

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.

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. 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.

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

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

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

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.

I do not have other qualifications on pedagogy.

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.

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

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. 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)

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. Any other information or comments.

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.