

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.

Kursusansvarlig for Psykologiens videnskabsteori (2. sem.)

Kursusansvarlig for Formidling af psykologisk viden (valgfag - obligatorisk for sidefag)

Underviser i Socialpsykologi med samfundsteori (1. sem.)

Underviser i kvalitativ forskningsmetode (2. sem.)

Ansvarlig for årligt 5-dages ph.d.-kursus i kvalitative forskningsmetoder (m. Lene Tanggaard)

Ph.d.-vejleder for ph.d.-studerende.

Lejlighedsvis bedømmer af ph.d.-afhandlinger i ind- og udland.

Bred erfaring med vejledning, auditorieforelæsninger, seminarer og forskerkurser i både ind- og udland (underviser på både dansk og engelsk).

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.

Suppleant i studienævnet for psykologi indtil februar 2015.

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

Deltagelse i kurset Universitetspædagogik for adjunkter og vejledere, Sandbjerg Gods, 8.-11. august, 2006 (Aarhus Universitet).

Tidl. adjunktvejleder for Mogens Jensen.

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.

Omfattende undervisnings- og forfattervirksomhed på det pædagogiske område (bl.a. medredaktør af "Uren pædagogik"-bøgerne, bøger og artikler om dannelse, pragmatisme, John Deweys uddannelsessyn m.m.).

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.

Forfatter til adskillige lærebøger i kvalitativ metode, som bl.a. er udviklet på baggrund af undervisningsforløb og har fundet bred anvendelse.

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

Årets underviser på Humanistisk Fakultet 2010

Årets underviser på Humanistisk Fakultet 2011

Modtager af Gyldendals formidlingspris (for lærebøger og faglitteratur)

Modtager af Søren Gyldendal-prisen for faglitteratur

Modtager af DR's Rosenkjærpris for videnskabelig formidling

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)**

Er stor tilhænger af både forskningsbaseret undervisning og undervisningsbaseret forskning, hvor ideer, hypoteser og analyser begynder i undervisningssammenhænge og siden bliver til egentlige forskningsprojekter. Arbejder ud fra en pragmatisk tilgang især inspireret af Dewey, der er i fin samklang med PBL-filosofien på AAU.

8. Any other information or comments.

Type your answer here...