

## 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.

At Aalborg University, these are my teaching tasks (always in English language):

### Department of Planning e-course on Sustainability (2021-2022)

- Video on the *concept of sustainable development*
- Video on *governance through the UN Sustainable Development Goals*
- Video on *litigation for environmental justice*

### PhD Course on Marine Governance

- Lecture: *Authority at Sea* (2020)

### Master of Environmental Management and Sustainability Science (EMSS)

- Lecture & Group Work: *The Role of International Law in Sustainable Natural Resource Management for Development* for the EMSS2 course on natural resource management: 2022
- Lecture: *Legal frameworks for management of natural resources (marine biological resources)* for the EMSS2/GEO8-2 course on natural resource management: 2020

#### • Censoring:

- (EMSS1: 2021) 25 hand-ins for the EMSS1 course on theories of science & research designs

#### • Supervision and co-supervision:

- (EMSS:3 2022) Internship project at the port of Hanstholm

### Master of Techno-Anthropology (TAN)

- Supervision and co-supervision:
  - (TAN7: 2021) *Stevedoring 2.0 - A situated analysis on the future of stevedoring*

### Bachelor of Geography (GEO)

- Lecture & Group Work: *Geopolitics and Geostrategy (Foundations, Critique, Contemporary)* for the GEO6 course on political geography: 2020, 2021, 2022
- Lecture: *International Regulation of Marine Resources* & Group Work: *Marine Genetic Resources in Areas Beyond National Jurisdiction* for the GEO5 course on global ecological processes: 2019, 2020, 2021, 2022
- Lecture & Group Work: *European Union policy on marine resources* for the GEO5 course on global ecological processes: 2022
- Lecture: *Legal frameworks for management of natural resources (marine biological resources)* for the EMSS2/GEO8-2 course on natural resource management: 2020

#### • Supervision and co-supervision:

- (GEO1: 2021) *The Conflict at Nørlev Strand - A natural and Cultural Analysis of the Complexity of Coastal Protection*
- (GEO1: 2021) *Nørrekær Enge II windfarmproject*
- (GEO5: 2021) *Inshore halibut fishery in the Disko Bay*
- (GEO6: 2022) *The potential from the unexploited underground resources in Ukraine*

### Bachelor's course on Problem Based-Learning (PV)

- Lecture & Group Work: *Introduction to Sustainability* to students of Chemistry, Chemical Technology, Environmental Science, Biology, Biotechnology: 2019
- Lecture & Group Work: *Introduction to Sustainability* to students of Mathematics, Economic Mathematics, Technology Mathematics, Physics, Nanotechnology: 2022
- Lecture & Group Work: *Theories of Science* to students of Chemistry, Chemical Technology, Environmental Science, Biology, Biotechnology: 2022
- Lecture & Group Work: *Theories of Science* to students of Mathematics, Economic Mathematics, Technology Mathematics, Physics, Nanotechnology: 2022

\* Due to the COVID-19 pandemic, all teaching and supervision activities in Fall 2020 and Spring 2021 were remote.

Prior to my assignment at AAU, I was responsible for teaching *Public International Law* and *Law of the Sea*. I am sometimes invited to give visiting lectures in these two fields of law (in English, French or Portuguese).

**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.**

I do not have such responsibilities, nor experience in them.

**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.**

Aalborg University Pedagogical Programme 2021 (Awarded 01/2022)  
Basic course with focus on Problem-Based Learning (English) (10/2020)

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

I do not have other qualifications on pedagogy.

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

Every lecture that I give and every work group activity that I prepare is designed in accordance to the expected audience and updated yearly with reference to current events.

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

My teaching is praised by students as "enthusiastic" and "passionate". I often ask for feedback to students, who share positive impressions and constructive comments for improvement.

**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).**

My key motivator in teaching and supervision is to stir student's natural curiosity for the universe. Especially when teaching Tech students, I wish to bring to their attention the human context and enrich their analysis with a reflection on law and public policy.

**8. Andet.**

I always welcome opportunities to teach and supervise students in qualitative research fields, or who wish to explore law and public policy dimensions in their quantitative research projects that focus on maritime technology.