

ADJUNCT REFERENCE STATEMENT

- PEDAGOGICAL QUALIFICATIONS AND COMPETENCES

Spencer Hazel has been an adjunct at the institute for Culture and Identity at Roskilde University from January 2012 to December 2014.

In that period s/he has been responsible for the following teaching/curriculum/planning and supervision activities:

- Independently preparing, conducting and evaluating (courses/workshops/seminars/other)

| Subject | Duration |
|------------------------------|--|
| English Text & Writing | 1 semester (HumBas) |
| Text & Sign | 1 semester (course co-taught) (HumBach) |
| English Language and Society | 2 semesters (course co-taught) (English) |
| Creative Writing | 1 semester (English) |

- Preparing compendia/teaching materials/exam papers
 - o for all of the above courses
 - o materials for qualitative research methods workshops
 - o Tutorial materials for teaching and learning the CLAN transcription software tool, downloadable from the talkbank.org website.
- Supervised project groups in the areas of:

| Subject | Duration |
|--|-------------|
| Discourse Analysis of Political Speeches | 1 semester |
| Rhetoric Analysis of Political Speeches | 1 semester |
| Academic English competences in RUC project reports | 1 semester |
| Dramatization of historical recordings in film | 1 semester |
| The enactment of social order in public settings | 2 semesters |
| Altruism in Denmark | 1 semester |
| The construction of reality in documentary film-making | 1 semester |
| Linguistic strategies in Evangelical Preaching | 1 semester |
| Stereotypes in South Park | 1 semester |

- Master thesis supervision

| Subject | Duration |
|--|------------|
| Critical Discourse Analysis of rhetoric strategies in Referendum Debates | 1 semester |

- External activities eg. lectures, conference presentations

Workshops taught

Qualitative Research Methods Workshop – Kansai University, Japan, March 2013
 Qualitative Research Methods Workshop – University of Lleida, Spain, November 2013
 Qualitative Methods consultancy – King’s College, London. Project: directed by Professor Celia Roberts. 2012-2013
 Language Policy workshop – Copenhagen Business School, November 2013
 Qualitative Methods consultancy – Copenhagen Business School. Project: *Global English* as an international business language (project is directed by Professor Per Durst-Andersen). January 2014 - on-going

Invited lectures

Locating situated language policies – examples from the field.

School of Education, Communication and Language Sciences, June 2014, Newcastle University, UK

Conference/symposium presentations

Navigating language policing in practice in the internationalized workplace

International Conference on Interactional Competences in Institutional Practices, Nov. 2014, University of Neuchâtel, Switzerland

Embedded and implicit language policing in the internationalized workplace

2nd Conference of Association for American Pragmatics, Oct. 2014, UCLA, Los Angeles, US

The enactment of objects in theatrical representations of interaction

Workshop on 'Knowing things: Objects, knowledge and interaction', Oct. 2014, Kolding, Denmark

The incremental development of objects as resources for symbolic representation in interaction

International Conference of Conversation Analysis (ICCA 2014), July 2014, UCLA, Los Angeles, US

Learning language on the move - Transnational student mobility and informal language learning.

(w. Janus Mortensen). American Association of Applied Linguistics (AAAL 2014), March 2014, Portland, US

Identities at odds – on the interactive constitution of otherness in a multilingual work setting

12th Annual Conference of the International Association for Languages and Intercultural Communication, Nov. 2013, Hong Kong Baptist University, Hong Kong

Membership categories and their linguistic association in multilingual workplace settings – expectation and deviance. Research Institute for Identities and Society (IRIS) Conference, Nov. 2013, Lleida, Spain

Lending bureaucracy voice – developing cultural and linguistic norms in transient multilingual communities

(w. Janus Mortensen). Changing English: Contacts & Variation (ChangE 2013), June 2013 University of Helsinki, Finland

Choosing a language in international office service encounters – from multilingual miscellany to medium-of-interaction in a matter of seconds. International Association of Applied Linguistics (AILA) – *Multilingualism in Education*, June 2013, Trinity College, Dublin, Ireland (awarded De Gruyter Prize for best Paper)

Negotiating language choice in international service encounters

Language and Super-diversity: Explorations and interrogations, June 2013 Jyväskylä, Finland

Embodying multilingual interaction – multimodal resources and the local management of language choice

(w. Janus Mortensen). Dialogue in Multicultural, Multimodal, and Multicompetent Communities of Practice, Mar 2013, at the University of Texas, Austin, US

日本と世界の大学の国際化事情 (Internationalization of universities in Japan and the World), Keiko Ikeda, Adam Brandt, Spencer Hazel & Hartmut Haberland. Mar 2013, Osaka, Japan

Sound and vision – language choice in the transcription of multilingual data. Japanese Pragmatics Society 6th Spoken Language Workshop, Kyoto Institute for technology, Mar 2013, Kyoto, Japan

Language ambiguity as interactional resource in negotiating a medium-of-interaction in international service encounters.

Symposium: Social Interaction in International Encounters, Mar 2013 Kansai University, Japan

Negotiated exclusion – on the constitution of 'otherness' in a multilingual workplace setting (w. Hartmut Haberland). Workshop on Diversity and Difference in the Contemporary Workplace, Jan 2013, Copenhagen Business School, Copenhagen

In the adjunct period he has been supervised by Senior Lecturer Anne Fabricius. The adjunct and the supervisor have observed each other's teaching on multiple occasions and the supervisor has given the adjunct constructive pedagogical feedback.

He has also been observed by colleagues Bojana Romic, David Mathieu, Farhan Khan and Mari Holen in connection with the adjunct courses *Collegial Intersession* and *Course Pedagogy*, and has held subsequent structured meetings with them to discuss the observations.

Spencer has completed the Adjunct Education Programme at RU and written a teaching portfolio which includes learning theory and reflections on their own teaching and learning.

He has in his adjunct period received thorough introduction to the main teaching activities and methods. His competences in these areas are evaluated as follows.

Statement from Supervisor Anne H. Fabricius

As Spencer Hazel's adjunct supervisor and house coordinator in HIB 3.1.2, I have had occasion to observe Spencer's teaching and supervision of students. Spencer's extremely high level of competence and past experience with teaching and supervision situations is amply evident in his teaching preparation and practice. His classes, for example, are always well prepared and well-organised to include a versatile mix of presentation of theoretical and empirical material, class exercises which activate the students and encourage them to reflect on what they have read, and group and class discussion. He has an excellent rapport with his students, who are all enthusiastic participants in class work. Spencer's background in theatre and performance means that he is a confident and extremely competent performer in a classroom, one who is able to relate to students and encourage them to give their best.

The following examples of concrete practices have been noted:

Preparation of teaching

In the concrete case of observing the class 'Creative Writing', Spencer provided a clear overview of the class plan which includes handout material and well-designed, aesthetically-pleasing visual slides. His research with video material was utilised to excellent effect to provide interesting examples of interactions for students to observe.

Supervision of project groups

Spencer has demonstrated a high level of competence in insightful student project supervision as I have observed it both at the English programme and at HIB, mainly in mid-term seminar situations. He is able to tune in to the students' levels of expertise and to encourage them to go further. He is willing to give generously of his time and insights to help students move forward with their problem-based project work.

Lecturing and presenting

Spencer has demonstrated excellent ability to plan and organise his material and keeping time. As noted above, he is well-prepared, well-structured and inspirational.

Class teaching

Example:

(In smaller classes Ruth has had difficulty activating the students, but she has worked determinedly on developing these areas in her/his teaching practice and s/he has demonstrated great progress and is now using a wide range of activating teaching strategies).

Production of teaching materials

Spencer has created an internationally-recognised CLAN instruction course for PhD students that, as can be seen from his teaching portfolio, is actually world-leading in this area. This level of expertise and professionalism is also evident in his day-to-day teaching at the university.

Evaluating student competences

Spencer has built up experience in regard to conducting oral and written exams. He has participated in mid-way evaluations and has worked systematically with giving productive feedback.

Evaluation of own teaching

Spencer has taken part in staff discussion of oral and written evaluations of all courses and workshops. These evaluations have been of a high standard and he has used the feedback proactively.

In conclusion

Spencer is without a doubt a highly competent and experienced teacher and a sympathetic, knowledgeable and helpful supervisor who builds an excellent rapport with his students. He demonstrates substantial experience in a wide variety of teaching strategies, methodologies and activities and is energetic, motivated and determined in his work.

Date: 30.1.15

Signed by: ANNET FABRICIUS



Adjunct supervisor/s

Head of institute