

Sarah Bro Trasmundi  
Centre for Human Interactivity  
Institut for Sprog og Kommunikation  
**E-mail:** sarbro@sdu.dk  
**Telefon:** 65504542



## CV

### Uddannelse

BA i medievidenskab, SDU, 2006  
Cand.mag. i international virksomhedskommunikation, SDU, 2008  
PhD i Cognitive Ethnography

### Nuværende beskæftigelse

Lektor, Institut for Sprog og Kommunikation, SDU

### Andet

Director: ACE-Lab (Advanced Cognitive Ethnography Lab)  
Stiftende medlem af Forskningscentret Centre for Human Interactivity (CHI)

## Ansættelse

### Adjunkt

Centre for Human Interactivity  
Syddansk Universitet  
1. jan. 1998 → present

### Lektor

Institut for Sprog og Kommunikation  
Syddansk Universitet  
1. apr. 2018 → present

## Publikationer

### **"You know it, how I feel, I mean you just did it": The emergence of we-ness through re-enactment in psychotherapy**

Jensen, T. W., Trasmundi, S. B., Steffensen, S. V. & Skaalum, M., 2019, (Accepteret/In press) I : Cognitive Semiotics. 25 s.

### **Interpersonal coordination dynamics in psychotherapy: A systematic review**

Steffensen, S. V., Wiltshire, T., Trasmundi, S. B., Bjørndahl, J. S. & Jensen, T. W., 2019, I : Psychotherapy Research.

### **Cognitive Event Analysis: a method for studying cognitive processes in embodied, multimodal interaction**

Steffensen, S. V. & Trasmundi, S. B., okt. 2018.

### **Sarah J White and John A Cartmill, Communication in Surgical Practice**

Trasmundi, S. B., aug. 2018, I : Discourse & Communication. 12, 4, s. 447-450

### **A Blended Quantitative-Ethnographic Method for Describing Vocal Sonification in Dance Coaching**

Trasmundi, S. B. & Harvey, M. I., 2018, I : Psychology of Language and Communication. 22, 1, s. 198-229

### **Insights and their emergence in everyday practices: The interplay between problems and solutions in emergency medicine**

Trasmundi, S. B. & Linell, P., 2017, I : Pragmatics and Cognition. 24, 1, s. 62-90

### **Affect and affordances: The role of action and emotion in social interaction**

Jensen, T. W. & Pedersen, S. B., 31. maj 2016, I : Cognitive Semiotics. 9, 1, s. 79-103

**Distribueret kognition og distribueret sprog: analyse af kognitive events i en akutmedicinsk social praksis**

Trasmundi, S. B., 2016, I : NyS : Nydanske Sprogstudier. 2016, 50, s. 55-85 30 s.

**Meaning Emergence in the Ecology of Dialogical Systems**

Trasmundi, S. B. & Steffensen, S. V., 2016, I : Psychology of Language and Communication. 20, 2, s. 154-181

**The cognitive ecology of human errors in emergency medicine: an interactivity-based approach**

Trasmundi, S. B., 2015, Syddansk Universitet. Det Humanistiske Fakultet.

**Temporal dynamics in Human Interaction**

Steffensen, S. V. & Pedersen, S. B., 2014, I : Cybernetics & Human Knowing - A Journal of Second Order Cybernetics, Autopoiesis and Cyber-Semiotics. 21, 1-2, s. 80-97

**Temporal dynamics in medical visual systems**

Pedersen, S. B. & Steffensen, S. V., 2014, I : Cybernetics & Human Knowing - A Journal of Second Order Cybernetics, Autopoiesis and Cyber-Semiotics. 21, 1-2, s. 143-157

**Global knowledge circulation: from knowledge economy to an ecology of knowledge**

Steffensen, S. V., Johannessen, C. M. & Trasmundi, S. B., sep. 2013.

**Interactivity in health care. bodies, values and dynamics**

Pedersen, S. B., 2012, I : Language Sciences. 34, 5, s. 532-542

**Towards dialogical health care practices: human errors as a result of cultural affordances**

Pedersen, S. B., 2010, *Signifying Bodies: Biosemiosis, Interaction and Health*. Cowley, S. J., Major, J. C., Vork Steffensen, S. & Dinis, A. (red.). 1. udg. udg. Braga: The Faculty of Philosophy of Braga, Portuguese Catholic University, s. 245-276

## **Aktiviteter**

**The Multiscalarity of Re-enactment in Interaction: The Ecological Self**

Sarah Bro Trasmundi (Taler), Johanne Stege Philipsen (Taler)  
11. jun. 2019

**Reading beyond the reader: a multiscale view on reading**

Sarah Bro Trasmundi (Taler)  
9. maj 2019

**Cognitive processes in embodied interaction: the case for Cognitive Event Analysis**

Sune Vork Steffensen (Foredragsholder), Sarah Bro Trasmundi (Foredragsholder)  
mar. 2019

**Transforming thoughts with hands – a case study of co-operative gesture in collaborative meaning-making in psychotherapy**

Johanne Stege Philipsen (Taler), Sarah Bro Trasmundi (Andet)  
6. jul. 2018

**The 2nd symposium on Embodied Interaction**

Johanne Stege Philipsen (Arrangør), Sarah Bro Trasmundi (Arrangør), Sune Vork Steffensen (Chairman), Line Brink Worsøe (Chairman)  
26. jun. 2018 → 27. jun. 2018

**Pre-conference Lab on Intercorporeality**

Johanne Stege Philipsen (Arrangør), Sarah Bro Trasmundi (Arrangør)  
25. jun. 2018

**Jürgen Streeck**

Johanne Stege Philipsen (Vært), Sarah Bro Trasmundi (Vært)  
24. jun. 2018 → 27. jun. 2018

**Haptic emotionality in patient - therapist interaction**

Johanne Stege Philipsen (Taler), Sarah Bro Trasmundi (Andet)  
21. maj 2018

**Cognitive Ethnography and interaction studies**

Line Maria Simonsen (Deltager), Sarah Bro Trasmundi (Arrangør)  
2018

**The 2nd symposium on Embodied Interaction**

Line Maria Simonsen (Deltager), Sarah Bro Trasmundi (Arrangør), Johanne Stege Philipsen (Arrangør)  
2018

**Embodied co-performance in psychotherapy**

Sarah Bro Trasmundi (Taler), Johanne Stege Philipsen (Andet)  
6. okt. 2017

**Gestural meaning-making in psychotherapy: co-participated re-enactment of non-local patterns in local interaction**

Sarah Bro Trasmundi (Taler), Johanne Stege Philipsen (Taler)  
4. okt. 2017

**Embodied interaction**

Johanne Stege Philipsen (Arrangør), Sarah Bro Trasmundi (Arrangør)  
3. okt. 2017 → 4. okt. 2017

**Distributed Thinking Symposium V**

Sarah Bro Trasmundi (Taler)  
30. jan. 2013

**review of a submission for CHI 2013 Work-in-Progress venue (Tidsskrift)**

Sarah Bro Trasmundi (Peer reviewer)  
jan. 2013

**1st International Conference on Interactivity, Language and Cognition**

Sarah Bro Trasmundi (Taler)  
12. sep. 2012

**Ph.D.-udvalg (Ekstern organisation)**

Sarah Bro Trasmundi (Medlem)  
feb. 2012 → jan. 2013

**4th Danish Emergency Medicine Conference 2011**

Sarah Bro Trasmundi (Taler)  
25. nov. 2011

**ICSI Belfast Conference: Interpersonal Communication and Social Interaction Conference**

Sarah Bro Trasmundi (Taler)  
7. sep. 2011 → 9. sep. 2011

### **Embodied & Narrative Practices: Clinical and Practical Applications**

Sarah Bro Trasmundi (Taler)  
11. jul. 2011 → 12. jul. 2011

### **1st International Conference on Interactivity, Language and Cognition (Begivenhed)**

Sarah Bro Trasmundi (Medlem)  
jul. 2011 → okt. 2012

### **Interaktion Dialog Sundhed (Ekstern organisation)**

Sarah Bro Trasmundi (Formand)  
jun. 2011

### **Interaktionsanalyse i et metadialogisk perspektiv**

Sarah Bro Trasmundi (Foredragsholder)  
okt. 2009

### **Præsentation af en metadialogmodel**

Sarah Bro Trasmundi (Foredragsholder)  
okt. 2009

### **Distributed Thinking Symposium II : Categories in Action**

Sarah Bro Trasmundi (Taler)  
sep. 2009

### **Distributed Health Interaction (Ekstern organisation)**

Sarah Bro Trasmundi (Medlem)  
2009

### **Distributed Language Group (Ekstern organisation)**

Sarah Bro Trasmundi (Medlem)  
2009

### **Women's Information Network (Ekstern organisation)**

Sarah Bro Trasmundi (Medlem)  
2009

### **Holisme Dialog Organisation (Ekstern organisation)**

Sarah Bro Trasmundi (Medlem)  
2008

## **Projekter**

### **EPICLE: The Ecology of Psychotherapy - Integrating Cognition, Language and Emotion / Funded by VELUX fonden**

Steffensen, S. V., Jensen, T. W., Philipsen, J. S., Trasmundi, S. B. & Worsøe, L. B.  
01/02/2016 → 01/11/2020

Projekter: Projekt › Forskning

## **Presse/medie**

### **7 kvinder du skal holde øje med: Det vellidte forskertalent**

Sarah Bro Trasmundi  
01/02/2013  
1 Mediebidrag

**Dagens Medicin / Båndede akutlæger bliver bedre kommunikatører**

Sarah Bro Trasmundi  
19/10/2012  
1 Mediebidrag

**EliteForsk-pris til forsker på Køge Sygehus**

Sarah Bro Trasmundi  
10/02/2012  
1 Mediebidrag

**EliteForsk-pris til forsker på Køge Sygehus: 2. sektion side 4**

Sarah Bro Trasmundi  
11/02/2012  
1 Mediebidrag

**EliteForsk-pris til forsker tilknyttet Køge Sygehus**

Sarah Bro Trasmundi  
01/01/2012  
1 Mediebidrag

**EliteForsk-pris til forsker tilknyttet Køge Sygehus**

Sarah Bro Trasmundi  
17/02/2012  
1 Mediebidrag

**Forsker-talent modtager rejselegat**

Sarah Bro Trasmundi  
11/02/2012  
1 Mediebidrag

**Fyens Stiftstidende / Lægens sprogdoktor, sektion 7 side 10, 11**

Sarah Bro Trasmundi  
12/02/2012  
1 Mediebidrag

**Læselysten skal tilbage**

Sarah Bro Trasmundi  
25/07/2019  
1 Mediebidrag

**Opgør med fejlkultur på sygehus**

Sarah Bro Trasmundi  
11/03/2016  
1 element af Mediedækning

**P4, radio / Fynske forskerspirer**

Sarah Bro Trasmundi  
22/05/2012  
1 Mediebidrag

**Politiken / Vi læser med hele kroppen**

Sarah Bro Trasmundi  
04/06/2019  
1 Mediebidrag

**Politiken net/ Hænderne, fødderne og stemmen hjælper til: Vi læser med hele kroppen**

Sarah Bro Trasmundi

04/06/2019

1 Mediebidrag

**Sarah B. Pedersen får EliteForskstipendium**

Sarah Bro Trasmundi

22/02/2012

1 Mediebidrag

**SDU-forsker vil bringe læselysten tilbage**

Sarah Bro Trasmundi

04/06/2019

1 Mediebidrag

**To rejsestipendier til SDU**

Sarah Bro Trasmundi

09/02/2012

1 Mediebidrag

**TV 2 Nyhederne 19.00**

Sarah Bro Trasmundi

23/06/2019

1 Mediebidrag

**TV2 News 22.00**

Sarah Bro Trasmundi

23/06/2019

1 element af Mediedækning

**TV2/ Nyt forsøg kan ændre vores viden om læsevaner**

Sarah Bro Trasmundi

23/06/2019

1 Mediebidrag

## **Undervisning og vejledning**

### **BA-vejledning**

Sarah Bro Trasmundi

01/02/2019 → 01/07/2019

### **Dansk sprogbeskrivelse og tekstvurdering**

Sarah Bro Trasmundi

01/08/2008 → 31/12/2008

### **Human Relations Management i et dialogisk perspektiv**

Sarah Bro Trasmundi

01/08/2009 → 31/12/2009

### **Information og kommunikation**

Sarah Bro Trasmundi

01/08/2012 → 31/12/2012

**Interpersonel Kommunikation**

Sarah Bro Trasmundi  
01/09/2018 → 15/12/2018

**Kommunikations- og kampagneplanlægning**

Sarah Bro Trasmundi  
01/02/2010 → 30/06/2010

**Kommunikations- og videnskabsteori**

Sune Vork Steffensen & Sarah Bro Trasmundi  
03/02/2017 → 15/12/2017

**Kommunikationsplanlægning**

Sarah Bro Trasmundi  
01/02/2010 → 31/12/2010

**Organisation og Kommunikation**

Sarah Bro Trasmundi  
01/08/2009 → 31/12/2009

**Organisation og kulturanalyse**

Sarah Bro Trasmundi  
01/08/2015 → 31/12/2015

**Organisationskultur**

Sarah Bro Trasmundi  
01/08/2015 → 15/12/2015

**PhD-vejledning**

Sarah Bro Trasmundi  
15/08/2019 → 15/08/2022

**Professionsetik**

Sarah Bro Trasmundi  
01/01/2019 → 22/12/2019

**Specialevejledning**

Sarah Bro Trasmundi  
01/02/2019 → 01/07/2019

**Tekstforfatning**

Sarah Bro Trasmundi  
01/02/2009 → 30/06/2009

## Undervisnings-CV

### 1 Teaching Philosophy and Teaching Methods

In my previous and current research and teaching positions I have taught a broad range of courses and disciplines. Regardless of their differences, all disciplines are saturated with a shared focus on the important link between theory and practice no matter if the course is on Communication and Philosophy of Science or Organisational Communication. First, I give a brief overview of my teaching philosophy before I exemplify it through the teaching methods I apply in selected courses. My teaching activities are always based on the principles of active learning and supportive teaching (Lave and Wenger, 1991; Prince, 2004). In more practical terms, this comes down to fostering an educational environment based on: (i) enthusiasm, (ii) craftsmanship, (iii) critical thinking, (iv) life-long learning and (v) creativity. The aim of stimulating life-long learning relates to the ideal that learning emerges, not only in the classroom, but in all kinds of interactions (Vygotsky, 1978; Linell, 2009). For instance, a group of students evaluate their own learning as a continuous process related to critical reflection: "Vi tænker mere kritisk på information i løbet af hverdagen, og funderer over videnskaben bag hverdagens fænomener" (see appendix B). Therefore, the ideal is to stimulate self-reflection by encouraging the students to embody a critical and reflective mind-set in all kinds of situations. Learning takes place through discussions of various topics in groups, through reading and when using their own life-world as a basis or display for learning. It all comes together when those systematic reflections are brought into the classroom and feed back on their conception of how they interpret and adapt to changes in the real world. This ideal mirrors Dewey's (1938) interest in developing learning individuals, and Senge's (2006) concept of double-loop learning. Theoretically, my didactic philosophy is grounded in an (inter)active approach where the students' learning is facilitated through active participation in various ways. Noë (2004) has emphasised how learning is related to visual perception as an active phenomenon: "Vision is active; it is an active exploration of the world" (Noë, 2004:72), and he underlines how meaning and understanding have less to do with processes of representation than with being aware of how and what can be manipulated. While being actively engaged with 'information' improves learning, it implies establishing links with and within the environment, where the learners become comfortable with manipulating elements of the world around them. For instance, many struggles emerge when the students are unable to connect theoretical thinking with their own life-world making them unable to see the right solution. Goodwin (1994) argues that to become an expert in any field, one must develop a professional vision, i.e. an ability to directly perceive what is right, functional or useful. He exemplifies this line of thought by describing how archaeologists become experts over time by manipulating objects in their world; for instance by getting comfortable with different tools and concepts. He shows how they use color-coding schemes to provide equivalent observations in a way that literally transform nature into culture: by using such a system a worker views the world from the perspective it establishes. Of all the possible ways that the earth could be looked at, the perceptual work of students using this form is focused on determining the exact color of a minute sample of dirt. They engage in active cognitive work, but the parameters of that work have been established by the system that is organizing their perception. In so far as the coding scheme establishes an orientation toward the world, it constitutes a structure of intentionality whose proper locus is not the isolated, Cartesian mind, but a much larger organizational system. (Goodwin, 1994: 609) In this perspective, I see my job as a teacher to enable the students to develop a professional vision within particular fields. Part of that task involves bringing the real organisational world into the classroom in order to make it a realistic and relevant anchor for reflection. Or as the cognitive anthropologist, Hutchins (1995:xiii-xiv) argues "there are many excellent reasons to look at the "real world" that are not concerned with hoped-for applications of the research findings." I aim at operationalising this perspective in my own practice as a teacher. My internal supervisor emphasised: "Regarding her learning and teaching principles, I would like to highlight that she values dialogue as essential for stimulating learning and an active educational environment based on a way of knowing that includes: enthusiasm, craftsmanship, critical thinking, life-long learning and creativity. These epistemic ideals for Sarah are realized through an interactive approach to learning that stresses the embodiment of knowledge acquisition. For Sarah, teaching students to be academics is a developmental process towards a 'professional vision' through not only insight into abstract theories and concepts, but also the skill of manipulating material artifacts, such as computers and texts, for furthering thinking. Furthermore, 'professional vision' is enhanced by scaffolding her interactions with the students as a laboratory-like environment, where exploring ideas is encouraged and setbacks are opportunities for re-thinking the path towards learning objectives." One way in which I strive to incorporate the teaching principles into learning situations is by making sure that teaching plans, exam forms and classroom activities scaffold such practice. For example, I seek to make theory practically relevant to the students by working with mini-experiments in class. I often introduce my classes with a metaphor, welcoming them to my laboratory. The classroom represents an experimental setting for testing hypotheses and generating new ones. However, for a laboratory to work, it must be saturated with trust, resources and enthusiasm, in order to create the enabling conditions for serendipity and successful outcomes. Also, for good outcomes to occur, the lab workers have to fail, rethink the setup, and try again and again. By working with the lab as a metaphorical structure, it provides an organising framework for critical thinking, creativity and active learning. This procedure can be summarised as learning phases that relate to experimental design (what are we testing, and why?), visualisation (what are the ingredients and the setup?), meta-communication (why did we support or falsify the hypothesis?), etc. This section sums up my teaching philosophy and unveils my pedagogical and dialogical reflections and it implicitly touches on the teaching methods I apply. However, in the following I elaborate more specifically how I realise my teaching philosophy by incorporating specific methods. Generally, I always reflect methodologically on which areas I can develop and what tools will enable me to appraise my own development and potential as a teacher. During this semester, for instance, I have integrated new feedback and feed forward methods. The aim is to enhance the quality of discussions and dialogue and to get all students involved. By having the students prepare a set of questions and discuss them in their study groups before the beginning of the lessons, they share a specific focus and understanding of

various key concepts etc. The plenum discussion becomes more nuanced and broad as all feel more comfortable with contributing when they have got time in groups to compare their answers. Continuously throughout the courses, I use my teaching experience, evaluations and feedback as tools to develop as a teacher. In general, I vary the teaching methods depending on the course I teach. I switch between lectures, discussions, student presentations, casework, experiments and visual facilitation. I always consider having a guest lecturer or an expert (e.g. an employee from an organisation or a guest lecturer at the University) to present their view within the course frame.

**2 Teaching Qualifications** Recently I passed the University's Pedagogical Lecturer Training Programme (adjunktpædagogikum) (see appendix D). Beyond the formal certificate, I have more than 9 years of experience with teaching at BA and MA levels at the faculty of Humanities as well as at the Faculty of Health Sciences. Further, I taught a module on Cognitive Ethnography at a Ph.D.-course in April 2017. I have continued to expand and elaborate my teaching portfolio. For an extensive assessment of my teaching practice I refer to the statement by my internal supervisor at the University's Pedagogical Lecturer Training Programme, to the teaching evaluations made by current students (section 2.4), and to my personal Portfolio at Blackboard. Further, I have been invited to become a pedagogical ambassador, which I agreed to in August 2017. The purpose of this initiative is described as: "to facilitate sharing of effective and active teaching and learning within and across faculties at SDU who are trying out different ways to engage students through active and effective approaches to teaching and learning." I have further been encouraged to present at the conference Teaching for Active Learning 2018 (TAL2018) at SDU in order to communicate the pedagogical possibilities for practicing research-based teaching.

**2.1 Supervision** I have supervised about 20 master's thesis and around the same number of bachelor's thesis. I have primarily supervised within the topic of interpersonal communication, organisational cognition, cognitive ethnography, organisational change, organisational culture, human relation management and organisational interaction and facilitation processes. Currently, I supervise both PhD, master's and bachelor's thesis. Currently I engage in dialogues with those students about their research projects. A shared component (with few exceptions) for the theses I supervise, is that the students work with empirical, naturalistic data. I see supervision sessions as great opportunities to develop a student's academic skills in general, and to tailor the process in a way that empowers the student to put all possible effort into the job and set the standards as high as possible (whatever that entails for the individual student). Based on my own experience as a consultant, and as a researcher working ethnographically, I seek to develop the student's sensitivity towards real-life dynamics in organisations so that they are enabled to ground their relationship in a situation saturated with trust and mutual respect. Beside the supervision of theses I also supervise students whom I have spotted in other situations (for instance in exam contexts or in class) if they have showed interest in the academic life and reveal exceptional talent throughout their work. Sometimes it even leads to small project collaborations; currently, I am writing an article with two students who presented high-quality research in progress at an oral exam. Others are encouraged to participate in research seminars, meetings or to present an interesting project they work on in relevant institutional contexts.

**2.2 Teaching Experience and Experience with Various Exam Forms** As a teacher I have been employed in various positions as an Instructor, Research Assistant, Ph.D.-student, Postdoc and Assistant Professor. I have had experience with a wide range of exam forms including: oral exams (with and without preparation), take-home assignments, portfolio-assignments, socio-drama-based exams, synopses, and dissertations (with and without oral defenses). Below you find a list of my teaching record. During the last 11 years I have taught a variety of courses at International Business Communication. I could easily teach in English and I would be thrilled to develop courses further so that they reflect the Department's research ambitions further.

**2.3 Course Management** In this paragraph I share some of the didactical considerations I have had during the preparation and management of selected courses. During the last 11 years I have had great responsibility and freedom to redesign the courses I teach (even if it required changes in the study program).

**Professionsetik** Since 2015 I have been the coordinator of the course Professionsetik at the Department of Clinical Research. While several parameters change from year to year, the course is frequently under revision. I have to coordinate the content in relation to the teachers I have at hand and the level of the students' medical knowledge (for instance, this changes as the course has been moved from one module to another). The course is interdisciplinary and the teaching staff consists of philosophers, psychiatrists, chief physicians in various medical domains, linguists, ethnographers, nurses etc. The course is based on the socio-drama method where the students have to act doctor and patient as they solve different ethical, legal, communicative and organisational dilemmas. The students enter the class with a skeptical attitude but leave with a general positive and enthusiastic attitude and communicative and ethical skills based on active participation.

**Organisation og Kulturanalyse** At the International Business Communication program, I have redesigned part of the master course Organisation og kulturanalyse, so its content reflects topics within the domain of organisational psychology, i.e. organisational change, human relations, values in organisations, cognitive behavior in organisations, design of functional work environment in dynamic organisations. The changes reflect the emergence of new theories and methods in the international field of organisational psychology and they also match the level of the master students. Specifically, I replaced textbook materials with recent articles from top journals within the field. It was well received amongst the students, but the increase of complexity was noticed, and I realise that it is a difficult balance the level of complexity with the exact level of the students.

**Kommunikations- og videnskabsteori** When I was enrolled in the University's pedagogical Lecturer Training Programme, my development project was integrated within the course Kommunikations- og videnskabsteori. I redesigned the course's portfolio feedback sessions, so my feedback was shortened and complemented by students' peer feedback (Andrade & Du, 2007). The students' responses to this peer feedback initiative were that they were able to not only understand the feedback they received but to further reflect critically and creatively about the content as they had to formulate the critique themselves. Reading and understanding feedback seem to be very different from understanding and articulating feedback

beyond superficial statements as “this is good” or “this is bad”. In order to assess other students’ work, the student has to be able to understand and formulate responses independently. As such, the students were able to move beyond the knowledge-based learning goals and engage in critical discussions with their peers. This initiative has now become an obligatory element within the course’s feedback sessions. I have had a relatively high level of freedom to shape the content and form of the courses mentioned above. Even though I subscribe to one overall teaching philosophy, the diversity of the courses (regarding exam forms, teaching methods, etc.) reveals how I tailor each course in order to (i) formulate relevant and realistic teaching and examination goals, (ii) intend to meet the learning objectives, and (iii) design the course and use methods in a way that matches the level of the students.

2.4 Evaluation My teaching has been received positively no matter the level of the students. I am acknowledged for my academic knowledge, enthusiasm, dialogical attitude and the combination of theoretical and empirical/methodological orientation in everything I teach, even in Philosophy of Science. Personally, as I teacher, I strive to become the best teacher I can be by listening carefully to the feedback I receive from my students and by following the research outcomes on learning and teaching methods intensively.

References Andrade, H. & Du, Y. (2007). Student responses to criteria-referenced self-Assessment. *Assessment and Evaluation in Higher Education*, 32 (2), 159- 181. Dewey, J. (1938). *Experience and Education*. [New ed. 1997]. New York: The Macmillan Company. Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96(3), 606–633. Hutchins, E. (1995a). *Cognition in the wild*. Cambridge MA: MIT Press. Lave, J. E. & Wenger, E. (1991). *Situated Learning. Legitimate Peripheral Participation*. Cambridge: Cambridge University Press. Linell, P. (2009) *Rethinking language, mind, and world dialogically: Interactional and contextual theories of human sense-making*. Charlotte, NC: Information Age Publishing. Noë, A. (2004). *Action in perception*. Cambridge, MA: The MIT Press. Prince, M. (2004). Does Active Learning Work? A Review of the Research. *J. Engr. Education*, 93(3), 223–231. Senge, P. M. (2006). *The Fifth Discipline. The Art and Practice of the Learning Organization*. USA: Doubleday. Vygotsky, L. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

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2018	Lorem ipsum dolor sit amet
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