

Formal education

2019 Lecture Training Program, SDU Centre for Teaching and Learning (10 ECTS), complete in June

Completed pedagogical courses

2019 Student as learners
2019 Motivating teaching
2018 Student response systems in teaching
2018 Students' academic writing competencies
2018 Team-based Learning
2018 Collaborative Learning

Administrative tasks relating to education

2015- 2019 Course leader at the "Talent development and elite sport" (15 ECTS)
2019 Revision of the postgraduate internship "Elite sports environments in action" (15 ECTS)
2019 Member of working group "Innovation and leadership" in the revision of master study program "Sport and health"
2016, 2018 Course leader at the postgraduate course "Physical education, sports and learning" (15 ECTS)
2016 Member of the working group "Movement and learning" in the revision of the undergraduate study program "Sports and health"

Experience concerning teaching, study programs, supervision and examinations

Resume

I have been engaged in university teaching since 2012 with teaching responsibilities corresponding to 750 working hours per year since 2015.

Teaching, supervision and examinations

Post graduate program in Sports and Health, Department of Sports Science and Biomechanics

2015-2019 Primary teacher, examiner, and supervisor of projects at the postgraduate course "Talent development and elite sport" (15 ECTS)

2015-2019 Primary teacher, examiner, supervisor of the students' action research projects at the postgraduate course "Physical education, sports and learning" (15 ECTS)

2016, 2018 Supervisor of the students' internships at the postgraduate course "Elite sports environments in action" (15 ECTS)

2016, 2018 Guest teaching at the international postgraduate course "Best practice in childhood" (15 ECTS)

2013-2018 Teacher and examiner at the postgraduate course "Applied sport psychology and talent development" (15 ECTS)

2013-2018 Guest teaching at the postgraduate course "Applied research methodology" (15 ECTS)
Teaching in NVIVO supported qualitative analysis

2012-2019 Supervision of master students (25 projects)
Main supervisor including the examination and evaluation of their projects.

Undergraduate program in Sports and Health, Department of Sports Science and Biomechanics

2015-2016 Aerobic training – performance psychology (module 6)
Teaching performance psychological issues

2013-2014 Introduction course to the undergraduate programme (module 1)
Inspiration lectures

2012-2019 Supervisor of bachelor projects
Main supervisor including the examination and evaluation of their projects.

Master program in Fitness and Training, Department of Sports Science and Biomechanics
2010 Sport sociology
One day seminar

Censor

2018-Member of the Danish censor corps

2015-2019 Internal censor of the postgraduate course "Physical education, sports and learning"

2015 Internal censor of the postgraduate course "Selvvalgt emne"

2014 Internal censor of undergraduate course "Ballgames"

Educational development and applied research in university teaching

Teaching development project

During the Lecture Training Program an educational development project was conducted with the title: "Improving students' learning and creating a sustainable learning culture through collaborative and team-based learning methods." The aim was to develop tools and assignments (team-based and collaborative learning activities) that would improve the learning culture in a group of first semester postgraduate students (25 students). The particular tools and methods engaged the students with each other and were designed so the students were actively involved, and they were dependent on each other's preparation and engagement in the seminar.

Overall, the project provided an alignment between learning objectives and educational activities.

The project concluded that collaborative learning and team-based learning influenced group dynamics positively; however, to measure how it affected the learning culture is to be evaluated in May 2019. The immediate evaluations showed that the majority of students experienced a high learning outcome, and a sense of belonging and satisfaction. The project is prepared for presentation at the "Teaching for active learning Conference" in November 2019.

Reflection on own teaching practice and future development, including students' evaluation

Teaching philosophy

Teaching allows me influence, develop, motivate and challenge tomorrow's leaders and practitioners within the sports field. Thus, education is about more than teaching a subject, it is about building one's character. Therefore, I think it is important to cultivate confidence, independence and critical thinking in students.

My classes are mainly full day seminars with a range of learning activities stimulating the students to engage with each other and spur discussion. I do also provide lectures because the student's feedback informed me that it is an important supplement to their readings and provide get an overview. Most students benefit from teaching that involves real-life problems.

My teaching philosophy is based on a constructivist approach to learning and is influenced by several learning theories (e.g. Wenger, 1998, Vygotsky, 1978, Schön, 1983). Learning is a fundamentally social phenomenon reflecting humans as social beings, as "meaning exists neither in us, nor in the world, but in the dynamic relation of living in the world" (Wenger, 1998, p. 54). University teaching is for me a matter of creating a psychologically safe environment (Edmondson, 1999), where the students dare to develop, make mistakes and challenge each other. I believe in a situated approach to knowing and learning (rather than approaching ability as a property of individuals), which encourages a growth mindset rather than a fixed mindset (Dweck, 2006). I believe that ability is "...a set of functional relations distributed across person and context, and through which the person-in-situation appears knowledgeably skillful" (Barab & Plucker, 2002, p. 174). In other words, as a teacher I pay attention to the learning contexts and situations; not merely the content. I believe that it is beneficial for the students' learning outcomes to nurture the group dynamics and the relationships within the group of students, because learning and teaching is a dynamic transaction among the individuals, the physical environment, and the socio-cultural context.

Students at the university are adults. Adults' learning is characterised by the need for engagement, meaning and influence. Therefore, active participation and co-responsibility for how the teaching seminars are proceeding are key word to me in a university context.

The practical consequences of my teaching philosophy:

- Creating social situations where the students apply their knowledge, reflect and discuss in a psychologically safe environment.
- Making the students' experience ownership of their own learning processes.
- Using dialog as a mediating artifact that connects the students with each other and creates the possibility of sharing experiences and knowledge. I do appreciate the students' perspectives and reflections and encourage arguments and discussions.
- Working with real life problems and real-life cases so the students develop as people with their own opinions.
- Meta communicating the learning goals of the courses so the students reflect upon where they are, where they have been and where they are going.

Methods, materials and tools

First of all, my use of methods, materials and tools are adapted to the learning goals and the specific situation. However,

in general, my teaching is inspired by collaborative learning methods, team-based learning and case-based learning methods, because they target students as learners. I have experienced that the students' engagement and active involvement is highest when using these methods, which benefits the achievements and learning outcomes. The methods used depend on the purpose of the teaching. Thus, I strive towards teaching that is based on specific learning goals. The teaching material is primarily research articles, and is research based. In sports and learning the teaching method is also practice based, so the students engage in action research together with external partners.

-The teaching is research based, and targets the competences of reading, understanding and applying peer reviewed scientific journals in post graduate courses.

-The teaching is based on learning goals; however, I do also prioritize room for 'detours'.

-I expect the student to be prepared for classes because if they are not these teaching methods are not efficient.

Future development

The educational system in Denmark has been recently reformed and these changes have influenced the task of the teachers. We continuously need to adapt and re-design our programs, courses and teaching methods. In the near future my main focus for development is employability and together with teacher colleagues I aim at collaborations with potential workplaces as important input to the teaching and education.

References:

- Barab, S. A., & Plucker, J. A. (2002). Smart people or smart contexts? Cognition, ability, and talent development in an age of situated approaches to knowing and learning. *Educational Psychologist*, 37, 165-182.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.
- Hodkinson, P., Biesta, G., & James, D. (2008). Understanding learning culturally: Overcoming the dualism between social and individual views of learning. *Vocations and Learning*, 1(1), 27-47.
- Kugel, P. (1993). How professors develop as teachers. *Studies in Higher Education*, 18(3), 315-327.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Mutton, T., Burn, K. & Hagger, H. (2010). Making sense of learning to teach: Learners in context'. *Research Papers in Education*, 25(1), 73-91.
- Schön, D.A. (1983). *The Reflective Practitioner*. New York, NY: Basic Books.
- Wenger, E. (1998). *Communities of practice. Learning Meaning, and identity*. New York, NY: Cambridge University Press.