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1. Formal pedagogical training

Course:Educational techniques for university teachers, Pedagogical Center, University of Copenhagen
Course: Knowledge dissemination and supervision of peers. PUMA course, University of Copenhagen

2. Administrative tasks related to education

2019- present Responsible module coordinator for B08 – Educational psychology (undergraduate level, 15 ECTS)

2015: Responsible for Standards in sociale work. KA. Department of Psychology, University of Copenhagen

2007-9: Coordinator and supervisor of Class instructors in personality psychology. Department of Psychology, University of Copenhagen

3. Experience with teaching, supervision, and examination

3.1 Teaching

2020	Lectures, methodology and Classroom teaching, educational psychology, B08, SDU
	Lectures, Qualitative methodology , Developmental psychology, B03, SDU
2019	Lectures, methodology and Classroom teaching, educational psychology, B08, SDU
	Lectures, Qualitative methodology , diagnoses and normality.Introduction to psychology, B01, SDU
	Lectures, Qualitative methodology , Developmental psychology, B03, SDU
2018-	Lectures and classroom teaching i educational psychology, SDU
2018-16	Lectures in educational psychology: SDU & KU
2011-2018	Lectures in personality psychology, Ba, University of Copenhagen
2016	Course: Analysis of talent management and development of competence, Modul 6F, KA, Department of Education Studies, DPU/AU
	classroom teaching: standards i social work. Department of Psychology, University of Copenhagen

3.2 Supervision

2020	Supervision of master thesis and Bachelor project
	Supervison, groups. educational psychology, B08, SDU
2019	Supervision of master thesis and Bachelor project, SDU
	Supervision, group projects, educational psychology, B08, SDU
2018	Supervision, group projects, educational psychology, B08, SDU
	Supervision,Analysis of talent and competence, Educational science, Aarhus University
2015	Supervsion (individual) standards i social work. Department of Psychology, University of Copenhagen

3.3 Examination

2020	Master's theses (individual and group)
	Bachelor project
	written examination, B08
2019	Master's theses (individual and group)
	Oral exam, educational psychology
2018	Oral exam, educational psychology, B08
	written examination, Analysis of talent management and development of competence, Modul 6F, KA, Department of Education Studies, DPU/AU
2017	Analysis of talent management and development of competence, Modul 6F, KA, Department of Education Studies, DPU/AU

| 2016 | Oral exam on synopsis, Standards in social worktandards i social work. Department of Psychology, University of Copenhagen |
| 2015 | written examination with oral feedback |

4. Methods, materials and tools

4.1 Vision and approach

In designing and developing classes and lectures, my focus has been a differentiated approach, teaching on 'different levels' that makes it possible for everyone to follow, but always putting in something more and more complex, that can be grasped. In this way all students can learn and become inspired, without necessarily understanding everything, a point I often make explicit.

When I lecture about theories and abstract reasoning I illustrate through examples and cases, to make thoughts and ideas understandable. My lectures are often not about specific texts, but rather focusing on ideas, traditions, ways of thinking and analyzing and in this way inspiring the students to be curious, think, analyze and engage with theories, problems and texts, rather than to know facts. I put a great emphasis on training the students' analytical skills, as I have experienced many difficulties arise when students have to apply and utilize theories and methods in relation to theoretical and practical problems.

In my lectures, I often guide the students by providing them an overview of the cultural context and historical roots around a given theory or field. In this way I clarify and sketch the theoretical landscape or practice by signposting the relations to other relevant theories and developments. This can make it possible for the students to relate to their previous knowledge and make the new content meaningful. When I develop my lectures, I structure them around main learning-points from a participant perspective and highlight what I see as the core of the content, by connecting theories and perspectives to everyday empirical examples that are recognizable to the students. In this I use examples from examples from everyday social psychology, organizational contexts and clinical practices

4.2 Methods

Lectures

The primary goal of the lectures is to create a framework of understanding and inspire the students to seek new knowledge and analyze problems independently. In lectures, I support the students' learning and commitment by presenting them with problems, and giving them an overview of the theories, methods and fields of practice that work with these problems. To connect this to the students' existing knowledge, I outline the relations to other relevant theories and subject areas - for example when I contrast educational psychology with clinical psychology, psychiatry and cognitive psychology. At the same time, this provides a larger framework of understanding, so that it is possible to trace how specific problem understandings and methods (also) can be understood from the historical roots and concrete cultural contexts.

In all lectures, I place emphasis on activating the students. It's about creating dialogue and getting them to actively acquire - not just the substance - but new ways of analyzing issues. To achieve this, I use activating methods; including individual reflection, 1:1 groups, group work, observation tasks, and presentations in plenary. Here, the purpose is to open up for a joint investigation, and making learning, thinking and reflection a collective and social process.

This can also contribute to the students being able to function as role models, become each other's "zone of proximal development" and establish learning as a collective process where the participants can enter into different degrees of participation and gradually expand their participation. This also enables a differentiated approach, where students with different backgrounds are invited to participate, while at the same time challenging the most ambitious students.

Classroom teaching and projects

One of the central methods in educational psychology is the problem-oriented project work. In problem-oriented project work (Olsen & Pedersen, 2018), the students in groups must, using theories and scientific methods, investigate a self-chosen problem. This method activates the students, and requires independence and critical reflection. It opens up for developing collective learning practices that place new demands on students - which creates a lot of learning and a lot of frustration. The case method is a central part of my teaching. Here, rich individual cases are used to analyze and unfold understandings, just as the students themselves must analyze cases. In order to address the transfer problem, and make the teaching engaging and relevant, I place great emphasis on connecting theories and perspectives to everyday empirical examples that are recognizable to the students. For this I use examples from both clinical, academic and practical contexts

Tools

The web-based tools I use include:
• I use the presentation program Prezi to create an overview and mind maps of complex subject areas and theoretical

landscapes. Moreover, it provides a dynamic in the teaching because it breaks with a linear structure, and thus reflects the content itself.
• Polleverywhere I use i.a. to objectify the students' understanding and attitudes and make it the subject of reflection.
• Discussion forums on Blackboard I use as a means to create discussion and activity among the students, both internally in groups and across the student population.

5. Educational development and applied research into teaching at university

Content development for:
2020
Development of concept for theory understanding Module B08, SDU
2019
Development of focus on learning and student activity, Module B01, SDU
Development of courses on qualitative methods for Module B03, SDU
2008
Development of teaching concept for personality psychology BA, Department of Psychology, University of Copenhagen,

Litterature

Bruner, J. (1997). The culture of education: Harvard Univ Pr.Lave, J., & Wenger, E. (2003). Situeret læring. Hans Reitzels Forlag.
Olsen, P. B., & Pedersen, K. (2018). Problemorienteret projektarbejde: en værktøjsbog: Samfundslitteratur.
Schön, D. (1938). The reflective practitioner. New York, 1083.
Vygotsky, L. (1978). Mind in society. Cambridge, MA: Harvard University Press.