

## 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.**

#### BACHELOR LEVEL

2012-2022: Involvement in the PBL (Problem Based Learning) course (coordinator/co-coordinator/teacher) and associated co-supervision for 1st and 2nd semester students from Biology, Chemical Engineering, Biotechnology, Chemistry, Environmental Technology/Management, Nanotechnology (until 2018) and Health Technology (until 2014)

2014-2021: Involved in the Geography programme with lectures here and there, as well as occasional supervision

2016-2022: Involved in the BEM (By, Energi, Miljø) programme with lectures here and there, as well as occasional supervision

#### MASTER LEVEL

2012-2022: Involved in the EMMS (Environmental Management and Sustainability Science) programme with lectures here and there, as well as occasional supervision

2021-2022: Co-coordinator and teacher on the course on Natural Resource Management in the EMMS (Environmental Management and Sustainability Science) programme

#### PHD LEVEL

2022-2025: Co-supervisor for Giovanni Codotto on the PhD project

#### OTHER

2015-2017: Discipline specific supervisor for a student in the University Teacher Education

### **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.**

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

University Teacher Education, Aalborg University - Year: Completed 2013

The intentions with the University Teacher Education are that the assistant professor through participation in the programme attains knowledge and understanding of theories and methods related to the field university pedagogy, learning and didactics related to the disciplines. Furthermore, the assistant professor improves his practice skills and competences as teachers and project supervisors and skills on planning, implementing, evaluating teaching and students' learning processes and refining their own teaching and supervision in different subject related contexts. Finally the assistant professor strengthen competences in communicating academic knowledge to students and in supervising, supporting and stimulating the students' learning processes by applying the most appropriate methods and technological tools.

Beneath are the final two sections of the Evaluation Statement. The evaluation of the University Teacher Education was carried out by Jesper Raakjær, PhD, DSc (Supervisor from the Department of Planning) and Erik de Graaff, PhD (Supervisor appointed by AAU Learning Lab, Dept. of Learning and Philosophy).

"Description of pedagogic qualifications

In his teaching, Troels J. Hegland is characterised by being systematic and thorough. In his teaching, the objectives are clearly formulated both for the overall term of the course and for the individual classes. Nevertheless, he performs his classroom teaching without sticking to a precise manuscript but with a clear plan, which makes the lectures engaging. This is supported by the use of good slideshows with many illustrations. However, we would recommend Troels J. Hegland to try to introduce more experiments in his teaching.

In his project supervision, Troels J. Hegland is respected and well-liked and has shown an ability to engage the students in relation to the subject matter.

During the course period, Troels J. Hegland has shown that he is able to both develop and evaluate teaching – and reflect upon this. However, Troels J. Hegland would benefit from a more systematic evaluation of outcomes of applied teaching techniques. In addition he has, as course coordinator, shown that he is able to coordinate the teaching activities of others in a way that has satisfied both the students need for a coherent curriculum and the other teachers' need for freedom as to exact content and methodology. This ability to manoeuvre between partly conflicting expectations in a non-confrontational way must also be considered one of Troels J. Hegland's strengths.

Comprehensive evaluation

Troels J. Hegland's pedagogic strengths lie in a genuine engagement and a well-considered planning and structuring of his teaching, as well as his ability to merge conflicting expectations. At the same time, he shows a genuine interest in the students, which results in an increased interest in his teaching matter from the students. During the course, he has worked hard on getting varied experiences with teaching, incl. classroom teaching, supervision, coordination and administration. He has, moreover, specifically shown that he is both able and willing to evaluate his own teaching and reflect and act upon the results. Troels J. Hegland has completed the course very satisfactory level and most importantly he has clearly

demonstrated an ability to reflect on own performance and materials provided and subsequently change course when needed. The supervisors find that Troels J. Hegland has demonstrated strong skills and high engagement and would out of our interest like to continue as mentor (voluntary) for Troels in the coming year to assist him in developing a more group oriented approach as supplement to the present lecture-dominated approach, including more experimental exercises and student peer learning.”

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

2013, 2015, 2019: Attendance at Aalborg University Teaching Day

The University Teaching Day is organised every spring for all interested teachers at Aalborg University. The Teaching Days are 'conference-style' events, which bring together staff from different departments to discuss and reflect over teaching practices and specific challenges, such as for instance teaching large classes, using various teaching software etc. The day is a combination of presentations and workshops, organised by Aalborg University Learning Lab.

#### **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.**

2012-2022: Continuously updating and reorganising the PBL (Problem Based Learning) course for 1st semester students from Biology, Chemical Engineering, Biotechnology, Chemistry, Environmental Technology/Management, Nanotechnology (until 2018) and Health Technology (until 2014)

2021-2022: Redesigning (with colleague) the course on Natural Resource Management on 8th semester in the EMMS (Environmental Management and Sustainability Science) programme

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

#### **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.**

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