

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.

COURSES

•2013, 2014, 2016 Doctoral seminars

In 2013, I organized and ran the doctoral seminar “Advanced Topics in the Management of Marine Ecosystems.” This seminar focused on advanced topics within an ecosystem approach to marine management and was designed to be of use to any student interested in the management of complex environmental problems. The seminar focused on scale issues in environmental management, scale of cooperation and the regional and member state levels, and the problem of multi-species, mixed fisheries.

In 2014, I organised and ran the doctoral seminar entitled “Advanced Topics: Cultural Heritage and Resource Management.” This seminar provided a social sciences perspective on locality studies in coastal communities, marine industries, and development. The course was designed to be of use to any student in the social sciences interested in identity, sense of place, and cultural heritage, especially those working in communities that relied historically on natural resources. However, students were welcome with interests in environmental management and economic development focused on human-environment interactions. Since the seminar investigated ideas of community identity, sense of place, and cultural heritage and their relationship to the shore and sea, participants working in other environments and natural resource sectors also found themes relevant in their work as well.

Course participants were introduced to the selected anthropological and social science theories and concepts such as cultural heritage, identity, and sense of place that will help in examining and parsing the culture and meaning underlying local development strategies.

•In 2016, I will again run a doctoral seminar entitled, “Sustainability and Resilience in Coastal Communities.” The course presents concepts of sustainability and resilience. Social sustainability implies an ability of society—and members of society—to be resilient: socially, economically, and environmentally. Yet communities are continually being impacted by outside forces such as globalisation, climate and environmental change, and governmental policies. The discussions stemmed from the introductory questions of “What makes resilient communities? Over time, why does one community thrive, while another falters? And, Is it possible to build resilience into communities which would make them less vulnerable to external changes?”

As with the previous seminar, Course participants were introduced to selected anthropological and social science theories and concepts such as resilience, sustainability, cultural heritage, identity, and sense of place that will help in examining and parsing the culture and meaning underlying local development strategies.

LECTURES

•2012 – present (2016): Lectures for Environmental Management (Miljøforvaltningen), found within Biotechnology, Chemistry, and Environmental Engineering, School of Engineering and Sciences

I coordinate the entire course and teach almost half of the lectures for 8th semester Environmental Management (Miljøforvaltningen). Within the course, topics that I cover include data needs for environmental management (e.g., LEK/TEK, WSK), core concepts for environmental management (e.g., commons, environmental goods and services), governance, stakeholder analysis and interaction, social impact assessment of management and policy, and basic academic skills (such as essay writing, referencing and study techniques etc.).

The lectures are usually structured in segments (e.g., 2 * 45 minutes; 1 * 90 minutes) of lecturing followed by exercises. However, as far as possible, the lectures also includes video and student participation and some of the lectures are carried out as student workshops.

•2013, 2015-present (2016): Lectures for 8th semester (master) students from Environmental Management and Sustainability Science

The course entitled 'Current Topics in Sustainability Research II' does not have a fixed topic but aims rather to introduce the students to 'hot topics' among the researchers involved in the course. This is done through day-long workshops, incl. lectures and exercises. In 2013, I contributed with a lecture on Greenland social sustainability; in 2015 and 2016 I contributed to the sustainability theme with lectures on social sustainability, including the presentation of “Seawalls: Stopping Waves at the Expense of People's Voices. ”

•2015-2016: Lectures for 6th semester (bachelor) students from Geography, Study Board for Planning and Geography

Lectures in Globalisation and Development (Globalisering og Udvikling (GEO6-15) for semester 6 students. “How to build resilience in local communities – experience from Japan.” These lectures focused on resilience and development, asking

that, given that "Climate and environmental change are increasingly affecting communities' development conditions. How is it possible to build resilience in communities that make these less vulnerable to external changes?"

•2016: Lectures for students 4th semester of Geography, Study Board for Planning and Geography.

Lectures and supervision activities focused on field methods: Cultural geographic Methods and Fieldwork (GEO4-16). Drawing from my extensive fieldwork experience, my lecture time also includes class participation, exercises, film, and outside fieldwork practice.

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RECENT SUPERVISION

•2014 – 2016: Supervisor and co-supervisor for 3rd, 5th, and 7th semester (bachelor) student groups Techno-Anthropology, School of Engineering and Sciences

The responsibilities of the co-supervisor include among others to facilitate the student groups in developing their project management skills as well as their ability to put the problem(s) they work with into a broader context. The co-supervisor participates in the exam with the aim of assessing the groups on their performance within the areas covered by him/her. I supervised groups, for example, working on wind energy in the Faroes, introduction of technology in museums, and the introduction of innovation in waste reduction activities in Danish communities.

•Pre- 2012: Supervisor for final project (master's) from Geography

The group (4 persons) wrote a project on Environmental management of the Danish plaice fishery in the North Sea. The project focused on the questions of "How does the current fishery management correspond to the depletion of plaice in the North Sea?" and "How should the current fishery management of the North Sea plaice be changed in order to ensure a sustainable development for the plaice fish stock?"

•Supervision of PhD students

I co-supervised two students from the University of Wales, Bangor from 2008-2012: Maria Hadjimichael (who later came and joined IFM as a post-doc) and Ana Ruiz.

I also served as a co-supervisor for Rikke Becker Jacobsen for her work in Greenland.

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.

COURSE COORDINATION

2014 - present: Undergraduate Course coordinator

I continue to serve as the course coordinator for Environmental Management (Miljøforvaltningen), found within Biotechnology, Chemistry, and Environmental Engineering, School of Engineering and Sciences. The course provides an introduction to key concepts and contemporary debates concerning environmental and natural resource management. The objective of the course to assist students to understand the interface between nature and society, and between science and politics. The course provides practical knowledge on environmental and other policy tools and encourages students to be critical about how public resources are managed and how the various 'users' interests are balanced. The course will also familiarize students with several institutions and conventions that are relevant to the management of Denmark's land and marine environment and its natural resources.

The responsibilities of the course coordinator includes budgeting, participating in discussions with other course lecturers on developing the content of the course, preparing the course plan, making sure that lectures are covered by relevant staff, reporting teaching hours to relevant people in the department, making sure that students are adequately informed about developments in the course, carrying out exams etc.

2013 - present: Doctoral Course coordinator for the staff in the Innovative Fisheries Management (IFM) group within the Department of Development and Planning.

The responsibilities of the doctoral teaching coordinator includes planning doctoral level courses for both IFM and the entire department; passing along information on rules and regulations concerning doctoral students; and teaching doctoral level courses.

IFM has traditionally been more or less fully financed by external research projects and it is expected that external projects will also in the future be an important activity. However, it is the strategy of IFM to increasingly move in to teaching so that students can in the future benefit more from the insights that IFM staff acquires through the participation in external projects.

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

As a doctoral candidate and future teacher, I completed a course on teaching, theory and methods for university teaching. The course was a graduate seminar designed for teaching assistants and teaching fellows who would be teaching a class independently for the first time. A mainstay of the University's commitment to both graduate and undergraduate education, the Practicum was a practical introduction to teaching. New instructors were encouraged to share concerns and experiences through class discussions, and assignments encourage graduate student instructors to create and improve classroom materials including syllabi, student assignments, and lesson plans. We were also tasked with developing our own teaching philosophy.

In the evaluation at the end of the course, the instructor agreed that, as someone coming from anthropology, I had a thorough and implicit understanding of the importance of engaging students in various ways and not simply lecturing, for example. As I wrote upon the completion of the course, "I believe there are a number of elements critical to effective teaching which I desire to incorporate into my own teaching. These elements include: creativity and enthusiasm, active learning processes, and rigorous academic standards." I believe I have been successful as I generally have positive reviews, and a number of occasions over the years I have students tell me they were changing their major to anthropology; I took that as a sign as I was doing well.

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

I have some experience teaching semester-long (15 weeks) and summer, intensive courses (6-8 weeks) prior to coming to Aalborg University. These were very intensive course and involved much more time and preparation than one gets here. These courses included Introduction to Cultural Anthropology and Anthropological Field Methods.

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 - 2015: For all of the courses, seminars, and lectures listed above, I developed – or helped to develop- new lecture materials and class exercises.

For continuing courses, such as environmental management, I continually reflected and adjusted lectures and materials based upon course evaluations, discussions with colleagues, and my own self-reflection on how the course went.

•I was also involved in providing input into the reform of the Bachelor of Geography with particular emphasis on the development of a new course in 'Natural Resource Management' in which I will likely teach a couple of lectures.

•With a number of my research projects, I have also developed field methods workshops and seminars for graduate students working on these projects, such as during MarBEF and VECTORS.

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

Type your answer here...

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.

MY ASPIRATIONSThe following includes a list of some of the qualities I feel are important for being successful teacher and of which I aspire towards in my own teacher development.

The successful teacher has

- A well-thought out lesson plan and lecture guide
- The ability to create an open learning environment in which debate and disagreements are respectively encouraged and accepted
- A great deal of creativity and enthusiasm
- A commitment to active learning
- Always made an effort to communicate why and how certain knowledge is important (bridges the gap between theory and practice).
- An understanding of what is reasonable for students' preparation time.
- An ability to shift between teaching methods
- More than an understanding of diversity, but also celebrates diversity among students•High, but realistic standards for their students.

MY STRENGTHS & WEAKNESSES

I am comfortable giving presentations, lectures, and power point slideshows. Overall, in general, I tend to receive positive feedback on my lectures. Due to the nature of my work presenting at conferences and project meetings for over 15 years, I am also very comfortable with standing in front groups – though I prefer seminars and discussion-led classes. I also make great efforts to include video and other means of getting information across to the students.

My primary weaknesses

In particular I would like to become more efficient in my preparations as we are not given enough preparation time.- learn to use different communication tools - become better at incorporating new activities and exercises in lectures.

8. Any other information or comments.

Type your answer here...