

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.

DANIEL GALLAND
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(Updated 10/2023)

a) Teaching and Supervision

Daniel instructs master's level courses (5 ECTS) and supervises project modules (15 ECTS) and thesis projects (30 ECTS) across three master's specialisations:

Course modules (5 ECTS)

Planning History & Urban Theory

Spatial Planning & Governance

Planning Theory

The Deliberative Planner

Urban Infrastructure Synergies

Project modules (15 ECTS)

Land Management

The Complex City

Power & Planning

Urban Infrastructure Synergies

b) External Examiner

TU Dublin, Ireland (external examiner)

Bachelors in Spatial Planning and Environmental Management (2020-2024)

Joint Master Programme in Nordic Urban Planning Studies (since 2020)

(External censor in UiT and RUC)

Roskilde University

Masters in Plan, By og Proces (since 2019)

Bachelors in Social Science (since 2019)

University of Copenhagen

Masters in Climate Change (since 2019)

University College Cork, Ireland

Masters in Planning and Sustainable Development

(External examiner 2013-2016)

Autonomous University of Barcelona, Spain

PhD in Geography and Urban Mobility (2014-2018)

c) Ph.D. Supervision and Examinations

2021-2023

Supervisor (1 PhD student)

PLUS, Department of Planning, Aalborg University, Denmark

2020

Opponent, PhD pre-assessment (1 PhD thesis)

Nord Universitet, Bodø, Norway

2018

PhD Assessment Committee Member (1 PhD thesis)

National University of Ireland, Cork, Ireland

2016

Chairman, PhD Assessment Committee (1 PhD thesis)

Department of Architecture, Design and Media Technology, Aalborg University, Denmark

2015-2017

PhD Assessment Committee Member (3 PhD theses)

Department of Geography, Autonomous University of Barcelona, Spain

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.

a) Course modules (Aalborg and Copenhagen)---
 Planning History and Urban Theory (2016-present) (Aalborg)
 Urban Infrastructure Synergies (2021-present) (Copenhagen)
 Spatial Planning and Governance (2015-2017; 2024-present) (Copenhagen)
 Managing the Use of Land (2020-2021) (Copenhagen)
 Land Management and Governance (2012-2015) (Copenhagen)---
 b) Project Modules (Copenhagen)---
 Water Management, Transport Planning, and Infrastructure Synergies
 MSc Sustainable Cities (2022-present)---
 c) QUALITY CERTIFICATION, Master's in Surveying, Planning and Land Management---
 Led the quality certification process to obtain programme recognition from AESOP (Association of European Schools of Planning) of the Masters Programme in Surveying, Planning and Land Management.
 The quality certification lasts 6 years (2016-2022). It certifies that the Master's programme fulfils the European quality standards of planning programmes according to the AESOP Charter, complemented by an effective internationalisation of teaching and learning processes---
 d) Chair of AESOP Quality Recognition---
 Re-elected Chair of the Excellence in Education Board (2020-2023) • Elected Chair of the Excellence in Education Board (2017-2020)
 Responsible for the development of the AESOP's Quality Recognition Programme (since 2017)

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

Contributions to university pedagogy in scholarly outlets---Galland, D. (2021). Foreword. In: Frank, A.I. & da Rosa Pires, A. (Eds) *TEACHING URBAN AND REGIONAL PLANNING: Contemporary innovative pedagogies in practice*. Edward Elgar.--- Galland, D. & Chettiparamb, A. (2020). Enhancing Quality in Planning Education Across Europe: Towards an Ethos of Sharing and Mutual Learning in AESOP Quality Recognition, *disP - The Planning Review*, 56(4), 140-147.--- Galland, D. & Othengrafen, F. (2020). Planning at the national level. In N. Green Leigh, S.P. French, S. Guthathakurta, & B. Stiffl (Eds.). *The Routledge Handbook of International Planning Education* (pp. 206–216). London: Routledge.--- Othengrafen, F. & Galland, D. (2020). International comparative planning. In: N. Green Leigh, S.P. French, S. Guthathakurta, & B. Stiffl (Eds.). *The Routledge Handbook of International Planning Education* (pp. 217–226). London: Routledge.--- Galland, D. & Sørensen, M.T. (2015). State-of-the-art of planning and planning education in Denmark. *disP - The Planning Review*, 51(1), pp. 30-31.--- Enemark, S. & Galland, D. (2012). Applying a land management profile in surveying education. In: *Proceedings of the International Federation of Surveyors Regional Conference*, Montevideo, Uruguay.--- **University pedagogy qualifications** University Pedagogy for Assistant Professors (2012-2014)--- Problem-Based Learning Course (2 ECTS) (2008)

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

Organisation of international sessions and workshops related to planning education Co-organised and chaired sessions and workshops related to **quality and innovation in planning education** at the following Heads of School Meetings of the Association of European Schools of Planning: • AESOP 17th Heads of School Meeting (Tirana, 2022) • AESOP 16th Heads of School Meeting (Vienna, 2021) • AESOP 15th Heads of School Meeting (Vienna, 2020) • AESOP 14th Heads of School Meeting (Ljubljana, 2019) • AESOP 13th Heads of School Meeting (Newcastle, 2018) • AESOP 12th Heads of School Meeting (Warsaw, 2017) • AESOP 11th Heads of School Meeting (Thessaloniki, 2016) Participated in sessions related to quality recognition of planning programmes: • AESOP 10th Heads of School Meeting (Madrid, 2015) • AESOP 9th Heads of School Meeting (Lisbon, 2014) **Conference participation (interventions related to planning education)** **AESOP Annual Congresses** (Prague, 2015; Lisbon, 2017; Gothenburg, 2018; Venice, 2019) **Regional Studies Association Annual Conferences** (Dublin, 2017, Lugano, 2018, Santiago de Compostela, 2019) **Regional Studies Association Winter Conferences** (London, UK, 2016, 2017, 2018, 2019) **World Planning School Congress** (Rio de Janeiro, 2016) **FIG Conferences** (Montevideo, 2012; Sofia, 2015)

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.

Teaching Activity Development through Erasmus+ Inter-institutional Agreements University of Tirana (March 2022) Led the workshop Criteria Development for Excellence in Education and Quality Recognition **University of Aveiro, Portugal** (February 2020) Seminars offered (on teaching pedagogies and planning education): • Contemporary governance perspectives: Research implications and impact on doctoral education in public policies • The impact of ideologies and discourses in public policy: Critical reflections on student learning approaches • Pedagogical challenges and course content specificity: The case of spatial planning education **Autonomous University of Barcelona** (2016, 2018, 2019) **Department of Geography University of Barcelona** (2015, 2017) **Department of Geography Polytechnical University of Valencia** (2018, 2019) **Department of Architecture Collaboration with international public sector entities and university**

partners Swedish Research Council for Sustainable Development (FORMAS) Member of Assessment Panel (June/July 2020) Portuguese Research Council for Science and Technology (FCT) Member of Assessment Panel (June/July 2020) City of BarcelonaCartographic Institute of CataloniaSpatial Planning Department, Government of CataloniaUniversity Pompeu FabraCity of AalborgCity of Copenhagen

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

Nominated for Teacher of the Year Award (Spring 2021), Study Board for Planning and Surveying Education Jeg var foreslået til Årets Underviser ved Studienævnet for Planlægning og Landinspektøruddannelsen i 2021. Indstillingen lød således: "Daniel Galland er en af de mest engagerede undervisere jeg har haft fornøjelsen af at blive undervist af. Han formår at undervise på en måde, hvorpå studerende virkelig lever sig ind i materialet. Daniel Galland brænder tydeligvis for sit fag! Og når han underviser, så kommer studerende til at brænde lige så meget for det. Galland underviste i planlægningshistorie – noget der havde udsigt til at være tørt og kedeligt, men med Daniel Gallands undervisning blev det utroligt spændende!"

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.

Statement of Teaching Philosophy I have a firm commitment and passion for the academic field of urban and regional planning, which underlies both my teaching and research activities. My teaching approaches as an instructor at masters and bachelors levels focus on student learning through engagement with key theoretical, methodological and practical planning challenges via exposure to core ideas and assumptions that shape the production of planning knowledge. In lecturing, tutoring and mentoring, I perceive my teaching role as an enabler of reflective learning environments through fostering active learning, analytical debate and critical thinking. Hence, I work together with the students grounded on the belief that they strive towards becoming reflective analysts and practitioners. From a cognitive perspective, my teaching is thereby stimulated by deep approaches to learning, which rely on the reflection and interpretation of planning processes and how these contribute to shape policies and plans within real-world planning contexts at different spatial scales. In Denmark and Norway, I have been committed to leading and instructing course and project modules of different sizes mainly across master-level curricula, while also supervising master's theses as well as master's group projects using problem-based learning (PBL) methods and strategies. In doing so, I have taught an array of courses ranging from advanced planning theory to research methods in planning. In terms of teaching formats, I combine traditional lectures, round-table seminars, group workshops and international site visits by placing emphasis on the students' active involvement. A common feature spanning the above range of pedagogies is analytical reflection upon planning processes, outcomes and implications. Based on the students' thoughts and deliberations, I aim at facilitating dialogue amongst students while moderating class debates and discussions, followed by plenary syntheses, conclusions and take-home lessons. As supplementary teaching devices, I make use of site visits both locally and internationally to elucidate the linkages between theories and concepts taught in the classroom and the actual practice and policy-based sources whereby the former emerge (e.g. urban regeneration or waterfront redevelopment projects). As a mid-career academic, I firmly believe in continuously enhancing my teaching styles whilst critically and reflectively assessing and redefining my pedagogical practices and competences.

8. Any other information or comments.

Teaching materials, course syllabi, examples of assignments and examinations are available upon request.