

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

I have experience with teaching at both bachelor and master level at Aalborg University since 2012, where I have been lecturing, supervising project groups, co-supervised project groups, co-supervised PhD student, coordinated courses, and coordinated semesters. Several of the coordination tasks have been cross-campus. An overview of course lectures, teaching coordination tasks and supervision can be seen here:

Course lectures:

- Current Energy Planning Research, 2013-2016, Sustainable Energy Planning and Management (8th semester) at Department of Planning
- Bæredygtige energisystemer, 2015-2018, By-, Energi- og Miljøplanlægning (6th semester) at Department of Planning
- Sustainable energy systems, 2015-2018, Energy (6th semester) at Department of Energy Technology, and Byggeri og anlæg (6th semester) at Department of Civil Engineering
- Energisystemanalyse, 2017-2022, By-, Energi- og Miljøplanlægning (4th semester) at Department of Planning
- Energy System Analysis 2, 2019-2022, Sustainable Energy Planning and Management (8th semester) at Department of Planning
- Energy Planning for Sustainable Cities, 2020, Sustainable Cities (7th semester) at Department of Planning

Supervision:

- Education Sustainable Energy Planning and Management at Department of Planning:
 - 7th semester: 9 groups, 2012-2021
 - 8th semester: 7 groups, 2013-2014
 - 9th semester: 11 groups, 2012-2021
 - 10th semester: 18 groups, 2015-2022
- Education By-, Energi- og Miljøplanlægning at Department of Planning:
 - 3rd semester: 1 group, 2016
 - 4th semester: 13 groups, 2014-2022
 - 6th semester: 6 groups, 2014-2021
- Co-supervision:
 - 2nd semester Energy at Department of Energy Technology: 6 groups, 2013-2016
 - 1st semester Manufacturing and Operations Engineering at Department of Mechanical and Manufacturing Engineering: 3 groups, 2014
- PhD co-supervision:
 - 1 PhD student (2019-2022)

2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

Teaching coordination tasks:

- Course: Bæredygtige energisystemer, 2016-2017, By-, Energi- og Miljøplanlægning (6th semester) at Department of Planning
- Course: Sustainable energy systems, 2016-2017, Energy (6th semester) at Department of Energy Technology, and Byggeri og anlæg (6th semester) at Department of Civil Engineering
- Course: Energisystemanalyse, 2017-2022, By-, Energi- og Miljøplanlægning (4th semester) at Department of Planning
- Semester: 4th semester of By-, Energi- og Miljøplanlægning at Department of Planning, 2017-2022

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

In 2014 I successfully completed the course "Grundkursus for universitetsundervisere" at Aalborg University.

From 2015-2016 I successfully completed the course "Introduction to Problem Based Learning – The AAU Way" at Aalborg University.

From 2016-2018 I successfully completed the Adjunkt-pædagogikum / university Pedagogy for Assistant Professors at Aalborg University with "Excellent".

4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

Presentations at the conferences:

- International Conference on Smart Energy Systems and 4th Generation District Heating (4 presentations)
- Conference on Sustainable Development of Energy, Water and Environment Systems (3 presentations)

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

Starting up a new course, Energisystemanalyse on 4th semester By-, Energi- og Miljøplanlægning, where I developed the structure of the course, most of the lectures, and all exercises throughout the course, incl. the exam exercise.

6. Nominering til og/eller modtagelse af undervisningspriser.

Skriv dit svar her...

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.

As a lecturer I aim to have the main part of the course workload be "student-centred". For example, when I developed the new course, Energisystemanalyse, one of my goals were to have the main part of the course be exercises in groups. The exercises were designed so that each exercise build upon the exercise from last lecture, and also included and expanded on what was presented in the first plenum part of each lecture. The exercises lead to a mini-project for the exam that the students made in their groups and the exam was a group exam based on their mini-project. This I found made the students reflect a lot more about the course curriculum, as in the exercises and mini-project they would themselves test what we had discussed in plenum in the first part of each lecture. Also, that they worked in groups meant that they, to a higher degree, would be able and motivated to help each other, which both benefited the students that struggled but also helped the students that helped their group members, as trying to teach can also an effective tool for learning yourself.

As a project supervisor, I enjoy delving into a subject matter together with the students. My ambition is always to motivate students to intensify their own learning and to produce relevant projects at a high academic level. Through the years I have become more conscious of my role as a supervisor, where I earlier tried to steer the students in a specific direction, I now more see the value in letting them explore new topics using their own methods, of course getting the guidance they want from me as a supervisor. This I can see makes them more motivated and learn more from their projects, also from the mistakes they make along the way.

I continuously reflect on my own teaching, and every time I do a specific lecture again, I go through the lecture and consider what I could improve. To assist with that I also continuously write down thoughts about what could be improved in a lecture or in the structure of a course as I am conducting them, which I use alongside the students' comments on the course, to improve on it the next year. For example, after the first year I held the course Energisystemanalyse the students commented that they felt it was difficult to follow the exercises if they missed a lecture, and in order to reduce this problem I made the results available before the next lecture, and used more time in the following lecture to discuss the exercise. Every lecture I also suggested that they used time in the groups to help any group members that missed a lecture. These changes resulted in the students that missed a lecture could much easier follow the exercises through the course. Also, in order to continuously improve my teaching I discuss my teaching with my peers, and participate in courses about teaching to get inspiration.

8. Andet.

Skriv dit svar her...