

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.

My teaching experience includes planning and delivering the following courses and lectures, all at Aalborg University.

Partial list of lectures given

- History of Personality Psychology
- Behaviorism
- o These lectures were part of a course on Personality Psychology (1st semester, Psychology, Department of Communication & Psychology, Aalborg University. BSc level)
- 1 lecture (2 hours) on Urban Space and Social Psychology
- o This lecture was a part of a course on Social Psychology (1st semester, Psychology, Department of Communication & Psychology, Aalborg University. BSc level)
- 1 lecture (2 hours) – Introduction to the History of Psychology & General Psychology)
- 1 lecture (2 hours) – From the History of Psychology to the Psychology of History
- 1 lecture (2 hours) – Psychology, power and history
- o These lectures were a part of a course on General and Integrative Psychology & the History of Psychology (6th semester, Psychology, Department of Communication & Psychology, Aalborg University. BSc level)
- 1 lecture (4 hours) – Culture and Place (co-taught with Dr. Sarah Awad)
- 1 lecture (4 hours) – Health and Culture (co-taught with Dr. Ester Holte Kofod)
- o These lectures were a part of an elective course on “Cultural Psychology: Knowing Culture – Changing Culture – Creating Culture) (MSc Psychology Students, Department of Communication & Psychology, Aalborg University)
- 1 lecture (2 hours) – Bruno Latour and actor-network theory
- o This lecture was a part of a course on Modern Social Theory (Sociology Students, Department of Sociology & Social Work, Aalborg University. BSc Level)
- 1 lecture (2 hours) – Fieldwork, participant observation & ethnography
- o This lecture was a part of a course on Advanced Research Methods (9th semester Psychology students, Department of Communication & Psychology, Aalborg University. MSc Level)
- 1 lecture (2 hours) - Governing freedom and the work of Nikolas Rose
- o This lecture was a part of an elective course on Advanced Social Theory (MSc Sociology students, Department of Sociology & Social Work, Aalborg University)

I have significant experience in planning teaching; in assessing teaching (both oral and written examinations), and I have taught both large (150+ students) and small groups (10-25).

I have supervised:

- Approx. 10 qualitative research projects in personality and social psychology, BSc Psychology, 2nd semester (each group consisted of 5 students on average)
- 4 groups of social work students, Bachelor's dissertations (2-4 students in each group)
- 1 Master's thesis for a student studying Master in Social Work, AAU
- 2 MSc Research projects on Organizational Sociology. Master's degree in Sociology, Aalborg University.
- 1 MSc Dissertation, MSc Psychology, Aalborg University.
- 14 BSc Dissertations, BSc Psychology, Aalborg University (1-4 students in each group)
- 11 qualitative research projects on Problem-Based Learning, BSc Psychology, 1st semester (5 students in each group)

In total, I have supervised approximately 40+ groups of students, and 100+ students.

I thus have significant experience in all aspects of supervision: from guiding students towards planning, designing and executing research projects, to mediating group conflicts and motivating students. My supervision strives to balance between directed guidance of students and developing their capabilities as independent scholars.

Grading and examination experience:

I have significant experience with examination and assessment of students, both oral examinations and grading of written assessments. Examples include:

- Graded 24-hour exam in “Ethnographic methods” (elective course, Bachelor's degree in Sociology, AAU), 2015 & 2016.
- Graded 24-hour exam in “Structural change and social differentiation” (obligatory course, Bachelor's degree in Sociology, AAU), 2016.
- Acted as co-examiner (“censor”) of social work students for their collaborative projects on Problem-Based Learning (4th semester, AAU).
- Graded approx. 80 papers in Personality Psychology (BSc Psychology)
- Examined approx 50 students in Social Psychology (BSc Psychology)
- Carried out approx. 40 oral examinations of student projects/dissertations (Psychology, Social Work & Sociology Students at both undergraduate and postgraduate levels)

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.

I am responsible for the following courses:

- 1) Personality Psychology (1st semester psychology students, 150+ students, 10 ECTS & students minoring in psychology, approx 25-30 students annually)
- 2) Bachelor Dissertation (6th semester psychology students, approx. 130-150 students, 20 ECTS)
- 3) General Psychology including the History of Psychology (for students minoring in psychology, approx 25-30 students)

I furthermore have the general responsibility for planning and executing the 6th semester for Psychology students and am responsible for the spring semester for students minoring in psychology.

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

- Aalborg University – Basic Course in University Pedagogy (completed 2017)
- Universitetspædagogikum (University Pedagogy Course). From January 2021 to December 2021 I have been participating in and completed AAU's University Pedagogy Course (10 ECTS).

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

N/A

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.

Courses developed and planned:

- Seminar series in Personality Psychology (for 1st semester Psychology students, Aalborg University, Department of Communication & Psychology. BSc level)

o10 seminars were taught in-person for groups of 20-25 students.

oSeminars were taught via active involvement of students in exercises, such as student-led presentations.

oTaught in 2017 (3 classes of 25 students each), 2020 (3 classes of 25 students each) and 2021 (2 classes of 25 students each)

- General and integrative Psychology (for 6th semester Psychology Students, Aalborg University, Department of Communication & Psychology. BSc level)

ol developed and taught this course with Professor Jaan Valsiner

oCourse is taught via lectures (120-130 students)

oCourse taught in 2021 and to be taught in 2022.

- History of Psychology (for 6th semester Psychology Students, Aalborg University, Department of Communication & Psychology. BSc level)

ol developed and taught this course with Professor Jaan Valsiner

oCourse is taught via lectures (120-130 students)

oCourse taught in 2021 and to be taught in 2022.

- Cultural Psychology, including workshops on belonging, space and culture, and mental health & culture (for MSc Psychology Students, Aalborg University, Department of Communication & Psychology)

oThis elective course was developed and co-taught with Dr. Mogens Jensen, Dr. Sarah Awad, Dr. Paula Cavada-Hrepich & Dr. Ester Holte Kofod (all Department of Communication & Psychology, Aalborg University)

oTaught in 2021 (1 class of approx. 15 students)

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

Nominated for teacher of the year on multiple occasions.

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.

Teaching Philosophy

In my teaching and supervision, I strive to engender student independence, reflexivity and curiosity amongst students. My supervision takes its point of departure in problem-based learning, and one of the things I strongly believe in, is engendering the independence and critical skills of students. I believe that one of the chief goals of supervision is to give students the guidance and help they need to delve into their own interests, develop their own approaches and their own ideas.

I strive to hold engaging lectures, where I do not just disseminate research to students, but where they also take part. I do so through practical exercises, and through encouraging student discussions. I am passionate about lecturing, and I am intent on continually improving as a teacher and educator. To me, a central part of teaching is to be aware of the context: both the level that I am teaching at (BSc or MSc?), the course itself (how does it relate to other fields, to other forms of knowledge, to methods?) and, most importantly, the students: what are their backgrounds, what is on their minds, and what do they need?

Further to this, I believe that all students, no matter their background, should be made to feel welcome and safe within higher education. Equality, diversity and inclusion are significant and important values for me, and I strive to ensure that my teaching, my supervision and my research generates learning environments that are inclusive and open to different students, with different backgrounds and needs. For students to become able to develop their own independence as academics, I believe that creating an inclusive, but still rigorous and challenging, environment is necessary. In my teaching, for example in my seminars in Personality Psychology, I strive create a learning environment where everyone's input is valued, where all types of questions can be asked, and where all students feel welcome, no matter their personal backgrounds.

8. Any other information or comments.

Type your answer here...