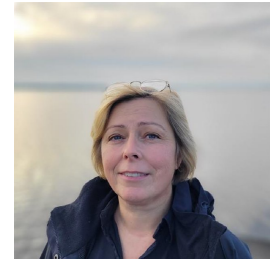


Teaching Portfolio - Gunver Majgaard

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Undervisningserfaring

Jeg har undervist siden slutningen af 90'erne. I første omgang underviste jeg datamatikere og informatikassistenter, dengang underviste jeg primært i operativsystemer, datakommunikation og programmering qua min baggrund som elektroingeniør. Siden 2002 har jeg undervist ingeniørstuderende på Syddansk Universitet, det har primært været IKT-ingeniør-, robotteknologi- og spiludvikling- og læringsteknologistuderende. I begyndelsen underviste jeg særligt i kurser som datakommunikation, IT-sikkerhed og programmering. Efterhånden udviklede jeg en særlig interesse for spil, læring og interaktion i samspil med nye teknologier. Dette førte til en phd-grad i robotter som digitale læremidler. Mine faglige interesser afspejles i nedenstående kurser, som jeg har undervist i de seneste tre år:

- Fysisk interaktionsdesign og tilrettelæggelse af rummelige installationer, (OB – FI)
- Læring og Teknologi (OK-LT)
- Mixed Reality (OK-MR)

Derudover vejleder jeg en række bachelor og kandidatspecialer inden for temaerne spiludvikling, læringsteknologi, Augmented Reality og Virtual Reality.

Deruden vejleder jeg ph.d.-studerende:

- Human-Robot Learning in Danish Public Schools (Lykke Bertel er afsluttet)
- Mixed Reality (Patricia Lyk)
- VR and Health (Asge Matthiesen)

Pædagogisk grundsyn: Deltagelse og refleksion

Jeg underviser primært ingeniørstuderende. Mit grundsyn på undervisningspædagogik tager udgangspunkt i aktiv handlen og deltagelse (Schön, 1983)(Wenger, 1998). De studerende lærer primært ved at deltage. Deltagelse kan foregå i form af dialog med undervisere, medstuderende eller f.eks. interessenter i studenterprojekter. Derudover kan deltagelse f.eks. foregå ved i praksis at gennemføre ingeniørmæssige designprocesser, hvor de studerende udvikler digitale prototyper til brug i fremtidens samfund. Aktiv deltagelse i faglige fællesskaber på universitetet fremmer de studerendes socialisering i ingeniørprofessionen.

Den aktive deltagelse og handlen understøttes af refleksion. De studerende reflekterer f.eks. over de projekter de udvikler, imens de udvikler dem. Men det er også vigtigt at få de studerende til retrospektivt at reflektere over, hvordan de kan forbedre og optimere udviklingsprocessen og produktet. Schön (1983, 2001) deler refleksion op i refleksion-i-handling, hvor viden, erfaring og intuition glider sammen, imens der handles. Og refleksion-over-handling, som er den efterfølgende refleksion over en proces, der er hændt og dens eventuelle konsekvenser.

Når jeg tilrettelægger min undervisning overvejer jeg altid, hvordan kan jeg nu sætte de studerende i sving, og hvordan kan jeg få dem til at reflektere.

Pædagogisk uddannelse

I 2011 afsluttede jeg min phd-uddannelse i robotter som digitale læremidler. Denne afhandling havde netop fokus på læreprocesser i samspil med robotteknologi. Derudover var der fokus på inddragelse af brugere i designprocessen af robotlæremidler.

I 2007 afsluttede jeg en masteruddannelse i IKT og læring. På denne uddannelse forbandt vi undervisning, teori om læring og IKT.

Disse to uddannelser har i særlig grad medvirket til at skærpe og udvikle min interesse for, hvordan man lærer, imens man deltager aktivt i lære- og designprocesser med teknologi som omdrejningspunkt.

Derudover har jeg gennemført pædagogikum (2003), som er en slags praktisk og teoretisk grundkursus i universitetspædagogik.

Udvalgte aktiviteter relateret til undervisning og undervisningsudvikling

De seneste år har udviklet kurserne Mixed Reality og Læring og Teknologi. Derudover deltager jeg aktivt i den løbende udvikling af uddannelse spiludvikling og læringsteknologi.

Medlem af uddannelsesforum på TEK SDU (2020)

Vikarierende uddannelsesleder for Spiludvikling - og Læringsteknologi (2020)

Med i arrangementskomité for konferencen ECGBL – The European Conference on Games Based Learning som blev afholdt på SDU (2019)

Tovholder på udvikling af civilingeniøruddannelsen Spiludvikling - og Læringsteknologi (2009)
International koordinator for udveksling af ingeniørstuderende (2004-2008)
Uddannelsesleder Datanom fjernundervisning Lyngbyuddannelsescenter (1998-2002)

Research outputs

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Adolescents' perceptions of a Virtual-Reality based alcohol prevention tool – a focus group study on content, technical and gender aspects

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Dalager, S. & Majgaard, G., 2022, *Virtual, Augmented and Mixed Reality: Applications in Education, Aviation and Industry - 14th International Conference, VAMR 2022, Held as Part of the 24th HCI International Conference, HCII 2022, Proceedings*. Chen, J. Y. & Fragomeni, G. (eds.). Springer Science+Business Media, p. 14-30 (Lecture Notes in Computer Science, Vol. 13318 LNCS).

Didactics in the age of robot technologies

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