

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.

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. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

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

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

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. 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.

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. 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.

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. Any other information or comments.

Type your answer here...