

## 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.

Autumn 2024:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 11 students. Lectures, exercises, assignments (homework) and oral group exam.

2024:

Member of assessment committee for PhD-student Daan Deckers 'Pore-scale modelling of hygric properties of hydrophobised building materials', KU Leuven, Belgium

Spring 2024:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 1 student.

Autumn 2023:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 12 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2023:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 2 students.

2022-2023:

Chairman, assessment committee for PhD student Evdoxia Paroutoglou 'Microencapsulated phase change materials for thermal energy storage in buildings: Design, characterization and modelling', BUILD, AAU

Autumn 2022:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 9 students. Lectures, exercises, assignments (homework) and oral group exam.

Autumn 2021:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 5 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2021:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 2 students.

Autumn 2020:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 11 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2020:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 2 students.

Autumn 2019:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 11 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2019:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 1 student.

Autumn 2018:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 13 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2018:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 1 student.

2018-2019:

Member of assessment committee for PhD Tommy Odgaard: Interior insulation of the buildings from 1850 to 1930 with massive external masonry walls and embedded wooden beam floor structure (DTU)

Feb 2018- May 2021 :

PhD supervisor for Vasilis Soulios: "Hygrothermal performance of hydrophobized brick and mortar. Energy renovation through internal insulation - can hydrophobization improve the moisture safety?", Aalborg University.

Autumn 2017:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 5 students. Lectures, exercises, assignments (homework) and oral group exam.

Master in Building Physics, 1st. Semester, Course 'Heat theory and practice', 5 ECTS-points, 22 students. A half-day lecture.

Autumn 2016:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 10 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2016:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 1 student.

Autumn 2015:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 10 students. Lectures, exercises, assignments (homework) and oral group exam.

Spring 2015:

Master in Building Physics, 4th Semester, Master project, 15 ECTS-points. Supervisor for 3 students, co-supervisor for 1 student.

2015- :

Teaching at courses on external scrutiny at building projects, Molio/SBi (Continuing education).

Autumn 2014:

Master in Building Physics, 3rd Semester, Course 'Condition assessment, post insulation and renovation', 10 ECTS-points, 13 students. Lectures, exercises, assignments (homework) and oral group exam.

2011-2013:

Teaching at Building Components, 4. Semester, Process and Innovation line at Copenhagen University College of Engineering (BSc)

2007- :

Responsible for and teaching at more than 125 SBi-courses on building regulations, most of them held at companies and municipalities. Estimated around 4000 participants in total. (continuing education)

2006-2009:

Co-supervisor for PhD student Paul Steskens: Modelling of the Hygrothermal Interactions between the Indoor Environment and the Building Envelope, DTU.

2002-2003:

Teaching at courses on mould growth, Byggecentrum. (continuing education)

2001- :

External subject advisor at Copenhagen School of Design and Technology. (BSc)

1999-2002:

Member of advisory group for industrial PhD Marianne Tange Hasholt: Frost induced transport of salts (Aalborg Portland and Danish Technological Institute).

1999-2001:

Preparation and implementation of distance teaching at Master in Arctic Technology and Master in Fire Safety, DTU.

1996:

Responsible for and teaching BEng-students at Introductory Building Materials (5 ECTS-points), Dept. of Applied Civil and Environmental Engineering, DTU (28 lectures and seven laboratory exercises).

1993-1998:

Co-supervisor of five master projects at DTU.

1992-2000:

Lectures, desktop assignments and laboratory exercises for MSc-students at Basic Thermal Insulation, Thermal Building Physics, Material Mechanics and Porous Materials, Concrete Technology, Advanced Building Materials, Cement and Concrete Technology, Basic Structural Design, Porous Building Materials, DTU.

## **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.**

Every autumn since 2014:

Master in Building Physics, Coordinator for 3rd Semester course 'Condition assessment, post-insulation and renovation'

Summer 2020:

Update of course description for 3rd Semester course 'Condition assessment, post-insulation and renovation' due to introducing new elements in the teaching

Summer 2019:

Extensive update of the course description 3rd Semester course 'Condition assessment, post-insulation and renovation', giving a more detailed description of content and types of teaching

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

Autumn 2018: Workshop for PhD supervisors (2 days with one month in between)

Spring 2013: 2-days PBL-course for teachers from SBi (now BUILD) (PBL: Problem based learning)

1993: 30 hours pedagogic course at DTU, as ph.d.-student

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

Participation at Conferences etc.: See VBN at 'Activities'

Day of Teaching, April 2013

Day of Teaching, May 2016

## **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.**

2014: Developed material for 3rd Semester course 'Condition assessment, post-insulation and renovation' at Master in Building Physics (see also section 1 of the portfolio). The material is continuously developed, e.g. to activate the students to a higher extent, making them more confident in acquiring knowledge on their own.

2011: Developed compendium on building components for teaching BSc students at the Copenhagen University College of Engineering

2000-2001: Developed material for Basic Course in Thermal Insulation - adjusted to Arctic Conditions, at Master in Arctic Technology, DTU (Distance teaching, MSc).

1999: Developed material for Introductory Building Materials, and Basic Course in Thermal Insulation, at Master in Fire Safety, DTU (Distance teaching, MSc)

## **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.**

Teaching at a university should be research-based, but at the same time be fitted to the background of the students. This means that there will be a higher degree of learning at the preliminary levels, where the students do not have much experience to bring in, and they should be given some basic skills. However, especially at continuing education examples and problems from the student's own daily life can to a greater extent be included; an approach I have very good experience with at AAU's Master in Building Physics.

As supervisor, I give the students a high degree of freedom to solve the assignment. I underline the importance of them to clarify - at an early stage - what they want to investigate, how they are going to do it, and how to structure their report. I do not keep an eye on them constantly but expect them to stick to the agreements we have made. Further, that they come to me if they run into problems and that they do not wait until we have our next scheduled meeting.

Except from the courses listed in Section 3 (above), I have no formal education as teacher and during the many years of teaching I have used the 'learning-by-doing'-principle. I would like to become upskilled through a professional postgraduate teacher training for university teachers, to learn more about different methods and tools for teaching. To become a better teacher, giving a more varied teaching.

## **8. Any other information or comments.**

Type your answer here...