

## Teaching portfolio

### **1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.**

Primary engagement with the Engineering Design orientation; Sustainable design and Techno-anthropology

2021: Pre-assessor of PhD dissertation at KTH Royal Institute of Technology

2019-present: Teaching on the PhD course Design and Innovation Processes and Their Staging

2017 - present: Course design and teaching engineering design methods, design thinking and field study methods. First semester of the Sustainable Design engineering education

2020 - present: Course design and teaching Strategic Concept Development, Sustainable Design 6th semester

2015 - present: Supervising Bachelor's thesis and Master's thesis at the Sustainable Design orientation

2019 - present: Teaching at the PhD course Design and Innovation Processes and their Staging

2017 - present: Supervising projects in an external organization for students as Sustainable Design and Techno-anthropology 9th semester

2016-2019: Design and use of Prototypes, Sustainable Design 3rd semester, Teaching

2017: Designing Product-service Systems, Sustainable Design 4th semester, supervising

2015: Designing and teaching Participatory Design Course in Nepal as part of the DANIDA BSU (Building Stronger Universities) programme.

2015: People Centered Design, Sustainable Design 8th semester – Course co-coordinator and teacher

PhD level activities

2021: Pre-assessor of PhD dissertation at KTH Royal Institute of Technology

2019-present: Teaching on the PhD course Design and Innovation Processes and Their Staging

### **2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.**

2021-present: Program coordinator for the Bachelor's engineering program in Sustainable Design and member of the Study Board

2017 - Present: Semester coordinator on the first semester of the Sustainable Design engineering education. Semester theme: Actor-oriented design

### **3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.**

- Basic teaching course, AAU, 2014

- Professional postgraduate teacher training at AAU, 2017-2018

### **4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.**

- Presentation at Engineering, Social Justice, and Peace 2013 annual conference, August 14, 2013 - August 16, 2013

- Presentation at 2014 EPFL-UNESCO International Conference on Technologies for Development 4-6.06.2014

- Presentation at Living Knowledge Conference, April 2014 in Copenhagen

- Presentation at TempoS-seminar 2015 at KADK

- Presentation at ICED, Milan, Italy, June 2015

- Presentation at ISPIM, Austria 2017

- Presentation at ISPIM, Stockholm 2018

- Presentation at ICED, Delft 2019

Several presentations for healthcare practitioners within design and community health houses

### **5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.**

2015-2021: Course and semester development at Sustainable Design

**6. Teaching awards you may have received or been nominated for.**

N/A

**7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.**

My teaching philosophy is very applied and much related to learning by doing. Furthermore, I strive to integrate theory and methods to provide holistic frameworks for analyzing and designing. My approach is to give short lectures and, then, allow the students to work hands-on with the methods or theoretical frameworks – under my supervision. This way I can help them tackle their specific challenges while they are developing their theoretical understanding and are exploring what the methods can and cannot do for them. I believe this approach reflects me as a person, as I am a design engineer myself and have always been most motivated to learn new things, if I am able to see the value of the theory, methods, and how to make use of them while focusing on real-world examples and problems.

Thus, to me the PBL framework of integrating what is learned in the course modules into the semester project makes a lot of sense! I teach design and Innovation, and my experience is, that I as part of this field think about PBL elements such as group work and taking on real-world problems and challenges as an integrated part of Design Thinking, engineering design and participatory design.

**8. Any other information or comments.**

N/A