

## Undervisningsportfolio

**1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.**

November-December 2015: Supervision assistance to Assistant Professor Massimo Pizzol for M.Sc. student on the topic of social product life cycle assessment.

Annually 2015-2022: Teaching 2 days on PhD. course on 'Consequential Life Cycle Assessment' as classroom lecturing and exercises. The last year using flipped classroom with pre-recorded video lectures, online Q&A sessions, and only exercise sessions onsite.

December 2020 – December 2021: Supervision of PhD on the topic of 'Assessing the impact of sustainable aviation fuel production with respect to the Sustainable Development Goals'

December 2021 – ongoing: Supervision of PhD on the topic of 'Modelling Household Behavior and Consumption Patterns'

**2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.**

2012-ongoing: Management of the involvement with the International Life Cycle Academy ([www.ilca.es](http://www.ilca.es)) including development of curricula, new web-based course formats, course descriptions and course materials.

**3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.**

Only prior to 2015.

**4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.**

Conference contribution: <https://vbn.aau.dk/en/publications/experiences-from-the-use-of-web-based-audience-engagement-systems>

**5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.**

May-December 2015: Review and contributions to textbook on LCA: [www.lcatextbook.com](http://www.lcatextbook.com)

2018: Development and testing of three new courses (in context of the International Life Cycle Academy) on Life Cycle Impact Assessment (1 week PhD Course), uncertainty (3 days PhD. Course), and Input-Output/hybrid LCA (1 week PhD course). Development of exercises for these courses (in Python for the second). Development of new exercise on consequential/attributational EPDs using interactive digital tool "consider.it", applied also in conference context. Draft course design on the topic of Science-based Design for Sustainability.

2019-2020: Review of three recent textbooks on LCA, including the development of a list of criteria for a good beginner's LCA textbook. Published in Journal of Industrial Ecology 24:726-730.

2021: Video lecture and exercises on the topic of Planetary boundaries for online Department course on Sustainability.

2022: 10 video lectures on Consequential Modelling in Life Cycle Assessment. Published on YouTube: [https://www.youtube.com/playlist?list=PLdeMRDEdKW1uf9sr83G9vweym\\_q7dg44q](https://www.youtube.com/playlist?list=PLdeMRDEdKW1uf9sr83G9vweym_q7dg44q)

2022: Development and test of new PhD course on Life Cycle Sustainability Assessment

## **6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

Skriv dit svar her...

## **7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).**

The use of flipped classrooms with online Q&A sessions is a very efficient teaching method that also the students seem to enjoy because they can watch the videos at their leisure, note down questions, and we can all spend more time on Q&A and discussions and exercises. I will seek to do more of that.

## **8. Andet.**

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