

CV for Annika Büchert Lindberg

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Academic and Professional Profile

My professional career has been guided by two enduring interests: a fascination with biology and a commitment to improving teaching and learning in higher education. While my career has evolved from tropical ecology to educational development, the underlying motivation has remained the same—to understand how people learn and how educators can create environments that enable learning to flourish. Through educational development, research, and international collaboration, I seek to bridge theory and practice and contribute to the continuous improvement of higher education.

Feedback and Assessment

My primary professional interest is designing feedback and assessment processes that enhance student learning in higher education. As an educational developer, I support university teachers in creating feedback-rich learning environments that enable students to appreciate, seek, interpret, and use feedback effectively, thereby developing their student feedback literacy.

My research focuses on teacher feedback literacy and how teachers design learning environments that maximise students' opportunities to benefit from feedback. This research is conducted through an international collaboration with colleagues from Denmark, Norway, and Australia, including researchers at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University.

I facilitate workshops on feedback and integrate evidence-informed feedback practices into professional development programmes for PhD students, assistant professors, and experienced academics. This includes developing teaching resources, designing feedback-rich learning activities, facilitating peer and individual feedback, and providing one-to-one supervision.

Assessment is a natural extension of this work. I have a particular interest in assessment approaches that support learning throughout a course and provide meaningful opportunities for feedback. During my research stay at Deakin University, I further developed my expertise by collaborating with leading researchers in assessment and feedback, observing the Graduate Certificate in Higher Education, and studying institutional approaches to authentic assessment, inclusion, and assessment in the age of Generative AI. These experiences continue to inform my work with teachers and educational leaders at Aarhus University.

Teaching and Learning in Higher Education

As an educational developer, teacher, and course coordinator, I promote active learning by modelling engaging teaching approaches and providing participants with first-hand experience of learner-centred educational practices. My teaching integrates activities that naturally demonstrate principles of assessment and feedback, allowing participants to experience these approaches from the learner's perspective.

I believe that educational development should be responsive to disciplinary contexts. As course coordinator for the *Professional Development for Teachers* programme in Architecture and Design, I incorporate the signature pedagogies of these disciplines to ensure the programme remains relevant and meaningful. Likewise, my background in biology enables me to connect educational theory with the realities of teaching in the natural sciences through the *Science Teaching* programme for PhD students.

My teaching practice has also been enriched through international collaborations. At Deakin University, I observed and discussed the design of academic development programmes with colleagues at CRADLE, exchanging perspectives on assessment, authentic learning, inclusion, and Generative AI. These experiences have inspired further development of professional development programmes at Aarhus University and strengthened collaborations between educational developers across institutions.

International Collaboration and Educational Development

My professional career has been shaped by my background in tropical ecology and my PhD research. Fieldwork and research collaborations in Malaysia and Vietnam strengthened my awareness of the educational development needs of universities in the Global South and sparked my continuing interest in international capacity building.

As International Coordinator at the Centre for Educational Development, I contribute to strengthening educational development through international partnerships, collaborative research, and professional development initiatives. I organise webinars, workshops, and educational programmes for university teachers and maintain collaborations within Circle U as well as with alumni from the *Master of Didactics for Excellent Teachers* programme for Polish university teachers.

An important part of my international work is my ongoing collaboration with the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University. My research stay enabled me to strengthen research collaborations on teacher feedback literacy with Professor David Boud and colleagues, explore future collaborative projects, gain insights into assessment policies and practices across several Australian universities, and establish stronger networks between Deakin University and Aarhus University. These collaborations continue to shape both my research and my educational development practice.

I am also actively involved in developing new international partnerships, including Erasmus+ collaborations, and I am motivated by bringing together researchers and educational developers to exchange ideas and develop evidence-informed approaches to teaching, assessment, and feedback across institutional and national contexts.

Biology and tropical ecology

Although biology is no longer the main focus of my professional work, it continues to shape my academic identity and interests. After completing my PhD, I worked as an advisor for the Danish development organisation Danida at Can Tho University in Vietnam. This position combined environmental education with professional development for Vietnamese university teachers and strengthened my interest in the relationship between disciplinary knowledge, teaching, and international capacity building.

My experiences in Vietnam later inspired the development of the master's course *Tropical Ecosystem Management and Human Security*, where I served as course coordinator and lecturer. My theoretical and practical knowledge of biology also came into play in my role as project manager for the International Biology Olympiad.

Biology continues to inform my work as an educational developer, particularly in the PhD course *Science Teaching*, where I have primarily supervised PhD students from biology and agroecology. Although I no longer teach biology directly, my fascination with the natural world remains strong, and I often spend my holidays exploring rainforests, grasslands, mountain ecosystems, and coral reefs.

Education, employment and research CV

PERSONAL INFORMATION

Name	Annika Büchert Lindberg
Date of birth	15.11.1969
Civil status	Married and have 2 girls (born year 1997 and 2000)
Address	Tornhøjvej 69, 8260 Viby J, Denmark

EDUCATION

1995-1998	PhD in Ecology and Evolution Department of Biology, section of Ecology and Genetic, Aarhus University, Denmark
1989-1995	M.Sc. in Biology Department of Biology, section of Ecology and Genetic, Aarhus University, Denmark

SUMMARY OF QUALIFICATIONS

Senior Consultant and Educational Developer at Aarhus University, Denmark since 2010.

In my role as an educational developer, I focus on four key areas:

- **Assessment and Feedback**
- **Teaching and Learning in Higher Education**
- **International Collaboration**
- **Biology and tropical ecology**

EMPLOYMENT RECORD AND RESPONSIBILITIES

Date	Title and place	Responsibilities
2023 to date	Senior consultant Centre of Educational Development (CED) Aarhus University, Denmark	International coordinator responsible for developing webinars, workshops and short course on Professional development of teachers within Higher Education; Contact person for Faculty of Natural Sciences Course responsible and coordinator of the Teacher training programme for Architectural and Design school in Copenhagen and Oslo; Educational developer with special focus on assessment and feedback Teacher and developer of Science Teaching and University Pedagogical programme; Research within feedback
2016-2023	Special consultant CED and Science and Technology learning,	Course responsible for Masters of Didactics in Excellent Teaching for Polish university teachers Course coordinator and teacher at University Pedagogical Programme with special focus on Natural sciences staff

	lab, Aarhus University	Developing online resource about assessment and feedback for faculty staff at Science and Technology; Developing, organising and teaching “Science teaching” to PhD students; Teaching e-learning for assistant professors
2011 - 2016	Project manager International Biology Olympiad IBO2015 AU www.ibo2015.org	Overall project management responsibility and member of steering committee of IBO2015 Coordination with external partners (conference logistic, ceremonies and procurement) Coordination with internal partners (scientific committee, IT software developers, communication, competition logistic) Responsibility for overall and detailed budget Employment and overall supervision of secretariat and approx. 90 volunteers Overall responsibility and coordination during the event Responsibility for final reporting
2010 - 2015	Special consultant (full time from June 2012) Centre for Science education Faculty of Science and Technology, AU	Developing, organising and teaching “Tropical ecosystem management and Human security” to International master’s students Developing and teaching teacher training course for International assistant professors together with seminars and e-learning Developing, organising and teaching “Science teaching” to PhD students
2010 - 2012	Special consultant Communication department, Faculty of Science, Aarhus University	Development of science activities targeting high school students: Udvalgt til Uni, Forskerspirer Project coordinator of the development of new university visits for high school students; Science communication targeting general public
2009 - 2010	International Coordinator International Centre, Aarhus University	Development of support services for foreign PhD students and researchers working at Aarhus University Developing, organising and teaching “Tropical ecosystem management and development” for biology and anthropology master students
2008-2009	Academic administrator Rector’s office, Aarhus University	Inputs to internationalisation strategy at Aarhus University Development of presentations and articles for AU rector International collaboration with focus on developing countries
2006-2008	International Coordinator Science, AU	Development of information and support services for foreign PhD students Faculty of Science
2004-2006	Assistant professor	Backup for CAULES project management and with teaching responsibilities in Vietnam

	Centre for Tropical Ecosystems Research, Science, AU	Involvement in international projects for Department of Biology Teaching and course development at biology with focus on development work and biodiversity
2001-2004	Danish Education and Research Advisor Stationed at Cantho University, Vietnam	Danish project manager and adviser for Aarhus University Facilitation of curriculum development and the build-up and organisation of new master program in Environment Main responsible for project management, progress and financial reporting and daily management
1998-2001	Part time lecturer Department of Biological Sciences, AU	Lecturing, course organising and examining of Bachelor and Master students
1999-2001	Part time teacher Rønne Gymnasium	Teaching and examining of gymnasium students Boarding school teacher

SHORT TERM CONSULTANCIES

2005-2008	<i>University Support for Environmental Planning and Management-USEPAM</i> USEPAM Project Review team member and member of USEPAM Advisory Board for guidance of project implementation and management
1999-2001	<i>Danida Project Management Course by Danida Fellowship Program organized by Copenhagen Development</i> Development and teaching of “Environment as a Cross-cutting issue” in Project Management course for Danida employees from developing countries
2000	<i>Collaboration on Biodiversity between Universiti Malaysia Sabah and Danish Universities</i> Development, teaching and examining of PhD course in Conservation biology taught at Universiti Malaysia in Borneo, Malaysia

COUNTRIES OF WORK, EDUCATION, RESEARCH AND/OR CONFERENCE EXPERIENCE

Vietnam, Norway, Australia, US, UK, Indonesia, Switzerland, Sweden, Malaysia, Thailand, Cambodia, Laos, Singapore, Ecuador, Peru, Panama, Colombia and Uganda,

LONG-TERM EXPATRIATE POSTINGS

2001-2004: Cantho University, Cantho City, Mekong Delta, Vietnam

LANGUAGES AND DEGREE OF PROFICIENCY

1. Danish: Mother Tongue
2. English: Fluent

3. Spanish, German: Basic

PUBLICATIONS

- Istencioglu, T., Lassesen, B., Lindberg, A. B., Boud, D., Bjælde, O. E., Dikilitas, K., Ershova, T., Gray Jr, R. M., Kvernenes, M., Musaeus, P., Prilop, C. N., Raaheim, A., Sundset, M. A., & Svensen, C. (2026). Do well-regarded university teachers exhibit feedback literacy? Examining the validity of a competency framework. *Assessment & Evaluation in Higher Education*, 1-18.
<https://doi.org/10.1080/02602938.2025.2553897>
- Musaeus, P., Prilop, C. N., Dikilitas, K., Alterskjær Sundset, M., Svensen, C., Ershova, T., Boud, D., Büchert Lindberg, A., Eggers Bjælde, O., Gray Jr, R. M., İstencioglu, T., Kvernenes, M., Lassesen, B., & Raaheim, A. (2026). Teacher feedback literacy in higher education: navigating enablers and constraints. *Assessment and evaluation in higher education*, 51(2), 315-331.
<https://doi.org/10.1080/02602938.2025.2591556>
- Bjælde, O. E., Boud, D., & Lindberg, A. B. (2025). Designing feedback activities to help low-performing students. *Active learning in higher education*, 26(1), 123-137.
<https://doi.org/10.1177/14697874231212820>
- Wick, P. J., & Lindberg, A. B. (2025). Eksamener på universiteterne bør gentænkes. *Dansk universitetspædagogisk tidsskrift*, 20(39). <https://doi.org/10.7146/dut.v20i39.153260>
- Bjælde, O. E., & Lindberg, A. B. (2021). DUT Guide om løbende bedømmelse. *Dansk universitetspædagogisk tidsskrift*, 16(31). <https://doi.org/10.7146/dut.v16i31.128036>
- Bjælde, O. E., Jørgensen, T. H., & Lindberg, A. B. (2017). Continuous assessment in higher education in Denmark. *Dansk universitetspædagogisk tidsskrift*, 12(23), 1-19.
<https://doi.org/10.7146/dut.v12i23.25634>
- Kærsgaard, J. L., Thostrup, R., Lindberg, A. B. & Tholstrup, L., (2020). Supporting and developing good teaching in higher education through Learning Design – Masters of Didactics in Excellent Teaching
- Bjælde, O. E., Lauridsen, K. M. & Lindberg, A. B., (2018) Current trends in assessment in Europe - the way forward: White paper
- Papadopoulos, P. M., Bjælde, O. E., Lindberg, A. B. & Obwegeser, N., (2018) Peer Feedback: Blinded or Not? A Case Study from a University Teacher Training Course
12th Mediterranean Conference on Information Systems – MCIS 2018. 8 s.
- Bjælde, O. E. & Lindberg, A. B., (2018). Using continuous assessment with feedback loops to generate useful data for learning analytics. *Open Oceans: Learning without borders. Proceedings ASCILITE 2018 Geelong*. Campbell, M., Willems, J., Adachi, C., Blake, D., Doherty, I., Krishnan, S., Macfarlane, S., Ngo, L., O'Donnell, M., Palmer, S., Riddell, L., Story, I., Suri, H. & Tai, J. (red.). ASCILITE , s. 53-62
- Bjælde, O. E., Jørgensen, T. H. & Lindberg, A. B., (2017) Continuous assessment in higher education in Denmark: Early experiences from two science courses, *Dansk universitetspædagogisk tidsskrift*. 12 , 23
- Olesen, J. M., Lindberg, A. B., Eskildsen, L. I., Svenning, J. C. & Lindberg, R. (2002). Plants parasitizing an Amazonian ant-plant mutualism. *Ecotropica*.
- Lindberg, A. B. and Olesen, J. M. (2001). The fragility of extreme specialization: *Passiflora mixta* and its pollinating hummingbird *Ensifera ensifera*. *Journal of Tropical Ecology* vol. 17: 323-329
- Eskildsen, L. I., Lindberg, A. B. & Olesen, J. M. (2001). Ants monopolise plant resources by shelter-construction. *Acta Amazonica* vol. 31: 155-157.
- Lindberg, A. B., Knudsen, J. T. and Olesen, J. M. (2000). Independence of flower morphology and scent chemistry as trait groups in a set of *Passiflora* species. In the Scandinavian Association for pollination Ecology honours Knut Fægri (Eds. Todland, Ø. et al.). Norske videnskaps-Akademi, Oslo.
- Lindberg, A. B. (1998). Passionflowers and their birds, bees and butterflies. The ecology and evolution of pollination and herbivory in *Passiflora*. Ph.D. thesis. University of Aarhus.

Christensen, A. B. (1995). Variation in flower characters and its ecological importance in the genus *Passiflora*. Master thesis, University of Aarhus.

Educational material

Course pages for various courses in various Learning Management systems (Brightspace, Moodle, Blackboard)

Workshop material on various pedagogical themes such as design feedback and assessment processes, active learning, supervision, course alignment etc.

Bjælde, O.E. and Lindberg, A.B. (2016) Assessment methods/bedømmelsesmetoder. Online resource <http://stll.au.dk/ressourcer/assessment-methods/>

Hougaard, R.F. and Lindberg, A.B. (2012). Challenges in “Holdundervisning”: How to engage students with meaningful activities in problem-solving classes. Online resource on Blackboard

Korn, M and Lindberg, A. B. (2003). A teachers Guide. CAULES project

Lindberg, A. B. (2002). Lecture notes for Population and community ecology, MESAM program, CAULES project, Cantho University

Lindberg, A. B. (2000). Conservation biology at University Malaysia Sabah, Kota Kinabalu, Malaysia. University of Aarhus.

Project Report

IBO2015 (2014-2015) Final report and progress report

CAULES project (2001-2004) CAULES annual reports, CAULES progress reports, CAULES Accounting Manual. CAULES Newsletters, MESAM webpage, DEA up-date sheets

Teaching CV

Date	Course title	Level or participants / ECTS	No of students/nationalities	Responsibility	University/employer
2011 to date	Teacher training for assistant professors and post docs	Assistant professors and post docs / 5	50-100 / Danish and international staff	Teacher, developer, organiser, supervisor	Aarhus University
2010 to date	Science teaching	PhD students /3-5	50-100 / Danish and International students	Developer, organiser, lecturer, supervisor	Aarhus University
2018 to date	Teacher training for assistant professors	Assistant professors and part-time staff/3-5	18-34 / Danish and international staff	Course coordinator, developer, lecturer, supervisor, administrator	The Royal Danish Academy of Fine Arts Schools of Architecture, Design and Conservation; The Oslo School of Architecture and Design and Aarhus School of Architecture
2005-2013	Tropical ecosystem management and Human security	Master/10-15	10-30 / Danish and International students	Developer, organiser, lecturer	Aarhus University
2004-2006	Sustainable Land-use Management and Planning in Coastal Areas	Master	20 / Indonesian students	Developer, organiser, lecturer	Aarhus University / Danida
2004-2006	Project management course, Danida	Staff from developing countries	20 / Staff from developing countries	Developer, lecturer	Danida / Copenhagen Development Consulting
2001-2006	Population ecology + Conservation biology	Master	20-25 / Vietnamese students	Developer, organiser, lecturer	Cantho University, Vietnam
2000	Conservation biology	PhD students	15 / Malaysian staff	Developer, organiser, lecturer	Universiti Malaysia, Borneo / Danida
1999	Ecology	Bachelor	100 / Danish students	Lecturer	Aarhus University
1998	Plant Anatomy	Master	25 / Danish students	Lecturer	Aarhus University
1995-1998	Population ecology + Conservation ecology	Master	25/ Danish students	Instructor at seminars and field course assistant	Aarhus University
1992-1994	Ecology and genetics	Bachelor	25 / Danish students	Instructor at Theoretical exercises	Aarhus University