

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