

Teaching portfolio

Teaching experience

My current teaching at SDU is focussed on logic, learning theory, IT-didactics, and web-based communication of topics in natural science to support school classes and/or museum visits. The latter topic is taught at the education in Games and Learning Technologies (SDU Odense, TEK) and is also offered as a topic for 2. semester projects for students of Web Communication in Kolding.

Present courses (in spring and fall 2020):

- Logik og formelle analysemetoder (SDU Kolding, InfoVid), In Danish, Spring
- IT pedagogics in organisations (SDU Kolding, WebCom), In English, Fall
- Udvikling af interaktive systemer for læring (SDU Odense, TEK), in Danish, Fall

Additional previous courses at SDU:

- Erkendelse og IT (SDU Kolding, InfoVid), In Danish, Spring
- Retorik og pragmatik (SDU Kolding, BibVid), In 2017, Course discontinued
- IT didaktik I organisationer (SDU Kolding, WebCom), in Danish

Previous courses at other universities and institutes include:

- Semiotics (Design School, Kolding, 2017)
- Adjunktuddannelsen - numerous pedagogical courses at the Technical University of Denmark (DTU, 1994-1997 and 2003-2011) and at The University of Copenhagen (UCPH, 2011-2016)
- Informatics in the humanities (UCPH 1995)
- Human-Machine Interaction (DTU, Mobile communication)
- The Philosophy of Science in Natural Sciences (Roskilde University, RUC 1994)

Supervision experience

At SDU I have supervised MA and BA students as well as 2. Semester projects (WebCom) in projects related to web communication, rhetoric, museum didactics, IT didactics, learning design and game-based learning.

During my 18 years as assistant professor and e-learning consultant at DTU and later associate professor at UCPH (Department of Science Education / Naturfagenes Didaktik) I have supervised ph.d. students and assistant professors in their pedagogical training and pedagogical projects.

Development of teaching and educational development

At DTU (1994-1997) I was involved in a research and development project in engineering education focussed on problems of constructive alignment (of learning objectives and forms of evaluation) and problems of student's conceptual understanding in engineering course. At the same time, I was involved in the development, execution, supervision and evaluation of pedagogical courses for Ph.D. students and assistant professors at DTU.

During my second employment at DTU at Learning Lab DTU (2003-2011) as an e-learning consultant, I worked closely together with the deans of education in two large scale reform projects. One was the international engineering educational reform project CDIO (Conceive - Design - Implement - Operate) headed by MIT that became focussed on the diploma engineering programmes at DTU, and the other was the development of an e-learning strategy and e-learning resources at DTU. At the same time, I was still involved in the development, execution, supervision and evaluation of pedagogical courses.

At the Department of Science Education (UCPH) I was also involved in the the development, execution, supervision and evaluation of pedagogical courses, and furthermore involved in the "KU 2016" project (2013-2016) for collaborative projects with selected teachers at the university on a number of e-learning development projects. I worked with the use of "Pedagogical Design Patterns" to communicate experiences with blended learning, and also with the use of "virtual laboratories" (in biochemistry and physics) and with the development of virtual exercises for veterinary students at the University Hospital for Companion Animals at UCPH.

At SDU I have been involved in the early stages of the optional educational programme in computational thinking, and in this context I have also revised the course in logic (Logik og formelle analysemetoder, InfoVid) to accommodate this new branch of teaching and research, and also to make the course more relevant to the educational programme in general (by adding topics in applied logic rather than just classical philosophical logic).

Pedagogical training

I had my original training in practical teaching and university pedagogy at DTU in 1994, but my competences have been developed gradually since I taught in these courses myself for about 18 years (at DTU and UCPH). My educational background is in Psychology and Cultural Sociology, and this includes pedagogical psychology.

Administrative functions in relation to education

Working directly under the deans of education and within an administrative department for student services at DTU, I have some experience with the administrative side of educational reforms (CDIO) and development of strategies for e-learning.

Membership of pedagogical research associations

On and off I have been a member of a number of associations for pedagogical, didactic and semiotic research and development (and participated in selected conferences) including:

- EARLI: The European Association for Research on Learning and Instruction
- ESERA: The European Science Education Research Association
- IASS-AIS: The International Association for Semiotic Studies
- IACS: The International Association for Cognitive Semiotics