

Søren Wind Eskildsen
Institut for Design, Medier og Uddannelsesvidenskab
E-mail: swe@sdu.dk
Telefon: +4565501234



Teaching portfolio (sections 1,4,5,7,8 undisclosed)

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2. Teaching experience

This section lists my previous teaching experience at advanced levels of learning. All courses are/were at the University of Southern Denmark unless otherwise noted. (Degree programme/institution in parenthesis).

Course responsibility during associate professorship (BA in modern languages and intercultural communication, Dept. of Design and Communication):

Autumn 2018English Applied Grammar IV: Language in use and interaction analysis

Autumn 2016, 2017Principles of Teaching and Learning.

Autumn 2015, 2016, 2017Danish: Everyday and Professional Communication III + IV.

Autumn 2015Danish: Written Communication – Sentence, Text, Context.

Autumn 2014 – Spring 2017Danish: Spoken and written communication and introduction to the Danish language I – II.

Autumn 2014Danish oral proficiency III.

Autumn 2013 – Spring 2016Danish applied grammar and written proficiency I, II, III, IV, VI.

Course responsibility during associate professorship (Certificate programme for teachers of Danish to adult speakers of other languages, Dept. of Design and Communication.)

Autumn 2018, 2019 Second Language Acquisition

Autumn 2018, 2019 Project

Spring 2018,2019,2020 Teaching practice (internship)

Course responsibility during associate professorship (Intercultural pedagogy and Danish as a second language, Dept. of Language and Communication.)

Spring 2013Language Acquisition: Danish as a second language.

Spring 2013Theoretical Linguistics: Danish.

Teaching during post-doc employment:

Autumn 2012Second language acquisition and bilingualism – children, adolescents, adults. (Audiology and logopaedics studies, graduate level)

English as a foreign language: pedagogy and didactics. (Institute for the Study of Culture. MA, post-degree education programme)

Autumn 2011 – Spring 2012English applied grammar (BA in modern languages and intercultural communication, 1st and 2nd semester)

Quality in written production (MA in international business communication and communication design, 1st and 2nd (7th and 8th) semester)

Autumn 2010 – Autumn 2011Danish applied grammar and written proficiency (BA in modern languages and intercultural communication, 5th and 6th semester)

Danish oral proficiency (BA in modern languages and intercultural communication, 5th and 6th semester).

Teaching as part-time lecturer:

Autumn 2009Second language acquisition and bilingualism – children, adolescents, adults. (Audiology and logopaedics studies, graduate level)

Spring 2009Academic Writing: The Theory of Grammar (MA in English, Kolding)

Spring 2009British Phonetics (BA in English, Odense)

Autumn 2008Intensive Danish for foreign students, oral and reading proficiency (Scandinavian Area Studies).

Spring 2008Second Language Acquisition – theory and practice. (Dept. of Linguistics, Århus University, MA level).

Spring 2008Danish oral and written skills (BSc in international business administration and modern languages).

Teaching as PhD-student:

Spring 2005 – Autumn 2007When adults learn languages: language use, language learning, and second language areas of practice. (Audiology and Logopedics Studies, open course, graduate level. Co-taught with Teresa Cadierno. See course description below).

Lecturer in English (University College Lillebælt, Dept. of Teacher Education Funen).

Second language acquisition (Certificate programme for teachers of Danish to adult speakers of other languages [Uddannelsen til underviser i dansk som andetsprog for voksne], Nordic Studies, graduate level. Co-taught with Rineke Brouwer)

Higher level teaching prior to PhD studies:

Autumn 2004 Intensive Danish for foreign students, oral and reading proficiency (Scandinavian Area Studies, SDU).

Autumn 2004 Lecturer in English (University College Lillebælt, Dept. of Teacher Education Funen).

Supervision experience:

As a PhD student I supervised two projects on the Certificate programme for teachers of Danish to adult speakers of other languages (graduate level). The projects essentially marked the finalization of the programme for the students and were about the same size as BA projects. Both projects were in the area of foreign language pedagogy. One investigated the testing practices in Danish language schools offering courses in Danish as a second language, and the other was a state-of-the-art review of the teaching of vocabulary in the teaching of Danish to adult speakers of other languages.

I have supervised numerous BA projects, including a sociolinguistic study on how a variety of English accents are perceived by different speakers of English, a mixed methods investigation (corpus linguistics / cognitive linguistics) of the domain of colours in English metaphors, a conversation analytic project on word searches in Danish L2 interaction, and a conversation analytic project, co-authored by two students, on foreign language learning/teaching in a Danish primary school. I have also supervised an MA thesis which was a conversation analytic project on idea generation and brain storming in international students' group work sessions.

I have co-supervised two PhD projects. The first one was by XXX, who carried out a usage-based investigation of long-term learning of motion constructions in English as a second language. The main supervisor was Prof. XXX. I co-supervised XXX's project on L2 writing. Main supervisor was Assoc. Prof. XXX. I have supervised one PhD project as the main supervisor. The project was a study on classroom interaction, classroom practices and language proficiency in young learners of English in Denmark. Submitted and successfully defended December 2017.

I took part in the faculty's PhD supervision course (SDU, 2015).

3. Curriculum development and Study Administration

This section lists my participation in developing and planning new degree programmes and revising current degree programmes or parts of degree programmes. In addition, I briefly mention a pilot project evaluating different form of language testing for certifying English skills of university lecturers who do not speak English as a first language. Finally, I list my study administration experience.

I took part in developing and formulating the degree programme Interkulturel pædagogik med dansk som andetsprog [Intercultural pedagogy with Danish as a second language] in 2009. My contributions concerned the courses in Language acquisition: Bilingualism, Language acquisition: Danish as a second language, and Danish as a second language in institutional contexts.

In later 2012/early 2013 I played a major part in revising the BA degree programme in Modern languages and intercultural communication at the Department of Design and Communication in Sønderborg. This work was completed for student uptake in 2014. I was responsible for formulating three new courses within the field of Danish spoken and written communication. We did away with the somewhat archaic distinction between oral and written proficiency and based the courses instead in general interactional and communicative competences and professional and everyday communicative practices. In addition, I co-authored a new course in Speaking and writing English with Assoc. Professors Kerstin Fischer and Nicole Baumgarten.

More recently, in 2016, I was a prime mover, with Prof. Teresa Cadierno and Assoc. Prof. Catherine Brouwer, in revising and reinstating the degree programme in Danish as a second language upon the completion of which the students obtain a diploma that gives them the right to teach Danish to foreigners in language schools across the country - Certificate programme for teachers of Danish to adult speakers of other languages (graduate level). The programme is currently running. I have also proposed an elective module (undisclosed), a revised degree programme within the same area (undisclosed) and a new Professional BA degree in foreign language pedagogy (undisclosed).

I was Assistant Head of Study for the BA in modern languages and intercultural communication and the MA in international business communication and communication design (2014-2017) and contributed substantially to curriculum development, especially at the BA level, cf. above.

I am currently the Head of Study for the BSc in international business administration and foreign languages and the MSc in business, language and culture (English / German / Danish). This entails the overall responsibility for assuring the quality of the programmes, including curriculum development. I am also the chair of the Board of Studies for Design, Tourism, Business Administration and Foreign Languages (both since January 2018).

In the Spring of 2012, Prof. Teresa Cadierno and I were asked to carry out a pilot project aimed at arriving at recommendations for procedures of how to assess and certify English oral language skills of university lecturers at SDU who do not speak English as a first language (L1). The pilot project was primarily concerned with getting acquainted with and evaluating current testing practices and trying out different forms of evaluation of three voluntary test persons (teachers from the Institute of Technology and Innovation, the Faculty of Engineering) in order to propose recommendations concerning a future English certification procedure. All this was written up in an 8-page report in which, agnostic as to the overall purpose of such a procedure, we recommended that a certification procedure -be situated, i.e., carried out on the basis of observations of test-takers' real teaching and supervision, and that the teaching and supervision correspond in the closest way possible to the everyday practices of the test-takers -make use of tailor-made descriptors, to be fully developed and validated at SDU, which can be applied in a situated test which reflects the dynamic, multi-dialectical reality of university teachers who teach English-medium courses Given the explorative nature of developing this test and its descriptors we further recommended that researchers be employed to make sure that the test is reliable and valid and kept up to date with developments in the field.

With respect to study administration, I was vice-Head of Study for SDU's International Business Communication programmes in Sønderborg from 2014-2017 and for the Certificate programme in Danish as a second language from 2016-2017. I am currently (since Jan. 1, 2018) Head of Study for the Cross-border programmes run collaboratively with Europa Universität Flensburg and chair of the Study Board for Design, Tourism and Cross Border Studies.

4. Teaching materials, course descriptions, assignments, and practices and methods.

In this section, I will point out a few examples of courses, assignments and activities that I have developed.

4.1. When adults learn languages: language use, language learning, and second language areas of practice – an elective module.

The course, When adults learn languages: language use, language learning, and second language areas of practice, was taught as an elective module. My co-teacher Teresa Cadierno and I described and developed the entire course so as to make it fit in a coherent fashion with the interests of the students enrolled in the audiology and logopaedics programmes. The course readings, consisting of empirical second language research and introduction to research methodologies of the field, were compiled as a compendium for the students to buy.

In full, the course description read like this:

English course description (open course, graduate level):

Are children better than adults at learning languages? Are there differences between learning a first and a second language? How do people learn a new language? What do people learn when learning a language? Is it possible to dichotomise language use and language learning, and do people really 'learn' languages? And how, then, should languages be taught?

These are among the questions that this course will discuss as it attempts to provide the students with insight into foreign/second language acquisition (SLA) as a field of research. We will use literature ranging from introductory texts to the field as such to case studies from a variety of sub-fields within SLA, through which the course will enable the students to critically evaluate empirical studies in SLA. Exemplar languages will primarily be English, Danish, and Spanish, but other languages may be brought in. In the various research articles on empirical investigations we will discuss different methods of investigation and data collection and analyses, including experimental and ethnographic methods and longitudinal and cross-sectional research

Including examinations of central themes related to the study of second languages, the course will present an overview of the history of the SLA field. This will generate discussions on implications for a variety of areas of practice, including language teaching, and the use of foreign/second languages in social contexts, e.g., the labour market. The course, then, will explore the relation of SLA to other research areas, such as child language acquisition, cognition, and education, but also to research fields which view language as a social rather than cognitive phenomenon.

In terms of the exam, the students must demonstrate a good grasp of the central theories and problems of SLA as well as the ability to critically assess SLA research. The exam may profitably, but not necessarily, be empirically based. A discussion of the practical implications of the field may be included.

Exam: Free written take-home paper

ECTS: 10

Forms of teaching: lectures, classroom discussions, group work, student presentations.

6. Formal pedagogical education and project co-operation

This section lists my participation in courses in didactics and pedagogy and my experience in collaborative projects, team work with colleagues etc.

-As part of my BA degree I took a course in second language pedagogy.

-During my postdoctoral appointment I finished the lecturer training course at SDU. An integral part of this course is the participants' collaboration in supervision teams in which we observe and evaluate each other's teaching (see certificate and assessment, section 9 below).

-As part of my teaching, I have often and with pleasure taught courses in collaboration with colleagues. Also my experience as a teacher of Danish to speakers of other languages includes having navigated in, contributed to and gained a lot from a variety of team work processes. Our revisions of the BA programme in Sønderborg, as described above, also invited for a higher degree of teamwork in teaching.

9. Teacher training programme for assistant lecturers at SDU (2011).