

Teaching CV

Teaching experience

Undergraduate courses on Spanish language and culture, Spanish grammar and phonetics, Spanish oral and written proficiency.

Graduate-level courses and seminars on research methodology in logopedics and audiology, bilingualism and second language acquisition, foreign language teaching methodology, cognitive linguistics, discourse analysis.

Ph.D. seminars on construction grammar, second language acquisition and quantitative research methods

Following are some reflections on different aspects that I consider to be important regarding university teaching:

1. Research-based teaching: University teaching should provide students with knowledge that is research-based; It is important for the teacher to have a "first hand" research experience on the material he/she is imparting. This is particularly important when teaching at the graduate and post-graduate levels.

2. Teacher' and student's roles

Teacher's role: As a teacher, it is important to establish clear and realistic course goals, which implies the development of well-structured course syllabi. At the beginning of the course it is important to provide students with clear explanations of what the goals of the course are, its structure and the specific contents that will be covered, as well as the type of assessment that will be conducted.

Promoting active thinking and critical skills on the part of the students constitutes a key issue of university teaching. In order to reach this goal, it is necessary to provide students with challenging tasks and activities that go beyond the mere reproduction of knowledge. Regular feedback should be provided to the students on these tasks and activities so that they can be aware of their learning progress. In order to promote the active involvement of students in class, it is important that the teacher shows enthusiasm and engagement in the content that is imparted. Equally important is for the teacher to vary classroom dynamics in order to target learners' different learning styles.

Student's role: Students must be actively engaged in the course both at the individual and group level, engaging in collaborative work with other students; they should be able to apply their knowledge to specific tasks / activities, and work regularly with the materials as the course unfolds.

Students should be aware of their own learning process, as well as the important role of autonomous learning. Under the teacher's guidance, they need to learn to work independently, and be able to accomplish tasks / activities in the given periods proposed by the teacher. There often seems to be a lack of understanding of what autonomous learning implies; sometimes, and especially undergraduate students expect teachers to "feed" them with all the necessary knowledge, not realizing that part of that knowledge must be developed on their own as it is an important aspect in learning at the university level. As a teacher, it is important to develop autonomous learning skills in the students by providing them with some necessary tools. One example can be the provision of clearly defined tasks closely related to the activities that will be carried out in the following teaching session.

3. Presence of several teachers per course: Teaching can benefit from having more than one regular teacher per course; this model can be beneficial for the students as they get the possibility of having experts in different aspects / topics of the course, and of being exposed to various teaching styles. If more than one teacher is present at each class session, the model is likely to promote reflection on one's own teaching method as well the development of new ideas for teaching. For the model to be successful there must be a good coordination between the teachers involved both in terms of course content and type of teaching tasks / activities performed.

4. Use of e-learning: It is important to integrate e-learning and classroom-based activities as the new technologies allow both teachers and students to make learning more efficient. The web-based platform "Blackboard" permits the teacher to have direct contact with the students outside the classroom; for the teacher, it facilitates the delivery and correction of tasks, and for the students, it makes knowledge sharing with the classroom mates and with the teacher easier thanks to e.g., the discussion board forum.

Advisor experience

Advisor of 15 BA projects; more than 20 MA theses and 10 Ph.D. dissertations in the areas of second language acquisition, bilingualism, applied cognitive linguistics and audiolopedics

Experience in curricular development

Development of courses for the following university programs: Spanish and Latinoamerican Studies, Audiologopedics and Intercultural Pedagogy

Administrative positions

Head of the Spanish Department at the University of Southern Denmark, Odense (2004-2005)

Member of the study board for Spanish and Latinoamerican Studies

Pedagogical education

Ph.D. at The University of Illinois at Urbana-Champaign (USA) in 1992 with a specialization on second language acquisition and foreign language pedagogy