

Teaching portfolio

Administrative tasks relating to education

I have participated in the design and preparation of the master's courses 'Applied research methodology' and 'Innovation and management in sports clubs and sports facilities'.

Experience concerning study programs, supervision and examination

Has taught the following bachelor's and master's courses at the University of Southern Denmark:

2014-Applied research methodology – quantitative methods, 15 ECTS

2013-Innovation and management of sports clubs and sports facilities, 15 ECTS

2013-2015 Sports internship course, 15 ECTS

2012-Scientific theory and research methodology, 15 ECTS

Has taught externally at the following courses:

2018 Diploma course for voluntary leaders at DGI Storkøbenhavn

2015 Courses in sports club management at Fredericia Idrætslederakademi

2014 Course for future sports managers at Gerlev Idrætshøjskole

2011 Diploma course for voluntary leaders at University College Lillebælt

Supervision at the bachelor's and master's programme at the University of Southern Denmark:

2015-Supervision of master's theses

2015-Supervision of bachelor's theses

Reflection on own teaching practice and future development

To me, teaching represents an opportunity to spread the interest for my area of scientific interest and the way in which research is conducted within my field of research. Consequently, I often depart from specific issues and/or methods, I work with, and ask the students to critically reflect on them. I view the students as resources that can potentially contribute new angles to academic problems. My experience is that this approach to teaching brings me the greatest satisfaction and motivation, although the individual teaching situations do not always match the expectations stated.

Because I initially see the students as resources and because I believe that learning is best done in situations where students actively work with scientific tasks, I have two focus points in my teaching. The first concerns the relationship between myself as a teacher and the students, where it is essential for me to build a safe learning environment. More concretely, I consciously try to promote an informal tone and place large emphasis on the recognition of the students, for example in connection to questions and discussions. The students must experience that they can safely express themselves in my classes.

The second focus point is variation in teaching methods that allow for the students to be active participants. Specifically, I aim to balance between one-way communication (teacher to students), discussions (in classes or within groups) and task solving or case work (individually or in groups). I seek to vary between different learning styles. For example, I sometimes present a topic, after which students are asked to reflect on the problem. On other occasions, I activate the students in problem solving after which I emphasize follow-up and feedback to ensure that students are given the opportunity to leave my classes with the same knowledge and competencies.

In continuation of my approach to teaching, it is natural for me to demand the active engagement of the students. As a teacher at a university, I teach adults, which is why I believe that it is reasonable to assume that my students basically want to learn. As a result, my teaching is organized from the starting point that the students have read the literature. To me, this is a fundamental premise for the students to fully benefit from my teaching, especially the active learning situations. Finally, I expect the students to be focused, but if someone chooses not to be, it is their own choice and responsibility, and, therefore, not something that I address unless it is intrusive to my teaching.

In my work as a teacher, I have sought – and are continuing to search for – suitable methods for working with active learning and the feedback that I consider essential to student learning outcomes. One focus point is the variation between different activation techniques and tools. Another relates to how feedback is provided to maximize the benefit of the students from the feedback they receive from me as a teacher as well as from their fellow students.

Methods, materials and tools

Because I have taught different courses, I have experience with various learning settings with different numbers of students. The experience from these different settings has allowed me to reflect on and build up tools that enables me to adjust my learning approaches to these different situations. Regarding supervision, I have supervised both in groups and individually, which has provided me with experiences in how to benefit from both forms of supervision.

In my teaching, I have used various online tools that can support teaching, such as Blackboard, Survey Xact, Poll Everywhere and Padlet.