

Sune Vork Steffensen  
Institut for Kultur- og Sprogvidenskaber  
SDU Climate Cluster  
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## CV

### **Personal data**

Name: Sune Vork Steffensen  
Academic degrees: Ph.D., MA, BA  
Current position: Professor, Resaerch Director  
Affiliation: Centre for Human Interactivity • Department of Culture and Language • University of Southern Denmark

### **Contact information**

Centre for Human Interactivity  
Department of Culture and Language  
University of Southern Denmark  
Campusvej 55  
DK-5230 Odense M  
Denmark  
s.v.steffensen@sdu.dk

### **Degrees**

Feb 2007: Ph.D. degree in linguistics. University of Aarhus. Dissertation: *The Subject – Grammatically and Hologram-ma-tically*.  
July 2001: MA [cand.mag.] in Danish linguistics, University of Southern Denmark.  
Feb 2000: BA in Danish language and literature, University of Southern Denmark.  
June 1994: High school degree, Viborg Katedralskole.

### **Employments**

2018-: Professor in Language, Interaction, and Cognition, Department of Language and Communi-cation, University of Southern Denmark.  
2011-2017: Associate Professor, Department of Language and Communi-cation, University of Southern Denmark.  
2008-2011: Assistant Professor, Department of Language and Communi-ca-tion, University of Southern Denmark.  
2006-2008: Research assistant, Department of Language and Communica-tion, University of Southern Denmark.  
2002-2006: Ph.d.-scholar, Scandinavian Institute, University of Aarhus.  
2002-2006: External lecturer, Institute for Clinical Research, Faculty of Health, University of Southern Denmark.  
2002: External lecturer, Scandinavian Department, University of Aarhus.  
2001: Teaching assistant, Scandinavian Department, University of Aarhus.  
2001: Teaching assistant, Centre for Religion, University of Southern Denmark.  
1999–2001: Instructor, Centre for Scandinavian Studies, University of Southern Denmark.

### **Academic positions**

January 2018-: Associate Chair, Danish Institute for Advanced Study, University of Southern Denmark.  
November 2012-: Director, Centre for Human Interactivity, Institute of Language and Communication, University of Southern Denmark ([www.sdu.dk/CHI](http://www.sdu.dk/CHI)).  
Sep 2012-: Initiator and board member (treasurer/secretary), International Society for the Study of Interactivity, Language and Cognition.  
May 2010--Oct 2012: Research leader, Research Group: Holism • Dialogue • Organization, Institute of Language and Communication, University of Southern Denmark.  
Oct 2009-Oct 2012: Coordinator of Distributed Health Interaction ([www.sdu.dk/DHI](http://www.sdu.dk/DHI)).  
August 2008-: Member of the Distributed Language Group.  
June 2008--Oct 2012: Founding member of Research Group: Holism • Dialogue • Organiza-tion, Institute of Language and Communication, University of Southern Denmark.

### **Editorial positions**

July 2015 -: Editor in Chief, *Language Sciences* (publ. by Elsevier)  
Sep 2009-Oct 2012: Review editor, *Journal of Multicultural Discourses* (publ. by Routledge).  
Sep 2008-: Reviewer, *Language Sciences*, *Pragmatics & Cognition*, *Language and Communication*, *Russian Journal of Communi-cation*, *New Ideas in Psychology*, *Human Movement Science*, and *Akademisk Kvarter*.

### **Institutional positions**

May 2006-Aug 2015: Course leader, Communication and ethics, Faculty of Health, University of Southern Denmark.  
Jan 1998-Sep 2000: Member of the Study Board, Scandinavian Studies, Odense University/University of Southern Denmark.

May 1996-Nov 1998: Secretary of the Students' Council at Odense University [now University of Southern Denmark].  
Jan 1998-May 1999: Member of the Faculty Council, Faculty of Humanities, Odense University [now University of Southern Denmark].  
Jan 1996-Jan 1997: Member of the board of the Institute of Literature, Culture and Media, Odense University [now University of Southern Denmark].

### **Research Grants**

2018: Grant from the *Carlsberg Foundation*, funding for the conference 4<sup>th</sup> *International Conference on Ecolinguistics* held at University of Southern Denmark (August 2019). Awarded 57,315 DKK.  
Februar 2016: Grant from the NORDEA Foundation, funding the project *Hjernetræning i ungdomsuddannelserne skal give overskud, præstationer og trivsel*. Awarded 1,149,600 DKK (together with Erin Beatty).  
September 2015: Grant from the VELUX Foundation, funding the project *The Ecology of Psychotherapy: Integrating Cognition, Language, and Emotion*. Awarded 5,989,620 DKK (together with Thomas Wiben Jensen).  
June 2014: HUM-SEED grant from the Faculty of Humanities, University of Southern Denmark, funding the initiation of the project *The Ecology of Psychotherapy: Integrating Cognition, Language, and Emotion*. Awarded 55,000 DKK (together with Thomas Wiben Jensen).  
May 2013: Grant from Hans Christian Andersen Academy Visiting Professorial Fellowship, funding the affiliation of Paul Thibault to the Centre for Human Interactivity, 2015-2017. Awarded 300,000 DKK (together with Morten Boeris).  
May 2012: Grant from Hans Christian Andersen Academy Visiting Professorial Fellowship, funding the affiliation of Stephen Cowley to the Centre for Human Interactivity, 2012-2013. Awarded 300,000 DKK.  
September 2012: Grant from the Danish Council for Independent Research | Humanities. Project title: *First International Conference on Interactivity, Language and Cognition*. Funding for international conference held at University of Southern Denmark. Awarded 79,200 DKK.

### **Prices and honours**

October 2016: Conferred the title as Visiting Professor at the Center for Eco-linguistics, South China Agricultural University, Guangzhou, PR China (for the period October 2016 – October 2019).  
October 2001: Received the gold medal of the University of Southern Denmark for the dissertation *De danske verbers morfo-logi(er)I-II* [The morphology(-ies) of the Danish verbs I-II].

### **Supervision of Ph.D. students**

September 2018 -: Lotte Abildgren (co-supervisor). Thesis: *SimLEARN: Reducing adverse events through transfer of non-technical skills*.  
September 2018 -: Malte Lebahn. Thesis: *SimLEARN: Reducing adverse events through transfer of non-technical skills*.  
June 2018 -: Line Maria Simonsen (co-supervisor). Thesis: *Når relationer dis-tri-bueres: Anvendelsen af digitale platforme i sundheds-fag-lige interaktioner*.  
Sep 2013 – Jan 2017: Rasmus Gahrn-Andersen. Thesis: *En fænomenologisk undersøgelse af den epistemologiske mulighedsbetingelse for social fælleshed* [A phenomenological investigation of the epistemological basis of social sharedness]. Committee: Thomas Wiben Jensen (SDU), Søren Overgaard (Copenhagen University), and Kristin Gjesdal (Temple University).  
Feb 2012 – Sep 2015: Sarah Bro Trasmundi (née Pedersen). Thesis: *The cognitive ecology of human errors in emergency medicine: an interactivity-based approach*. Committee: Stephen Cowley (SDU), Per Linell (Gothenburg University), and Charles Goodwin (UCLA).

### **Study/research stays**

August 2017	Southwestern University (PR China)
August 2017	South China Agricultural University (PR China)
November 2016	South China Agricultural University (PR China)
October 2015	Kingston University (UK)
April-May 2015	University of California at Los Angeles (USA)
September 2005	University of California at Berkeley (USA)
July 2000	Ilisimatusafik (University of Greenland), Nuuk (Greenland)
June 1998	Háskóli Íslands (University of Iceland), Reykjavík (Iceland)

## **Ansættelse**

### **Professor**

Institut for Kultur- og Sprogvidenskaber  
SDU  
1. dec. 2023 → present

### **Professor**

SDU Climate Cluster  
SDU  
9. jul. 2024 → present

### **Gæsteprofessor**

Southwest University  
Chongqing, Kina  
1. dec. 2022 → present

### **Gæsteprofessor**

South China Agricultural University  
Guangzhou, Kina  
1. okt. 2016 → present

## **Publikationer**

### **The Ecological Social Psychology of Aviation Disasters**

Baggs, E. & Steffensen, S. V., 24. jun. 2024, (E-pub ahead of print) I: *Ecological Psychology*.

### **Dialogical cognition**

Trasmundi, S. B. & Steffensen, S. V., maj 2024, I: *Language Sciences*. 103, 17 s., 101615.

### **Communication, Cognition and Competency Development in Healthcare: A Model for Integrating Cognitive Ethnography and Communication Skills Training in Clinical Interventions**

Schwalbe, D. M., Timmermann, C., Gregersen, T. A., Steffensen, S. & Ammentorp, J., 9. jan. 2024, (E-pub ahead of print) I: *Journal of Medical Education and Curricular Development*. 11

### **Expertise in Non-Well-Defined Task Domains: The Case of Reading**

Trasmundi, S. B., Baggs, E., Toro, J. & Steffensen, S. V., jan. 2024, I: *Social Epistemology*. 38, 1, s. 13-27

### **Ecolinguistics: Living and Linguaging**

Steffensen, S. V., Döring, M. & Cowley, S. J., 2024, *Language as an Ecological Phenomenon: Linguaging and Bioecologies in Human-Environment Relationships*. Steffensen, S. V., Döring, M. & Cowley, S. (red.). Bloomsbury Academic, (Bloomsbury Advances in Ecolinguistics).

### **Ecolinguistics and the Cognitive Ecology of Global Warming**

Steffensen, S. V. & Baggs, E., 2024, *Language as an Ecological Phenomenon: Linguaging and Bioecologies in Human-Environment Relationships*. Steffensen, S. V., Döring, M. & Cowley, S. (red.). Bloomsbury Academic, (Bloomsbury Advances in Ecolinguistics).

### **Interactivity, Learning, and Creativity: From Interaction to Co-Action in Higher Education**

Steffensen, S. V., Trasmundi, S. B., Høgh, H. & Ventzel, M., 2024, *Learning as Interactivity, Movement, Growth and Becoming: Ecologies of Learning in Higher Education*. King, M. E. & Thibault, P. J. (red.). London: Routledge, Bind 1. s. 168-205

### **Language as an Ecological Phenomenon: Linguaging and Bioecologies in Human-Environment Relationships**

Steffensen, S. V. (Redaktør), Döring, M. (Redaktør) & Cowley, S. J. (Redaktør), 2024, Bloomsbury Academic. 260 s. (Bloomsbury Advances in Ecolinguistics).

### **Transfer human factor skills from simulation-based training to competency in clinical practice: - a demonstration of a hybrid method for assessing transfer of learning.**

Abildgren, L., Lebahn-Hadidi, M., Steffensen, S. V., Toft, P., Mogensen, C. B. & Hounsgaard, L., 5. okt. 2023, I: *International Journal of Healthcare Simulation*. DOI: 10.54531/gore1210, s. 1-13

### **Practice, enactivism, and ecological psychology**

McKinney, J., Steffensen, S. V. & Chemero, A., apr. 2023, I: *Adaptive Behavior*. 31, 2, s. 143-149

**Integrating cognitive ethnography and phenomenology: rethinking the study of patient safety in healthcare organisations**  
Lebahn-Hadidi, M., Abildgren, L., Hounsgaard, L. & Steffensen, S. V., feb. 2023, I: *Phenomenology and the Cognitive Sciences*. 22, 1, s. 193-215

**The emergence and management of embodied dilemmas in psychotherapeutic interaction: a qualitative study**  
Trasmundi, S. B., Jensen, T. W., Bruun, H., Kjølbye Wrist, K. & Steffensen, S., 30. jan. 2023, I: *Qualitative Health Communication*. 2, 1, s. 41-57

**Language sciences in the future: Enhancing our epistemological horizons**  
Steffensen, S. V., Gurney, L., Storch, A. & Harvey, M., jan. 2023, I: *Language Sciences*. 95, 2 s., 101523.

#### **Perception and problem solving**

Baggs, E. & Steffensen, S., 2023, *Places, Sociality, and Ecological Psychology: Essays in Honor of Harry Heft*. Segundo-Ortin, M., Heras-Escribano, M. & Raja, V. (red.). New York: Routledge, s. 45-58 (Resources for Ecological Psychology Series).

#### **Sociotechnical dilemmas in healthcare: A cognitive ethnography**

Simonsen, L. M., Steffensen, S. & Sutton, J., 2023, *Organizational Cognition: The Theory of Social Organizing*. Secchi, D., Gahrn-Andersen, R. & Cowley, S. J. (red.). Routledge, s. 213-238 (Routledge Studies in Organizational Change & Development).

#### **The effectiveness of improving healthcare teams' human factor skills using simulation-based training: a systematic review**

Abildgren, L., Lebahn-Hadidi, M., Mogensen, C. B., Toft, P., Nielsen, A. B., Frandsen, T. F., Steffensen, S. V. & Hounsgaard, L., 7. maj 2022, I: *Advances in Simulation*. 7, 1, 18 s., 12.

#### **Hybrid Cognition in Medical Discharges**

Simonsen, L. M. & Steffensen, S. V., 16. nov. 2021, I: *International Journal of Organization Theory and Behavior*. 24, 3, s. 251-272

#### **Mentalization-based therapy for a patient suffering from panic disorder: a systematic single case study**

Høgenhaug, S. S., Bloch, M. S., Schiepek, G., Kjølbye, M. & Steffensen, S. V., 14. jun. 2021, I: *Psychoanalytic Psychotherapy*. 35, 1, s. 44-69

#### **Language sciences in the future perfect: what will we have become?**

Steffensen, S. V. & Cummins, F., maj 2021, I: *Language Sciences*. 85, 101372.

#### **Thinking on Behalf of the World: Radical Embodied Ecolinguistics**

Steffensen, S. V. & Cowley, S. J., 2021, *The Routledge Handbook of Cognitive Linguistics*. Wen, X. & Taylor, J. R. (red.). Routledge, s. 723-736

#### **Convergent Validation of Methods for the Identification of Psychotherapeutic Phase Transitions in Time Series of Empirical and Model Systems**

Schiepek, G., Schöller, H., de Felice, G., Steffensen, S. V., Bloch, M. S., Fartacek, C., Aichhorn, W. & Viol, K., 26. aug. 2020, I: *Frontiers in Psychology*. 11, 14 s., 1970.

#### **Multiscalar Temporality in Human Behaviour: A Case Study of Constraint Interdependence in Psychotherapy**

Loaiza, J. M., Trasmundi, S. B. & Steffensen, S. V., 20. aug. 2020, I: *Frontiers in Psychology*. 11, 21 s., 1685.

#### **Interpersonal coordination dynamics in psychotherapy: A systematic review**

Wiltshire, T., Philipsen, J. S., Trasmundi, S. B., Jensen, T. W. & Steffensen, S. V., aug. 2020, I: *Cognitive Therapy and Research*. 44, s. 752-773

### **Rethinking ecolinguistics from a distributed language perspective**

Li, J., Steffensen, S. V. & Huang, G., jul. 2020, I: *Language Sciences*. 80, 12 s., 101277.

### **Den menneskelige faktor: De kognitive aspekter af lægefejl**

Trasmundi, S. B., Bygum, A., Baagøe Christensen, M. & Steffensen, S. V., apr. 2020, I: *Månedsskrift for Almen Praksis*. April, s. 283-291

### **Patient Psychopathology and the Management of Clinical Dilemmas in Psychotherapy: A Qualitative Analysis of Clinical Decision-Making**

Trasmundi, S. B., Skaalum Bloch, M., S. Høgenhaug, S., T. Jensen, V., K. Wrist, K., Jensen, T. W. & Steffensen, S. V., 20. mar. 2020, I: *Journal of Educational and Developmental Psychology*. 10, 1, s. 29-42

### **Challenges for using coordination-based measures to augment collaborative social interactions**

Wiltshire, T. J., Steffensen, S. V. & Likens, A. D., 2020, *Selbstorganisation - ein Paradigma für die Humanwissenschaften: Zu Ehren von Günter Schiepek und seiner Forschung zu Komplexität und Dynamik in der Psychologie: Zu Ehren von Günter Schiepek und seiner Forschung zu Komplexität und Dynamik in der Psychologie*. Viol, K., Schöller, H. & Aichhorn, W. (red.). Wiesbaden: Springer, s. 215-230

### **"You know it, how I feel, I mean you just did it": The emergence of we-ness through re-enactment in psychotherapy**

Jensen, T. W., Trasmundi, S. B., Bloch, M. S. & Steffensen, S. V., 17. dec. 2019, I: *Cognitive Semiotics*. 12, 2, 15 s., 20192017.

### **Multiscale movement coordination dynamics in collaborative team problem solving**

Wiltshire, T. J., Steffensen, S. V. & Fiore, S. M., sep. 2019, I: *Applied Ergonomics*. 79, s. 143-151

### **Hybrid Cognition in medical simulation: Investigating micro-level organisational cognition**

Simonsen, L. M. & Steffensen, S. V., 2019.

### **Interactivity: Why, What and How?**

Gahrn-Andersen, R., Johannessen, C. M., Harvey, M., Simonsen, L. M., Trasmundi, S. B., Marchetti, E., Worsøe, L. B., Fester-Seeger, M.-T., Lebahn, M. & Steffensen, S. V., 2019, I: *RASK – International journal of language and communication*. 50, s. 113-136

### **Cognitive Event Analysis: a method for studying cognitive processes in embodied, multimodal interaction**

Steffensen, S. V. & Trasmundi, S. B., okt. 2018.

### **Ecological meaning, linguistic meaning, and interactivity**

Steffensen, S. V. & Harvey, M., maj 2018, I: *Cognitive Semiotics*. 11, 1, s. 1-21

### **Introduction to the special issue "Meaning making: enactive, participatory, interactive, symbolic"**

Zlatev, J., Steffensen, S. V., Harvey, M. & Kimmel, M., maj 2018, I: *Cognitive Semiotics*. 11, 1, s. 1-6

### **Ecolinguistics: problems, perspectives, and radicalism**

Steffensen, S. V., mar. 2018.

### **Cognitive events in the simulation centre: from what happened to how it happened**

Steffensen, S. V., feb. 2018.

### **An ecological perspective on insight problem solving**

Steffensen, S. V. & Vallée-Tourangeau, F., 2018, *Insight: On the Origins of New Ideas*. Vallée-Tourangeau, F. (red.). Routledge, s. 169-190 (Current Issues in Thinking and Reasoning).

### **The microecological grounding of language: How linguistic symbolicity extends and transforms the human ecology**

Steffensen, S. V., 2018, *The Routledge Handbook of Ecolinguistics*. F. Fill, A. & Penz, H. (red.). 1. udg. Routledge, s. 393-405

**Finding new directions in the language sciences**

Steffensen, S. V., Cowley, S. & Harvey, M., jul. 2017.

**Underpinnings for a 4E theory of language**

Steffensen, S. V., Harvey, M. & Cowley, S., jul. 2017.

**Human interaction dynamics during psychotherapy: Challenges and solutions**

Steffensen, S. V., Wiltshire, T. & Philipsen, J. S., apr. 2017.

**Language Sciences: Half a century on the linguistic frontiers**

Steffensen, S. V., Fowler, C. & Trousdale, G., jan. 2017, I: *Language Sciences*. 59, s. A1-A4

**Examining Multiscale Movement Coordination in Collaborative Problem Solving**

Wiltshire, T. & Steffensen, S. V., 2017, *39th Annual Meeting of the Cognitive Science Society (CogSci 2017) : Computational Foundations of Cognition*. Cognitive Science Society, Bind 1. s. 1345-1350

**Human Interactivity: Problem-Solving, Solution-Probing and Verbal Patterns in the Wild**

Steffensen, S. V., 2017, *Cognition beyond the Brain: Computation, Interactivity and Human Artifice*. J. Cowley, S. & Vallée-Tourangeau, F. (red.). 2. udg. Springer, s. 85-114

**On the ecological embeddedness of embodied interaction**

Steffensen, S. V., 2017.

**The Ecology of Second Language Acquisition and Socialization**

Steffensen, S. V. & Kramsch, C., 2017, *Language Socialization*. Duff, P. A. & May, S. (red.). 3 udg. Springer, s. 17-32 (Encyclopedia of Language and Education).

**The Ecology of Second Language Acquisition and Socialization**

Steffensen, S. V. & Kramsch, C., 2017, *Language and Socialization*. 2. udg. Dordrecht, Bind 8. s. 17-28 (Encyclopedia of Language and Education).

**Meaning Emergence in the Ecology of Dialogical Systems**

Trasmundi, S. B. & Steffensen, S. V., nov. 2016, I: *Psychology of Language and Communication*. 20, 2, s. 154-181

**论语言的社会文化生态与认知生态**

Fill, A. & Steffensen, S. V., 1. aug. 2016, I: *Poyanghu Xuekan*. 4, s. 11-18

**Cognitive probatonics: Towards an ecological psychology of cognitive particulars**

Steffensen, S. V., aug. 2016, I: *New Ideas in Psychology*. 42, s. 29-38

**语言的符号生态与自然生态**

Fill, A., Steffensen, S. V. & Wen-juan, Z., 1. jun. 2016, I: *Yinshan Academic Journal (Social Science Edition)*. 3, s. 57-62

**Interactivity as Extended Energetics**

Steffensen, S. V. & Johannessen, C. M., jun. 2016.

**Authors' response: Explanatory pluralism and precise conceptual development**

Harvey, M., Gahrn-Andersen, R. & Steffensen, S. V., 15. mar. 2016, I: *Constructivist Foundations*. 11, 2, s. 254-264

**Interactivity and Enaction in Human Cognition**

Harvey, M., Gahrn-Andersen, R. & Steffensen, S. V., 15. mar. 2016, I: *Constructivist Foundations*. 11, 2, s. 234-245

### **Order of the Living?**

Steffensen, S. V., feb. 2016.

### **Cognitive Events in a Problem-solving Task: A Qualitative Method for Investigating Interactivity in the 17 Animals Problem**

Steffensen, S. V., Vallée-Tourangeau, F. & Vallée-Tourangeau, G., 2016, I: *Journal of Cognitive Psychology*. 28, 1, s. 79-105

### **Insight with hands and things**

Vallée-Tourangeau, F., Steffensen, S. V., Vallée-Tourangeau, G. & Sirota, M., 2016, I: *Acta Psychologica*. 170, s. 195-205

### **Sprogvidenskabens kognitive spørgsmål: en introduktion til den distribuerede sprogtilgang**

Steffensen, S. V., 2016, I: *NyS*. 50, s. 13-54

### **Acta Ergo Cogito: An Ecological Perspective on Problem Solving**

Steffensen, S. V. & Vallée-Tourangeau, F., sep. 2015.

### **The micro-ecological grounding of interaction**

Steffensen, S. V., sep. 2015.

### **Distributed Language and Dialogism: Notes on non-locality, sense-making and interactivity**

Steffensen, S. V., jul. 2015, I: *Language Sciences*. 50, s. 105-119

### **Linguistic Landscapes as Ecological Niches: A conceptual and methodological reconceptualization of LLS**

Steffensen, S. V., maj 2015.

### **Interactivity and the living: simplexity, complicity and problem-solving**

Steffensen, S. V., mar. 2015.

### **Stephen Hawking tager fejl [Hawking is wrong]**

Steffensen, S. V., 6. jan. 2015, I: *Fyens Stiftstidende*.

### **Coordination in language: Temporality and time-ranging.**

Cowley, S. & Steffensen, S. V., 2015, I: *Interaction Studies*. 16, 3, s. 474-494

### **Insight and cognitive ecosystems**

Vallée-Tourangeau, F., Steffensen, S. V., Vallée-Tourangeau, G. & Makri, A., 2015, *Proceedings of the Thirty-seventh Annual Conference of the Cognitive Science Society*. Noelle, D. C., Dale, R., Warlaumont, A., Yoshimi, J., Matlock, T., Jennings, C. D. & Maglio, P. P. (red.). Cognitive Science Society, s. 2457-2462

### **The Ecology of Second Language Acquisition and Socialization**

Steffensen, S. V. & Kramsch, C., 2015, *Encyclopedia of Language and Education: Language Socialization*. Duff, P. A. & May, S. (red.). 2. udg. Dordrecht: Springer, Bind 8.

### **Interactivity, Cognitive Events, and the Ecology of Problem Solving**

Steffensen, S. V., Vallée-Tourangeau, G. & Vallée-Tourangeau, F., sep. 2014.

### **The ecology of cognitive events: Linguaging as cognitive engagement**

Steffensen, S. V., jun. 2014.

### **The ecology of intercultural interaction: Timescales, temporal ranges and identity dynamics**

Steffensen, S. V., Uryu, M. & Kramsch, C., 1. jan. 2014, I: *Language Sciences*. 41A, s. 41-59

**Ecolinguistics: The state of the art and future horizons**

Steffensen, S. V. & Fill, A., 2014, I: *Language Sciences*. 41A, s. 6-25

**Ecolinguistics: The ecology of language and science: Special Issue of Language Sciences**

Steffensen, S. V. (Redaktør) & Fill, A. (Redaktør), 2014, Elsevier. 128 s.

**Editorial: The ecology of language and the ecology of science**

Fill, A. & Steffensen, S. V., 2014, I: *Language Sciences*. 41, Part A, s. 1-5

**Temporal dynamics in Human Interaction**

Steffensen, S. V. & Pedersen, S. B., 2014, I: *Cybernetics & Human Knowing*. 21, 1-2, s. 80-97

**Temporal dynamics in medical visual systems**

Pedersen, S. B. & Steffensen, S. V., 2014, I: *Cybernetics & Human Knowing*. 21, 1-2, s. 143-157

**Global knowledge circulation: from knowledge economy to an ecology of knowledge**

Steffensen, S. V., Johannessen, C. M. & Trasmundi, S. B., sep. 2013.

**Between interactivity and the deep, dynamic sea: skills in second language development**

Steffensen, S. V. & Cowley, S., feb. 2013.

**Human interactivity and the ecology of problem-finding and problem-solving**

Steffensen, S. V., jan. 2013.

**Human Interactivity: Problem-solving, Solution-probing and Verbal Patterns in the Wild**

Steffensen, S. V., 2013, *Cognition Beyond the Brain: Computation, Interactivity and Human Artifice*. Dordrecht: Springer Science+Business Media, s. 195-221

**Interactivity: A naturalized ontology without methodological reductionism**

Steffensen, S. V. & Jensen, T. W., okt. 2012.

**Caring and conversing: The distributed dynamics of Language: Special Issue of Language Sciences (Elsevier)**

Steffensen, S. V. (Redaktør), Hodges, B. (Redaktør) & Martin, J. (Redaktør), sep. 2012, Elsevier. 105 s. (*Language Sciences*; Nr. 5, Bind 34).

**Care and Conversing in Dialogical Systems**

Steffensen, S. V., 2012, I: *Language Sciences*. 34, 5, s. 513-531

**Caring, conversing, and realizing values: new directions in language studies**

Hodges, B., Steffensen, S. V. & Martin, J. E., 2012, I: *Language Sciences*. 34, 5, s. 499-506 8 s.

**Beyond the Functional Fallacy – or: If you want to learn about language, forget about language!**

Steffensen, S. V., jan. 2011.

**Beyond mind: An extended ecology of languaging**

Steffensen, S. V., 2011, *Distributed Language*. Cowley, S. (red.). Amsterdam: John Benjamins Publishing Company, s. 185-210 26 s.

**At vride virkeligheden [Distorting reality]**

Steffensen, S. V., 14. okt. 2010, I: *Fyens Stiftstidende*.



**Towards a Dialogical Systems Theory**

Steffensen, S. V., sep. 2010.

**Behind, beneath and beyond Dialectical Linguistics – a theoretical round trip**

Steffensen, S. V., mar. 2010.

**The ecology of values-realizing in dialogical and social systems**

Steffensen, S. V. & Hodges, B., feb. 2010.

**The dynamics of values-realizing in dialogical encounters**

Steffensen, S. V. & Hodges, B., jan. 2010.

**Living in the social meshwork: The case of health interaction**

Steffensen, S. V., Thibault, P. J. & Cowley, S., 2010, *Signifying Bodies: Biosemiosis, Interaction and Health*. Cowley, S. J., Major, J. C., Steffensen, S. V. & Dinis, A. (red.). Braga: The Faculty of Philosophy of Braga, Portuguese Catholic University, s. 207-244

**Signifying Bodies: Biosemiosis, Interaction and Health**

Cowley, S. J. (Redaktør), Major, J. C. (Redaktør), Steffensen, S. V. (Redaktør) & Dinis, A. (Redaktør), 2010, Braga: The Faculty of Philosophy of Braga, Portuguese Catholic University. 362 s.

**Signifying Bodies: Biosemiotics, Interaction and Health**

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### **Grant from the Danish Council for Independent Research | Humanities**

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1 Mediebidrag

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**Det stod ikke skrevet i folkeskolens karakterbøger, at Peter Borberg skulle blive akademiker og forfatter**

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18/01/2022

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**Det stod ikke skrevet i folkeskolens karakterbøger, at Peter Borberg skulle blive akademiker og forfatter. Nu fylder han 50**

Steffensen, S. V.

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**Ny sprogprofessor i Odense er fra Viborg**

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**Sprogforsker holder foredrag om tro**

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**STORT & SMÅT**

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## Virtuelle gnavpotter skader sig selv

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1 Mediebidrag

## Undervisnings CV

**1. My philosophy of teaching** My basic Weltanschauung as a university teacher and supervisor is based on a sincere veneration for the university as a historically evolved institution, and as an academic community. Historically, the university is rooted in two traditions that merged in the 11th century: the Christian monastic tradition and the medieval guild structure (in fact, the word 'university' is derived from the Latin phrase *universitas magistrorum et scholarium*, i.e. the "guild (or community) of teachers and scholars"). The monastic tradition for community self-sufficiency was traditionally a way of securing the integrity of religious doctrines, as the monks and nuns did not need to tailor their teachings to the trends and fashions of the surrounding community – or the market of religious beliefs for that sake. Based on this ethos, the university has developed a tradition for seeking Truth, independent of the commodity exchange with the surrounding society – and independent of those in power. In contrast, the guilds, and the artisans associated with it, were dependent on creating commodities and services that were subject to market demands.

Given these historical roots, the university institution has, for centuries, integrated the self-sufficiency and autonomy of the monasteries with the guild tradition of commodity exchange. However, present-day universities are, in non-trivial ways, strung between these two *modi operandi*: on the one hand, the university has (had) a relative autonomy from political and commercial dictates (a kind of epistemological self-sufficiency). On the other hand, it has a societal function as a provider of education where state funding is exchanged for candidates with relevant degrees (a societal commodity exchange). In other words, the university is navigating a paradox between self-sufficiency and exchange, between autonomy and supply. This paradox is amplified in those places where the university is funded by states, as the political establishment, so to speak, pay for a commodity that they cannot design themselves. They are required to fund an institution whose rationale is not in accordance with the dominant ideology of the state.

University students in the early 21st century are rarely aware of the historical background of the institution at which they are enrolled. Accordingly, they tend to interpret university teaching from the perspective of the commodity exchange, i.e. the university is seen as a state supplier of an educational service that the student receives. On that view, the meeting between student and teacher is strongly asymmetric, and the purpose of the meeting is the transfer of knowledge and competencies from one part to the other. To a large degree, the same logic is seen in the university administration's organisation of education and teaching.

The alternative to this prevalent view is to insist on the "monastic" perspective. On this view, both I (as a teacher) and my students are parts of an academic community, i.e. a community that is defined from the perspective of academic and epistemological self-sufficiency. The encounter between teacher and student, in class and in supervision, is guided by a shared interest – even a shared passion – for a topic that we can explore together. Thus, we meet under a joint obligation to truth and transparency in our scientific activities. Truth, in this context, is not a simple set of neutral, objective "facts," but rather a multiplex phenomenon, that lends itself to being studied from different perspectives, which are constrained by community-wide and historically developed values.

This philosophy of teaching permeates my entire practice as teacher and supervisor. I strive to introduce my younger peers (i.e. my students) to the academic community, in the same way as senior peers for centuries have enculturated their students into being junior peers. My teaching aims at introducing my students to the academic life in general (a more ethos-laden enterprise) and more particularly to those fields in which I have expertise (a more logos-laden enterprise).

**2. Teaching practice** With a starting point in my philosophy of teaching, I work from three guiding principles in my teaching practice: *enculturation*, *demands* and *presence*.

*Enculturation* refers to the obligation of all academic employees at the university to, not just perform their functions as 'teacher', 'researcher', 'administrator', etc., but to incarnate the academic community: to live it, to be it. With that follows an obligation to introduce new members to the community, to enculturate them. From an individualistic point of view, one could term this 'socialisation'. However, the thrust of enculturation is not that social norms are transferred to new members, but that new members are integrated into the community. The difference is one of attitudes: while the one focuses on teaching and transferring, the other focuses on being together *vis-à-vis* issues about which both parties care deeply. On the latter view, the teacher sees themselves as a representative of the community, and not an actor in a system or an individual in interaction. The academic obligation transcends ourselves, each other, and the system. While these instances are all necessary conditions for the academic quest for insight, they are not sufficient conditions. They must be supplemented with the unique values and obligations of the academic community. To me, enculturation implies that one steps forward as a role model for how to work in the academic community. If one wants engaged and hard-working students, one needs to be overtly engaged and hard-working. If one wants to show the value of caring for other scholars' work and scientific results, one starts with caring for the students' work and results. Following these leads, it is



important to me to give students the opportunity to define their own profit from my teaching: if they want to learn from me, I expect them to demonstrate an engagement that I will match equivalently. And vice versa: if their only purpose is to gain course points, I deliver to those students only that required for not failing the course. In that case, our relation is regulated by the logic of the commodity exchange. However, I do feel an obligation to be “academically contagious” in a proactive way, rather than waiting for the students’ initiative. After all, most students that I have met want to achieve more and do more, but often they see this aspiration as individually defined, rather than as related to their becoming members of the academic community. In many ways, this emphasis on the academic community and the historical roots sound conservative. But I choose to rely on Marshall McLuhan’s famous dictum: “Only the traditionalist can be radical.” Navigating in a complex system, such as the academic community, demands a deep historical consciousness. If one wants to seek out new paths, one needs to know which paths have already been travelled.

While my emphasis on enculturation is mostly implicit in my pedagogical practice – though I do make it clear that I welcome collaboration with students eager to contribute – my guiding principle of being *demanding* is bluntly presented in my teaching. Demands function as an explicit guidance or instruction to my students. They are a means for informing them what the community (not just the “system” or I) expects in terms of acceptable academic behaviour, scientific methods, and peer interaction. In my teaching practice, I am explicitly informing the students what I expect in terms of workload, preparation, etc. In addition, I try to be very explicit when it comes to peer interaction, for instance in class and in supervision. At the same time, I emphasise that there is an important distinction between the system’s demands (as expressed in the logos of study programs and curricula) and the community’s demands (as expressed in the ethos of truth, dedication, and reflection). As a public servant, I treat all students equally at the system’s premises; as an academic, I treat all students differently at the community’s premises.

My third guiding principle is *presence*, which refers to interpersonal attitudes of care and collaboration in the classroom. Presence is a question of being where you want to be and wanting to be where you are. I make it clear to the students, that if they prefer to be elsewhere, they are not obliged to be in my classroom; if they have important issues to attend to (family concerns, broken hearts, etc.), then they should do so. I also make it clear that when I step into the classroom, I am there 100% for them, and as long as class is going on, my sole focus is on what emerges in the classroom.

**3. Supervision practice** To me, the supervision process is the incarnation of the academic community, not as a synchronic structure, but as diachronic flow of lived history. Through this history, members that are more senior act as mentors or shepherds that guide and support junior members – in the same way that they once received guidance and support from their supervisor. As a supervisor, I cherish the values that keep this academic succession alive, namely the values of *devotion*, *dedication*, and *collaboration*. Devotion, on this view, is the shared obligation to pursue objectives that are more important than any of the participants in the process. To me, supervision requires a sense of devotion to Truth, Honesty, and the Community. Dedication is a term for the supervisor’s attitude to the process. It entails that the supervisor is dedicated to the supervisee as a learner, as a peer, and as a person. Being dedicated means that one’s focus is on the supervisee, not the supervisor. In my eyes, observing this point has become increasingly important in an academic system where merely supervising many students is meriting and hence becomes a domain for profit maximisation. As an antidote to this tendency, I am aware of not accepting too many students for supervision. I feel deeply committed to seeing the student as a peer to teach to and to learn from, and as a person to engage with – and not merely as yet another student to educate. Finally, a guiding value in my supervision is that of collaboration. Thus, in supervision the supervisor-supervisee dyad oscillates between being a locus of academic socialisation where the supervisee can shape and sharpen their thinking, and being a team engaged in the exploration of some aspect of the world. To collaborate on the latter implies that the supervision process is irreducible to the write-read-comment scheme that seems to guide many supervisors. While writing is clearly a tremendously important skill in academia, engaging with data, scrutinising arguments, and developing scholarly positions are all integral to the becoming of an academic. Accordingly, the collaboration implies a functional differentiation, and I have come to appreciate the different functions involved in the supervision process, in particular the oscillations between these functions. However, the most important lesson learnt in the course of supervising is that all dissertations take on a life of their own, and that each dissertation must be nurtured and developed on its own terms – irrespective of how the supervisor and other stake-holders feel about it.

**4. Teaching and supervision experience**  
4.1. Teaching certification I am a certified university teacher through the Teacher-Training Programme for Assistant Lectures at SDU (received in 2009).

4.2. University courses Over the years, I have taught at all levels of university, ranging from first semester BA courses to (generic as well as research specific) Ph.D. courses. On pre-graduate level, I have taught at six different programs at three different faculties at two different universities: at the programs in Danish at the Scandinavian Department, University of Aarhus, and at the Department of Language and Communication (SDU); at the programs in Medicine and in Biomechanics at SDU’s Faculty of Health; and finally at the programs in Religion and International Business Communication at SDU. At the International Business Communication program, I am currently responsible for the following courses: Interaktivitet og kognition i organisationer [Interactivity and Cognition in Organisations], Interpersonel Kommunikation [Interpersonal Communication] (BA level), and Kommunikations- og videnskabsteori [Communication theory and philosophy of science]

4.3. Ph.D. courses Through the years, I have also been a regular part of a number of Ph.D. courses offered by the Graduate School at SDU’s Faculty of Humanities. I co-teach two generic Ph.D. courses on a regular level: the course in Literature Review and Reference Management, and the course in Responsible Conduct of Research. Further, I have offered non-generic Ph.D. courses under the auspices of the Doctoral Programme in Language and Communication; these courses include Scientific theories (a seminar), Interactivity, Distributed Cognition and Language Dynamics and Cognitive Event Analysis.

4.4. Supervision experience In the past, I have supervised two Ph.D. students, both currently working as Associate Professors at SDU’s Department of Language and Communication: Sarah Bro Trasmundi and Rasmus Gahrn-Andersen. I am currently supervising or co-supervising three Ph.D. students: Malte Lebahn, Line Maria Simonsen, and Lotte

Abildgren. I have supervised numerous BA projects and master's theses in the programs in Danish and International Business Communication, as well as a few theses in the programs of Audiology and Cand. Negot. (i.e. Economics, Language, and Culture).

**5. Curriculum developments** As a university teacher, I have over the years developed six completely new courses. At the Faculty of Humanities, I have developed three core courses in International Business Communication:- Interpersonal Communication (3rd semester BA). I designed this course in a way where the teaching method relies on a combination of joint scrutiny of texts and methods, "exemplary lectures" that show how to use the methods of the course, and teacher-supervised student work on their own recordings.- Interactivity and Cognition in Organisations (6th semester BA). This course combines practical exercises, high-level discussions on journal articles (I decided not to rely on textbooks in this course), and dialogical lectures, where the students and I jointly reconstruct theoretical position by starting from simple observations in our everyday life.- Communication theory and philosophy of science (2nd-3rd semester BA). This is a hybrid course that integrates lectures, discussion, exercises, and writing exercises in the shape of a portfolio of four written exercises.

At the Faculty of Health, I was in charge of developing two modules:- First, Professional Ethics is a communication course that pivoted on ethical issues in the communicative encounter between health professionals and patients. I used a combination of introductory lectures, video exercises, and sociodrama to give the medical students an understanding of what it takes to act in, and reflect on, patient interaction under difficult circumstances.- Second, at the program in clinical pharmacy, I developed a sociodrama-based course in Information & Communication; as part of this course, I used video recordings of student presentations to give them feedback on their communicative performance.

Finally, together with Assistant Professor Sarah Bro Trasmundi, I developed a 48 lessons course in Facilitation: theory, reflection, praxis, which is a continuing education course, offered by the Danish Association of Masters and PhDs and SDU Business.