Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

Techno-science (P0) Autumn 2019-2020-2021 Techno-Anthropology programme, AAU Project, bachelor level, Danish, 5 ECTS Semester and Project Coordinator •Semester organization •Project development and planning •First semester responsibility Techno-anthropological case analysis (P1) Autumn 2019-2020-2021 Techno-Anthropology programme, AAU Project, bachelor level, Danish, 10 ECTS Semester and Project Coordinator •Semester organization •Project development and planning •First semester responsibility Design of intervention Spring 2019-2020-2021 Techno-Anthropology programme, AAU Project, bachelor level, Danish, 15 ECTS •Semester organization •Project organization and facilitation Sustainable Cities in an institutional and societal perspective (2nd semester project) Spring 2013-2014-2015 Sustainable Cities Programme, AAU Project, master level, English, 15 ECTS Semester & Project Coordinator • Responsible for Project Work • Project Workshops • Supervision Coordination Actor-Oriented Oriented Design (P0) Autumn 2013-2014-2015-2016 Sustainable Design Programme, AAU Project, bachelor level, Danish, 5 ECTS Project co-coordinator and supervisor • Part of Project Planning • Supervision Design Processes and Visualisation (P1) Auturm 2013-2014-2015-2016 Sustainable Design Programme, AAU Project, bachelor level, Danish, 10 ECTS Project co-coordinator and supervisor • Part of Project Planning • Supervision Course responsibilities Problem-Based Learning Spring 2020-2021 Techno-Anthropology Prgramme & Sustainable Design Programme, AAU Course, bachelor level, Danish, 5 ECTS Course co-coordinator •Part of course development •Part of course planning •Part of teaching Intervention, co-design and user-oriented design Spring 2020-2021 Techno-Anthropology Programme, AAU Course, bachelor level, Danish, 5 ECTS Co-coordination •Part of project planning •Part of teaching Design of urban infrastructures Autumn 2017-2018-2019 Urban, energy and environmental planning programme, AAU Course, bachelor level, Danish, 5 ECTS Course responsible •Course development •Course planning •Main teacher Creative project management Spring 2016-2017-2018-2019 Sustainable Design programme, AAU Course, bachelor level, Danish, 5 ECTS Course co-coordinator •Part of course planning •Teacher Networks and Change Spring 2015-2016-2017-2018-2019-2020 Sustainable Design Programme, AAU Course, bachelor level, Danish, 5 ECTS Course lecturer • Part of course planning • Responsible for three sessions on Actor-Network Theory • Feedback on student assignment related to my sessions Politics, Planning and Governance Spring 2013-2014-2015-2016 Sustainable Cities Programme, AAU Course, master level, English, 5 ECTS Course lecturer • Part of course planning • Lecturing Basic introduction course in urban planning June 2007-2008-2009-2010-2011-2012 3-weeks course, bachelor level, Danish, 5 ECTS Course responsible, DTU Management • Course planning • Lecturing • Supervision on group work and group reports • Marking group reports Course in urban technology and management Autumn 2008-2009-2010-2011-2012 12-weeks course, candidate level, English, 10 ECTS Course responsible, DTU Management • Course planning • Lecturing • Supervision on group work and group reports • Marking group reports Environment and society January 2004 3-weeks course, candidate level, Danish, 5 ECTS Teaching assistant, DTU • Organisation and planning of a study group of app. 25 students • Facilitation of study group discussion Supervision activities (semester projects, internships, bachelor projects and master thesis) Spring 2022 Morten Kvist, Camille Løve Andersen Master thesis on Master in Techno-Anthropology, AAU Main supervisor Pil Kierkegaard Master thesis on Master in Techno-Anthropology, AAU Main supervisor Nina Roitmann Master thesis on Master in Sustainable Design, AAU Main supervisor Anne Ringgaard Bachelor project on Bachelor in Techno-Anthropology, AAU Main supervisor Katja Heyde Tams Hansen Bachelor project on Bachelor in Sustainable Design, AAU Main supervisor Arthur Reiner Streller Master thesis on Master in Sustainable Cities, AAU Main supervisor Autumn 2021 Maria Dyremose, Geraldine Mona Caecilie Pfaff 3rd semester project on Master in Sustainable Design Main supervisor Spring 2021 Victor Maahr, Josefine Knopf Mathiesen, Maria Thostrup, Sofie Vomb Koefoed Bachelor project on Bachelor in Urban, Energy and Environmental planning, AAU Main supervisor Rebecca Marslew Grønlund, Mette Fisker Bachelor project, Bachelor in Urban, Energy and Environmental planning, AAU Main supervisor Sara Kristine Holmskov Eberle, Filippa Cornelia Harder Edgecombe, Freja Regitze Schow, Nicole Lyhne Hornstrup Bachelor project on Bachelor in Sustainable Design, AAU Main supervisor Astrid Overholm Eriksen, Line Sofie Kastholm Kjærgaard, Kastper Holst, Sara Røtzler Lind Bachelor project on Bachelor in Sustainable Design, AAU Main supervisor Zahra yamollaei 4th semester project on Bachelor in Techno-Anthropology, AAU Main supervisor Ante Peovic Master thesis on Master in Sustainable Cities, AAU Main supervisor Anne Ringgaard 4th semester project on Bachelor in Techno-Anthropology, AAU Main supervisor Autumn 2020 3 groups 1st semester project on Bachelor in Techno-Anthropology, AAU Main supervisor Ante Peovic 3rd semester project on Master og Sustainable Cities, AAU Main supervisor Spring 2020 Thomas Christian Alsbjorn, Anders Rosenkjær Andersen, Ante Peovic, Adrian Johnson, Chak Yan Yeung 2nd semester project on Sustainable Cities, AAU Main supervisor Casper Bjørn Bang-Helgestad, Martin Klamer, Nanna Bo Yung Lund, Nicolai Panton Ringsing 4th semester project on Techno-Anthropology, AAU Main supervisor Evie Marcelia Trappaud Rønne, Simon Tjerrild, Cleo Elsa Marika Nicolas, David Søbæk Olsen, Casper Andersen 4th semester project on Techno-Anthropology, AAU Main supervisor Adam Rietti, Michelle Dubinsky Gordon Master thesis on Sustainable Design, AAU Main supervisor Morten de Fine Olivarius Master thesis on Sustainalbe Cities, AAU Main supervisor Autumn 2019 Marcel Gottdang Master thesis on Sustainable Cities, AAU Main supervisor 5 groups 1st semester project on Bachelor of Techno-Anthropology, AAU Main supervisor Spring 2019 Mette Marianne Hiltunen Master thesis on Sustainable Design, AAU Main supervisor Martin Vorstrup Højgrav-Huus, Victor Manuel Angulo Dominguez, Zaid Samir Nayef Marmash Master thesis on Sustainable Design, AAU Main supervisor

Morten Holm Gylling, Sebastian Kolby Knudsen, Ronja Helleshøj Sørensen Master thesis on Sustainable Cities, AAU Main supervisor Autumn 2018 Klas Rickard Viktor Fabian Fagerstrom Master thesis on Master in Sustainable Cities, AAU Main supervisor Morten Holm Gylling 3rd semester project on Master in Sustainable Cities, AAU Main supervisor Ronja Helleshøj Sørensen 3rd semester project on Master in Sustainable Cities, AAU Main supervisor Spring 2018 Justice Monir Mooghen, Martin Moeskjær, Sean Niclas Retbøll Larsen, Anders Kampf Larsen, Christian Gade Jensen 4th semester project on Bachelor in Techno-Anthropology, AAU Main supervisor Mark Erling Petersen, Oliver Pedersen, Asger Ludwig Biehl, Magnus Velløv Petersen, Morten Bøgedal Jørgensen 4th semester project on Bachelor in Techno-Anthropology, AAU Main supervisor Morten Holm Gylling, Sebastian Kolby Knudsen, Ronja Helleshøj Sørensen, Marcel Gottdang, Søren Bregendorf 2nd semester project on Master in Sustainable Cities, AAU Main supervisor Gritt Gylling Sørensen 3rd semester project on Master in Urban Planning and Management, AAU Main supervisor Monica Topholm 3rd semester project on Master in Urban Planning and Management, AAU Main supervisor Autumn 2017 None Spring 2017 None Autumn 2016 None Spring 2016 Dorte Grastrup-Hansen and Pia Duus Jensen 2nd Semester project on Master in Sustainable Transition (MBO), AAU Main supervisor Søren Dürr Grue and Lilian Harbak 2nd Semester project on Master in Sustainable Transition (MBO), AAU Main supervisor Autumn 2015 38 students 1st semester project on Bachelor in Sustainable Design (P1), AAU Main/Co-supervising Spring 2015 Bjarne Gantzel Pedersen Candidate project in urban planning Main supervisor, AAU Pablo Navacerrada Candidate project in urban planning Main supervisor, AAU Autumn 2014 Bjarne Gantzel Pedersen Intership project Main supervisor Spring 2014 Katrine Wovereit Candidate project in urban planning Main supervisor, AAU Adina Visan Candidate project in urban planning Supervisor, AAU Andreas Secher (DTU) Candidate project in urban planning Co-supervisor, AAU Autumn 2013 Katrine Wovereit Internship project Main supervisor, AAU Hjalte Juliussen and Simon Stendorf Sørensen Internship project Co-supervisor, AAU Spring 2013 Marie Pryn (DTU) Candidate project in transport planning Co-supervisor, AAU Ryle Nørskov Gejl (DTU) Candidate Project in urban planning Main-supervisor, AAU Spring 2012 Katrine Wovereit Bachelor project in urban planning Main supervisor, DTU Man Benjamin Goldstein Candidate project in urban planning Co-Supervisor, DTU Man Lakhena Ou Diploma project in urban planning Main supervisor, DTU Man Helle David Jensen Bachelor project in urban planning Main supervisor, DTU Man Autumn 2011 Vadims Bogdanovs Candidate project in urban planning Main supervisor, DTU Man Spring 2011 Stine Stensby Candidate project in urban planning Main supervisor, DTU Man Mathias Thøfner Bachelor project in urban planning Main supervisor, DTU Man Spring 2009 Sally Kornholt and Trine Jepsen Bachelor project in Environmental management Main supervisor, DTU Man Autumn 2008 Ulrik Stenlien Hansen Bachelor project in low energy buildings Assistant supervisor, DTU Man Autumn 2007 Rikke Munch Bendtsen Candidate project in low energy buildings Assistant supervisor, DTU Man Guest lectures March 2014 2 hours guest lecture on urban planning Course in Planning Theory at DTU Transport, English, 5 ECTS March 2014 2 hours guest lecture on urban planning Course in Planning Theory at DTU Transport, English, 5 ECTS March 2015 2 hours guest lecture on urban planning Course in Planning Theory at DTU Transport, English, 5 ECTS March 2014 2 hours guest lecture on urban planning Course in Planning Theory at DTU Transport, English, 5 ECTS March 2014 2 days lecturing and group work on urban planning Course in Public Transport Planning at DTU Transport, Danish, 10 ECTS February 2013 2 hours guest lecture on Practice Theory Course in Motivation and pro-environmental behaviour, managing change at KU, English, 5 ECTS March 2013 2 days lecturing and group work on urban planning Course in Public Transport Planning at DTU Transport, Danish, 10 ECTS March 2012 2 days lecturing and group work on urban planning Course in Public Transport Planning at DTU Transport, Danish, 10 ECTS March 2011 2 days lecturing and group work on urban planning Course in Public Transport Planning at DTU Transport, Danish, 10 ECTS October 2010 2 hours lecture on sustainable urban management Open lectures, master in building management, Danish November 2010 ½ hour introduction to urban management field Course in Engineering Work at DTU BYG, Danish, 10 ECTS External/internal reviewing (censor) 2021 Sustainable Design, AAU, semester 1, Course in Field studies and socio-material analysis Cities and Sustainability, AAU, internship Techno-Anthropology, AAU, semester 1, project 2020 Sustainable Design, AAU, semester 1, Course in Field studies and socio-material analysis 2019 Sustainable Design, AAU, semester 5, Course in Creative project management Sustainable Cities, AAU, semester 9, internship 2018 Urban, Energy and Environmental planning, AAU, semester 3, Urban geographical methods Sustainable Cities, AAU, semester 7, project Sustainable Design, AAU, semester 7, project 2017 Urban planning and management, MSc., AAU, semester 3, internship 2016 Sustainable Design, AAU, semester 8, Course in Sustainable consumption Sustainable Cities, AAU, semester 9, internship 2015 Technoanthropology, AAU, semester 4, project Sustainable Design, AAU, semester 8, Course in Sustainable consumption 2014 Technoanthropology, AAU, semester 3 and 4, project By-, energi- og miljø, AAU, semester 3, kursus i Byernes planlægning og arealforvaltning Sustainable Cities, AAU, semester 7 and 8, project Sustainable Cities, AAU, semester 9, internship Sustainable Design, semester 8, Course in Sustainable consumption 2013 Sustainable Cities, AAU, semester 7 and 8, project Special pedagogical student supervision (SPS support) Ditte Lønborg, Sustainable Design Bachelor student, AAU, 2018- Stephanie Kawan, Techno-Anthropology Master student, AAU, 2019- your answer here...

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Chair of Study Board of Techno-Anthropology & Sustainable Design (2021-now) Responsible for quality assurance and academic development of the educations under the study board (Professional Master in PBL, Bachelor and Master in Techno-Anthropology in both AAL and CPH), Bachelor and Master in Sustainable Design in CPH). Programme Development (2019) Part of the revision group for the programme in By-, Energi- og Miljøplanlægning (Urban, energy and

environmental planning) Study facilities development (2013-2018) One of the initiators of 'Spaces for Learning' at AAU CPH. Responsible for development of the group room area for SusCi, BEM, Land and Geo Semester Coordination (continuously) This role includes responsibility for semester planning, course and project coordination and developing semester descriptions. Responsible for the 1st Semester on the Bachelor of Techno-Anthropology, AAU CPH. Autumn semester, 2019-2020-2021. Responsible for the 2nd Semester on the Sustainable Cities Programme, AAU CPH, Spring semester, 2013-2014-2015.

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Basic course in study management 2021 Offered by AEU Completed two modules CityLab CAR: Engaging students in sustainable Caribbean Cities 2019-2020 Erasmus+ Programme of the European Union Responsible for developing a PBL Online Training Part of a Copenhagen PBL dialogue group 2018-2020 Discussions about PBL PBL and visual knowledge sharing practices 2017 Internal funds to communicate the special learning concept and learning environment from Sustainable Design. Principal investigator on the project. Development of short video. Education in University Teaching at DTU (UDTU) February 2011-May 2012 Learning Lab DTU Completed Module 1-4 and final assignment Educational Supervision of Assistant Professors: Martin Aggerbeck, BDO/AAU, 2015

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Final Citylab conference: Caribbean Education for Sustainable Urban Development October 2020 Part of judging committee of international student competition University Teaching Day May 2018 Presentation of results from the project: PBL and visual knowledge sharing practices here...

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

Partnership with Movia as part of the 1st semester on the Techno-Anthropology Bachelor project collaboration in 2020 and 2021. Cases from Movia served as starting point for the project work and we visited Movia during the semester. Development of a PBL Online Training Moodle site for CityLab CAR: Engaging students in sustainable Caribbean Cities 2019-2020, Erasmus+ Programme of the European Union A video on PBL and visual knowledge sharing practices as inspiration for teachers, 2017 A project café for external collaborators as part of the semester project launch for 2nd semester on the Sustainable Cities Master programme, 2014-15.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Nominated for Teacher of the year in the Study Board for Techno-Anthropology in spring 2020.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

I am a dedicated and experienced teacher with documented teaching qualifications. I am a reflexive practitioner, when it comes to teaching, since I put emphasis on continuously improving and developing my teaching in close dialogue with peers and students. My visions I believe that Aalborg University should be leading in the education of urban planning engineers specialized in sustainable transition of cities both in Denmark and the rest of the world. There is a great need for urban planning engineers that can engage in and navigate in sociotechnical transition processes in cities, since an on-going trend is that cities are becoming important drivers of societal processes of transition. While many national and international initiatives for change fail, cities around the world have successfully launched experiments and initiatives that challenges basic patterns of development in society. This calls for a strengthening of engineering competences of urban

planners in terms of engaging and navigating in such sociotechnical transition processes. I believe that especially the Department of Planning and Development at Aalborg University has a strong research position in this regard. As Associate Professor in Sustainable Transition of Cities, I would like to actively engage in the further developing programmes committed to urban planning and development. My teaching focus My teaching mainly focuses on engineering of sustainable cities. Whereas traditionally, engineers are mainly perceived as being knowledgeable about technical infrastructures and systems, my teaching contributions aim at preparing future engineers to operate and navigate in the political and social context, in which these technical infrastructures and systems are embedded. This perspective stems from my research engagement in Science and Technology Studies, which put emphasis on the interplay between societal and technical factors. In the early part of my own engineering education, I was mainly trained in how to design and operate technical infrastructure systems, in terms of dimensioning and modelling such systems. However, during my studies, I found the narrow focus on engineering the technical systems at hand rather limiting, as I saw an urgent need for 'engineering' transitions in such systems as a result of the threatening climate changes in the world. Through my research, I have come to acknowledge that engineering of transitions necessitates development of more sociotechical engineering competences. I strongly believe in the development of such sociotechnical engineering competences and take actively part in embedding these in the educational programmes that I take part in. A core vision for me is therefore to contribute in preparing future engineers to be able to take part in (and facilitate) the on-going processes of sociotechnical change in the world. The focus of my teaching is especially directed towards development of sustainable cities, where I try to challenge the often narrow focus that many engineers have on urban infrastructures with starting point in specific sectors. I aim at promoting more holistic and spatial understandings of these urban infrastructures in an urban context. This entails an understanding of the city as a specific arena of governance, where policymakers and public servants address overarching issues concerning the overall management of city services and functions in cooperation with other stakeholders. In these processes of governance, there seems to be an on-going shift from land-use planning to strategic planning of cities, where sustainable transition represents a core vision along with economic growth, liveability and health, among others. In my teaching I seek to unfold these processes of urban governance and relate these to sociotechnical developments of urban infrastructures and systems. I would like to contribute to further advancements in the role and competences of urban planning engineers that will enable them to position themselves critically in on-going processes of urban transition and to strategically raise the issue of sustainable development in cooperation with other stakeholders involved in the process. My teaching philosophy An important philosophy in my teaching is the principle of constructive alignment from university teaching theory. The idea behind this principle is that students will learn better if the teacher ensures that there is an alignment between the learning objectives, the assessment methods and the learning activities. In other words, this means that the students should work actively with the subject they are intended to learn and be assessed specifically in relation to this. This might sound straightforward, but my experience as a teacher is that it is actually very difficult to establish this kind of alignment in practice. In my personal development as a teacher, I have worked reflexively with this challenge by continuously considering how to improve this alignment in the planning phase and evaluate the alignment together with the students at the end of a semester. In my teaching, I wish to continuously experiment with this alignment as a reflexive practitioner, and I would like on this basis to also engage more actively in university teaching research and university teaching administration in the future. Another important philosophy for me is that students learn by doing, rather than by listening, and this represents a core strategy for me in relation to learning activities. An important reason for this is that many of the learning objectives that are central in my teaching are strongly aligned with active learning. During my university teaching education I experimented with inquiry-based teaching, which represents a specific form of inductive teaching, in one of my courses at the Technical University of Denmark. My experience with this was that it was very successful in terms of the learning curve of my students. A core idea in inquiry-based teaching is that students should inquire into a specific subject on the basis of something that they noticed or feel curious about. This approach to teaching fits very well with the problem-based approach to learning at Aalborg University, which also builds on the idea that students learn better, when they search for answers to issues that they notice. The problem-based learning provides an excellent starting point for engaging the students in noticing why sustainable transitions do not occur in practice, and why cities develop the way that they do. Based on such notices, the students will very naturally become engaged in a deeper (and very motivated) search for understanding how cities and their infrastructures develop as a result of complex sociotechnical processes. They will seek to map and unfold both technologies and actors involved in the process, hereby leading them to discover important sociotechnical dynamics, which would be difficult for me as a teacher to explain, due to their complexity. The problem-based approach to learning also expands the problem analysis phase, which allows the students to critically reflect about how current systems work, rather than jumping to rapid conclusions about specific solutions. Project work represents a third philosophy, which I wish to highlight. This is again connected to the constructive alignment, since assessment through project work is very well-aligned with the learning objective and problem-based learning activities. I believe that project work represents a good way of assessing processes of learning by doing. I strongly believe in engaging students in project work that mirror real-life situations as much as possible. In my past teaching experiences, I have experimented a great deal with how to establish a learning framework, where the student projects take hold in real-life problems. I try to do that by encouraging students to search for real-life problems and I allow time for the students to explore this problem-finding phase. I have had the possibility to further experiment with how to enable the students to work with real-life problems as starting point for their projects. I always aim at establishing a platform for dialogue between external stakeholders and the semesters that I coordinate. In doing that the students will meet and have to tackle complex situations of sustainable transitions, which are characteristic in our society, and which they will probably meet in their future jobs. The students have been very positive about this work. In relation to this, I would like in the future to strengthen the involvement of potential employers and students in the development of this approach to project work. Teaching approaches Another important teaching strategy is to have a more communicative form of teaching based on open dialogue with the students. I often schedule my lectures in such a way that I combine lecturing with dialogue, group work and workshops, so that the students become more actively engaged in the classroom. In one of our

lectures in the Politics, Planning and Governance course, we for example carried out a role play with the students to let them experience political discussions between different stakeholders. I try to experiment with such interactive and engaging teaching forms, when I plan my teaching activities. A final teaching strategy that I wish to mention is that of inductive teaching. When I teach, I try to a great extent to take a starting point in examples and cases and then identify the rules behind these in cooperation with the students. In my teaching, I often present inspirational cities or planners that have addressed sustainability or transitions in specific ways. I try to introduce these cases as thoroughly as possible, e.g. through videos or guest lectures, so that the students get a more contextual understanding of the cases. I would still like to further improve my inductive approach to teaching, especially in terms of relating this more strongly with some of my research experiences. An important goal in relation to my teaching is to enable the students to orient themselves in theoretical knowledge and to set up a methodological set up, which allows them to study a relevant empirical problem. I actively seek to support the students in combining the theoretical, methodological and empirical phases in their project work. I find that the students are often struggling with the academic working process, and I try to explicitly address some of the challenges that they have in relation to e.g. literature search, choice of methodology, analysis tools and communication. The current teaching structure at Aalborg University with the combination of a project and three courses represents a challenge in this regard, because the students have difficulties in transferring the theories and methodologies from the courses to their project. In order to try to overcome this gap, I have experimented with project seminars during the project module, where the working process is more specifically discussed with the students. This initiative has been positively received by the students, and I wish to further develop these positive experiences. Teaching experience I have experience with teachers at many different levels and dimensions. I am a very experienced supervisor of both semester projects, bachelor projects and master theses. I am also a very experienced lecturer. I have also been involved in both course and programme development. In my newest role as chair of a study board, I have also gained experience with study curriculum revisions and quality assurance and development of educations. I am a person that likes to experiment and challenge the well-known. My experiences also covers a great deal of learning experiments, ranging from trying out new features in Moodle, integrating new digital teaching tools or trying out new approaches on how to engage students in my teaching.

8. Any other information or comments.

None