhagen:

- Head of Psychology (2005-2012)
- Social psychology, teacher, and course coordinator (2004-2005)
- Cognitive psychology, teacher, and course coordinator (2005-2008)
- Neuropsychology, teacher, and course coordinator (2007-2008)
- Special lectures, teacher, and course coordinator (2008-2010)

University Extension, Odense:

- Basic Disciplines of Psychology, teacher (2012-2013)

**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.**

During my teaching experience I have extensive experience in planning and structuring teaching programs at several levels; from a the structure of a series of lectures or the development of a new course, to individual supervision of students. I have also been involved at a more general level in the study program for graduate students at the University of Copenhagen. Firstly as a representative of the PhD Study Board (2010-2012) at the Department for Psychology, and later

at the Board of University Research Training Counsel (KUFUR; 2011-2012). At the undergraduate level I have been a member of the constituting study board tasked with creating a new masters program at the faculty of humanities called Information Technology and Cognition (2006- 2007). Finally, I have had extensive experience in leadership, planning, developing, and managing the program for psychology at the Danish Updated Marts 2014 University Extension in Copenhagen. Here I have been Head of Studies in Psychology in a seven-year period (2005-2012), where I managed to expand both the number of courses and students attending courses in psychology.

**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**

Learning and Teaching in Higher Education Program (adjunktprædagogikum) at Aalborg University (fall of 2012 to the spring of 2014). The emphasis was on the use of evaluations as an active teaching tool. During teaching I have also worked with 360 degrees evaluation, with the students as focus for what they have understood, including feedback on individual elements of the course structure (Appendix C).

In addition, I have been interested in developing my skills in academic leadership and have completed several courses here.

Seminar on PhDs and Academic Leadership: From Project Management to University Governance, University of Copenhagen (2011) was organized by the University Research Training Counsel (KUFUR).

University Leadership, Australian National University (2011). The course aimed at individual leadership training of elite PhD students, and focused on training in university governance, cross-disciplinary interaction, and leadership skills. The course was concluded with a project entitled "Future Research Leaders" which was completed in collaboration with Merian Skouw Haugwitz, Gry Hedin, Laura Mie Jensen, Lisbeth Trille G. Loft, and Line Vedel (Appendix D).

**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.**

Type your answer here...

**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)**

As a teacher I do not have one specific teaching style, and I have familiarized myself with various formats such as traditional lectures, seminars, student assisted workshops, problem-based learning, individual and group supervision, and so forth. Often the teaching style is determined by the course content, so while lectures on background assumptions in statistics work well, more hands-on exercises facilitate the students learning how to analyze and work with data. Following the covid-19 lockdown I have started to experiment more with multiplatform and distance teaching utilizing and integrating various online tools with more traditional lectures. One example is statistics and quantitative methods that I currently teach by mixing traditional lectures with online exercises using our student platform Moodle (similar to Blackboard). Students are working on these exercises in small groups and inspired by principles of errorless learning

(Wilson et al., 1994). Over a teaching session I gradually release update video or audio-files ensuring the students are on the right path in the assignments, while being online and available for questions from students. This allow students to actively work with statistical problems transforming a general question into a testable hypothesis and then performing the appropriate tests and writeup of exercise datasets using SPSS. Meanwhile I can address questions and issues that students experience through follow-up video files for the students throughout the session, limiting false learning as they discuss the tasks (Roediger & Marsh, 2005). In addition, several additional videos on various key topics (Herskin, 2001) from prior lectures are available for the students on Moodle to help refresh aspects they may need for the problem they are currently working on.

Previously, we have had statistical exercises during some of lectures, but the problem here is to assign the relevant attention to the individual groups and many end up waiting for the lecture to have time to help, but by blending the boundaries between physical lectures and online classes we are able to optimize the process and to a larger degree utilize peer supported learning in the students during these classes.

In addition to considering what positive elements that can beutilize of positive elements from the covid lockdown I have started writing brief core papers in Danish of key points from some of my lectures which provide a quick overview paper that students can use as additional notes to these lectures (e.g., my guest lecture on working memory in Cognitive Psychology at University of Copenhagen is supported by a paper in a Danish journal for psychology teachers, see Sørensen, 2018).

References.

Herskin, B. (2001). Undervisningsteknik for universitetslærere: formidling og aktivering. Samfundslitteratur.

Roediger III, H. L., & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31(5), 1155.

Sørensen, T. A. (2018). Hukommelse I: Arbejds- og Korttidshukommelse. *Psykologi information: Medlemsinformation for psykologilærerforeningen*.12-17.

Wilson, B. A., Baddeley, A., Evans, J., & Shiel, A. (1994). Errorless learning in the rehabilitation of memory impaired people. *Neuropsychological Rehabilitation*, 4(3), 307-326.

## **8. Any other information or comments.**

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