

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.

Since 2008: Lecturing and co-supervision at the 1st year of various B.Sc. engineering programmes, including Energy Engineering, Mechanical Engineering, Biotechnology, Global Business Engineering, Biology, Environmental Engineering, Civil Engineering and Health Technology

Courses: Problem-based learning in science, technology and society

Since 2008: Lecturing and supervision at various B.Sc. and M.Sc. planning and engineering programmes, including Sustainable Energy Planning and Management, Sustainable Cities, Urban, Energy and Environmental Planning, Geography, Joint European Master in Environmental Studies (JEMES) and Land Surveying, Energy Engineering

Courses: Sustainable Energy Policies, Technical Energy Systems Analysis and Policy Design, Energy & Environmental Tools and Project Evaluation, Economic, Social and Environmental Impact Assessment, Innovation & Economy, The Planners' Theories and Methods

2010 - 2011: lectures at the SESAM M.Sc. programme at Flensburg University

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.

Since 2013: Semester coordinator at the 2nd semester of the M.Sc. programme in Sustainable Energy Planning and Management

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

2014-2019: Department supervisor in University Teacher Education, Aalborg University (for Steffen Nielsen and Jakob Zinck Thellufsen)

University Teacher Education, Aalborg University - Year: Completed 2013

2013: Seminar on the practical aspects of group-based project exams.

2011: Workshop on improving the use of video-conferences in teaching.

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.

Type your answer 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.

I have developed approaches to amplify student-centred teaching and learning, and to improve the alignment between learning objectives, course activities and evaluation/assessment. I strategically include in-class brainstorming, student presentations, exercises and mini projects into my teaching, as a supplement to more traditional forms of teaching, based on e.g. slides and literature. In terms of assessment, I have experimented with clarifying students' expectations towards traditional forms of written examination already at the beginning of a course. I have also conducted "test exams" in order to better prepare students for an exam. I have developed alternative ways of assessment and combined them with a more activity-based approach to teaching. One example, is a 2 weeks mini-project during the course "Sustainable Energy Systems: Economics, Environment and Public Regulation", which I have designed and which was the basis for student presentations and an oral exam. The students were asked to design and analyse a small energy system, and thereby

learn to use the tools, which were presented at the course.

I have been involved in the PG study board's work on promoting the subject area energy planning within the education of Urban, Environmental and Energy Planning at the undergraduate level. This work was started because the feedback from students during several years had been that the subject of energy was not represented sufficiently in the curriculum of the education. Specifically, I prepared a report on the extent to which energy as a subject area was part of the education, based on a dialogue with teachers and students.

Type your answer here...

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

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 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)

Type your answer here...

8. Any other information or comments.

Type your answer here...