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.

DETAILS (FROM 2016)

UPM- Master of Sc. Urban Planning and Management
CiSu - Master of Sc. Cities and Sustainability
EMSS - Master of Sc. Environmental Management and Sustainability
SEPM - Master of Sc. Sustainable Energy Planning and Management
GEO – Master of Sc. Geography
TECH - Master's in planning and Land Management – Surveying and Planning

SPRING 2016
Project Semester: Power in Planning (UPM2)
Role: Supervisor and examiner of the following students
Topic: Aarhus' harbour front development
- *Aitor Abaunz Colina*
- *Seyedeh Sahar Sattari*
- *Song Hee Kang*
- *Rikke Schmidt Petersen*

Topic: Urban development – cooperation between the public and private sector
- *Lise Katrine Boting Sakariassen*
- *Peter Grønkjær*
- *Camilla Engelbrecht Juul Sørensen*
- *Victor Scharff*
- *Radu Danila*

Cross-disciplinary (EMSS2, SEPM2, UPM2) Master course Policy, Planning, and Governance (PPG)
Role: Course design, organization, lecturer, and examiner

- *Multilevel Governance and Institutional Change*
- *Urban Governance*
- *Transition Theory and Practice*

The Deliberative Practitioner 2016 (UPM2)
Role: course responsible, course design, organization, and lecturer
- *Power, Deliberation, and Conflict in Planning*
- *Workshop on Ethics and Equity*
- *Planners as Reflexive Practitioners*
- *Planners as Catalysts of Change*
- *Workshop on Storytelling, Reflexivity, and Learning*

Thesis Supervision (UPM4)
Role: Semester coordinator, seminar on academic writing, organizer and supervisor of the following students:
- *Ana-Marina Popescu - The planning process for Aalborg light rail*
- *Florian Robert Sollacher - What Rio de Janeiro can expect after the Olympics 2016 – advantages and disadvantages for cities hosting Megasports events*
- *István Udvari - Analysis of the Budapest real estate market in light of energy efficiency*
- *Melina Pusch - Alternative forms of student housing*
- *Patrick Bottigliero - Towards the future: an analysis of the optimal transport solutions for Dublin*

FALL 2016

Cross-disciplinary Master course Complexity, Interrelationships, Synergies & Conflicts (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Planning for Sustainable Urban Transitions*
- *The Complexity in Urban Development: the ruled-based approaches*
- *The Complexity of Urban Development: A set of tools based on evolution and adaptive feedback*
- *The Perspective of Sustainable Urban Transitions*
- *Analyzing and evaluating sustainable urban planning*
- *Urban Design Studio*

Cross-disciplinary Master course Theories of Science & Research Design (EMSS, JEMES CiSu1, SEPM1 and UPM1)
Role: Course lecturer
- *Research design and case study research*
- *Data generation and qualitative research methods*

Project Semester: The Complex City(UPM1)
Role: Supervisor and examiner of the following group of students
Topic: Planning for Climate Change
- *Monica Topholm*
- *Line Lund Kidmose*
- *Gonzalo Fuentes Dellepiane*
- *Paul Adrian Radu*
- *Gritt Gylling Sørensen*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, and examiner of the following students
- *Berit Elleby - Holstebro Kommune, Teknik og Miljø*
- *Chloe Mullin - NTU A/S/Aalborg*
- *Estella Johanna Hollander - Dutch Cycling Embassy/ Delft/Jose'*
- *Matilda Porsö - Aarhus Kommune MTM*
- *Rikke Schmidt Petersen - Kujalleq Municipality/Greenland/Randi*

Urban Design Studio (EMSS1+CiSu3+UPM1+CiSu1)
Role: Course co-responsible, course design, organization, supervisor
(48 students)

SPRING 2017

UPM – Second/eighth Semester (UPM2)
Project Semester: Power in Planning
Role: Supervisor and examiner of the following students
Topic: The Planning Process of Buldolfi Plads
- *Line Kidmose*
- *Matthew Howells*
- *Guanyishuo Li*
- *Andreas Brix Holm*
- *Monica Louise Kristensen*
-
Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization, lecturer, and examiner
- *Multilevel Governance and Institutional Change*
- *Urban Governance*
- *Transition Theory and Practice*

The Deliberative Practitioner 2017 (UPM2)
Role: course responsible, course design, organization, and lecturer
- *Power, Deliberation, and Conflict in Planning*
- *Workshop on Ethics and Equity*
- *Planners as Reflexive Practitioners*
- *Planners as Catalysts of Change*
- *Workshop on Storytelling, Reflexivity, and Learning*

Thesis Semester (UPM4)
Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- *Jonas Robenhagen – The creative Planner*
- *Radu Danila – The Creative Planner*
- *Chloe Mullin - Public spaces – New forms of governance in Urban Commons*
- *Song Hee Kang – Planning and participation in Korean urban development*

FALL 2017

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Introduction and Meeting 1: Making cities inclusive, safe, resilient, and sustainable*
- *Meeting 2: Making Plans and Strategies for Urban Regeneration: the Aalborg case and laboratory*

- *Meeting 3: Evaluating Plans, Visions, and Strategies*
- *Meeting 5: Shaping lively public spaces*
- *Meeting 7: When urban planning is sustainable enough?*
- *Exams*

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course lecturer
- *Research design and case study research*
- *Data generation and qualitative research methods*

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: The Urban Identity of Public Spaces. The case of Frederiktorv
- *Andrea Grotto*
- *Stephen Marshall*
- *Eline Kongsvik*
- *Mei Tsuruta*
- *Nana Koolstra*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, and examiner of the following students
- *Andreas Brix Holm - Nordjylland Traffikselskab*
- *Jakob Fladeland - Centre for Urban Planning and Mobility, Aarhus*
- *Matthew Howells - Local council South Gloucestershire (UK)*
- *Paul Adrian Radu - IGOT-University of Lisbon (PT)*

Urban Design Studio (EMSS1+CiSu3+UPM1+CiSu1)
Role: Course co-responsible, course design, organization, supervisor, examiner
(50+students)

SPRING 2018

UPM – Second/eighth Semester (UPM2)
Project Semester: Power in Planning
Role: Supervisor and examiner of the following students
Topic: Participatory Budgeting
- *Eline Vereide Kongsvik*
- *Mette Simonsen*
- *Nana Isabelle Koolstra*
- *Seppe Johan Carla Moerman*

Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization, lecturer, and examiner
- *Multilevel Governance and Institutional Change*
- *Urban Governance*
- *Sustainable Transitions: Theory and Practice*

The Deliberative Planner (UPM2)
Role: course responsible, course design, organization, and lecturer
- *Meeting 1: Power in Planning and The Challenges of the deliberative planner*
- *Meeting 3: Deliberation, Participation and Democracy: which interests and concerns do matter?*
- *Meeting 4 and 5: Planning Ethics: equity and values in planning practice*
- *Meeting 6: Planners as Catalysts of Urban Change: the Aarhus case study trip*
- *Meeting 7: Planners as Institutional Designers*
- *Meeting 8: Planners as Facilitators of Dialogue*
- *Meeting 9: The Art and Craft of Storytelling*
- *Meeting 11: Learning from the Deliberative Planner*

Thesis Semester (UPM4)
Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- *Monica Topholm - The Role of the Urban Planner in Sustainability*
- *Gritt Gylling Sørensen - The Role of the Urban Planner in Sustainability*
- *Elina Kirilko - Shrinking Cities: a Latvian case*
- *Paul Adrian Radu - Urban governance and its implication in the physical space in Parque das Narções (Lisbon, Portugal)*

FALL 2018

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Introduction and Meeting 1: Making cities inclusive, safe, resilient, and sustainable*
- *Meeting 2 and 3: A Real case scenario: Aalborg Vestbyen urban development*
- *Meeting 5: Analysing Urban Dynamics: Social Practices and how they change*
- *Meeting 6: Analysing Urban Dynamics: Systems and Systemic Change*
- *Meeting 8: From Systems to Techniques of Futuring: Imagining and Visioning*
- *Meeting 11: Planning Solution-Oriented Scenarios: Sustainable Public Spaces*
- *Meeting 13: Posters Presentation*

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course lecturer
- *Research design and case study research*
- *Data generation and qualitative research methods*

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: Geosemiotics – Issues and solutions related to behavior in and around a specific area
- *Jakob Hasselgreen*
- *Morten Kirkeby Petersen*
- *Lasse Schytt Nørgaard*
- *Miroslav Hudák*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, and examiner of the following students
- *Andrea Grotto – PUSH Design Lab Palermo, Italy*
- *Cecilie Overgaard Jensen – Aalborg Kommune*
- *Mira Gulden Sakya - Lendager Group ApS, Copenhagen*
- *Nana Isabelle Koolstra - SITE Urban Development in Amsterdam*
- *Stephen Gregory Lund Marshall - Nordjyllands Trafikselskab*
- *Mei Tsuruta*
- *Mette Simonsen*

SPRING 2019

UPM – Second/eighth Semester (UPM2)
Project Semester: Power in Planning
Role: Supervisor and examiner of the following students
Topic: The role of public debates through media in urban planning
- *Fie Salhøj-Abel*
- *Iris Mareike Klein*
- *Jon Peder Bredahl*
- *Magnus Sebastian Behrendt*
- *Rasmus Strandgård Juul Jensen*
- *Regitze Majgaard Andersen*

Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization and lecturer
- *Lecture 11: TRANS1: Socio-technical ecosystems and the politics of planning practice*
- *Lecture 12: TRANS2: Socio-technical systems and transition management*

The Deliberative Planner (UPM2)
Role: course responsible, course design, organization, and lecturer
- *Meeting 1: Power in Planning and The Challenges of the deliberative planner*
- *Meeting 3: Deliberation, Participation, and Democracy: which interests and concerns do matter?*
- *Meeting 4 and 5: Planning Ethics: equity and values in planning practice*
- *Meeting 6: Planners as Catalysts of Urban Change*
- *Meeting 7: Planners as Institutional Designers*
- *Meeting 8: Planners as Facilitators of Dialogue*
- *Meeting 9: The Art and Craft of Storytelling*
- *Meeting 11: Learning from the Deliberative Planner*

Thesis Semester (UPM4)

Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- *Andrea Grotto - The challenge of accessibility and compatibility with the territory of the Bergamo Orio al Serio airport*
- *Nana Isabelle Koolstra - The Integration of Healthy Urban Living in Urban Planning*
- *Seppe Johan Carla Moerman – The Reconstruction plans of 'broken cities'*

FALL 2019

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Introduction and Meeting 1: Making cities inclusive, safe, resilient, and sustainable*
- *Meeting 2 and 3: A Real case scenario: Aalborg Vestbyen urban development*
- *Meeting 6: Analysing Urban Dynamics: Systems and Systemic Change*
- *Meeting 8: Sustainable Public Spaces*
- *Meeting 9-10-11: Urban Climate Design Workshop*
- *Meeting 13: Posters Presentation*

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course lecturer
- *Research design and case study research*

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: Analyse the local plan (1-3-113) to identify systemic changes to implement a functional circular WaterEnergy-Food Nexus at the neighbourhood scale for the Cloud City project in Aalborg
- *Lara Inês Araújo Nunes*
- *Lynn Alessandra Oppermann*
- *Marie Chartier Lazartigues*
- *Marvin Roß*
- *Sara Slavensky Jensen*
- *Silas Foehr*

Project Semester: The Complex City (CiSu1)
Topic: Urban Mobility - Sustainable transportation HUB(s)
- *Cristina Lopez Cruz*
- *Ján Jankovič*
- *Indra Petersone*
- *Søren Lyngenbo*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, examiner of the following students
- *Pomeroy Studio - Singapore*
- *Line Bøg Risager - Aalborg Kommune*
- *Mihails Potihonins - Riga City Planning Department*
- *Sofia de Oliveira Jorge dos Reis Malveira – Project work*

SPRING 2020

UPM – Second/eighth Semester (UPM2)
Project Semester: Power in Planning
Role: Supervisor and examiner of the following students
Topic: Mobility plans in Aalborg Municipality
- *Clara Leismann Dybdal Hansen*
- *Emilie Mignon*
- *Marvin Roß*
- *Niklas Møller Schumann*

Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization and lecturer
- *Lecture 11: Transition Theory*
- *Lecture 12: Socio-technical systems and the politics of planning practice*

The Deliberative Planner (UPM2+GEO8)
Role: course responsible, course design, organization, and lecturer
- *Meeting 1: Power in Planning and The Challenges of the deliberative planner*
- *Meeting 2: Deliberation, Participation, and Democracy: which interests and concerns do matter?*
- *Meeting 3: Committed to Action. Learning from practitioners' profiles*

- *Meeting 4: Workshop on Ethics, Equity, and Values in planning practice*
- *Meeting 5: The Expert Planner*
- *Meeting 6: The Micro-Politics in Public Planning Practice*
- *Meeting 7: The Art & Craft of Storytelling*
- *Meeting 11: Learning from the Deliberative Planner*

Thesis Semester (UPM4)
Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- *Line Bøg Risager Sofia de Oliveira Jorge dos Reis Malveira – Walkability and connectivity in small-size Danish cities*
- *Dorina Mericskai - Planning for more urban sustainable lifestyles in Aalborg*
- *Mihails Potihonins - "Monitor, adapt and communicate": Planning for Sustainable Urban Mobility in Riga*

FALL 2020

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Meeting 1: From Sustainable Development to Sustainable Urban Planning*
- *Block 1: Planning from an Urban Change and People-centric Perspective*
- *Meeting 4: Practices and Change*
- *Meeting 5: Systems and Systemic Change*
- *Block 2: Urban Studio: Applied Perspectives of Sustainable Urban Change*
- *Meeting 6: Urban Air Quality as a Driver of Sustainable Urban Planning*
- *Meeting 8: Sustainable Public Spaces*
- *Meeting 9-10-11: Urban Planning Lab: Designing Future Scenarios*
- *Meeting 12: Posters Presentation*

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course lecturer
- *Research design and case study research*

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: Connecting Stigsborg Waterfront to the public transportation network
- *Simone Zandanel*
- *Julian Lange*
- *Sara Diana Fayed*

Project Semester: The Complex City (CiSu1)
Topic: Urban Mobility – A study on mobility behaviour change
- *Larissa Zündorf*
- *Lau Andreas Blom-Hansen*
- *Alan Fernandez*
- *Jean-Baptiste Joel Xavier Cliche*
- *Ana Aragón Pérez*
- *Julian Giacomelli*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, examiner of the following students
- *Kristine Hyldgaard Vittrup - NIRAS Aalborg*
- *Michele Devetag - Tesserae Urban Social Research Berlin DE*
- *Samia Dahmani - Boligselskabet Holstebro*

SPRING 2021

Megaprojects at AAU – Proposer
Role: Proposer and Challenge Designer
Challenges: Simplifying Sustainable Living – Topic: Sustainable Mobility Behavior

Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization, and lecturer
- *Lecture 11: Transition Theory*
- *Lecture 12: Socio-technical systems and the politics of planning practice*

The Deliberative Planner (UPM2+GEO8)
Role: course responsible, course design, organization, and lecturer
- *Meeting 1: Power and the ordinary work of a planner*

- Meeting 2: Understanding the micro-politics of planning. The position of a planner and the mediation of power dynamics
- Meeting 3: Equity and Ethics in Planning Practice
- Meeting 5: The Expert Planner
- Meeting 6: The Stakeholders' Planner
- Meeting 7: The Public Planner
- Meeting 8: The Art & Craft of Storytelling
- Meeting 9-10: Learning from the Deliberative Planner

Thesis Semester (UPM4)
Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- Michele Devetag – Participatory Geographical Information Tools and their potential
- Samia Dahmani – Splintering Urbanism
- Sara Diez Gonzalez – Multilevel Governance in Malaga
- Marie Chartier Lazartigues Kleopatra Balatsouka – Sustainable re-design of neighborhoods

Thesis Semester (GEO8)
Role: Supervisor of the following students
Topic: Sustainable and Smart Potentials in post-pandemic times in small-size villages
- Katharina Seeberg Dyremose
- Lucia Guazzardi
- Daniel Chlander Larsen

FALL 2021

Master's in planning and Land Management – Surveying and Planning (TECH)
Role: Supervisor
- Emma Mazinger - Planning for green qualities and urban densification the 15 min city

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- Meeting 1: From Sustainable Development to Sustainable Urban Planning
- Block 1: Planning from an Urban Change and People-centric Perspective
- Meeting 4: Practices and Change
- Meeting 5: Systems and Systemic Change
- Block 2: Urban Studio: Applied Perspectives of Sustainable Urban Change
- Meeting 6: Urban Air Quality as a Driver of Sustainable Urban Planning
- Meeting 8: Sustainable Public Spaces
- Meeting 9-10-11: Urban Planning Lab: Designing Future Scenarios
- Meeting 12: Posters Presentation

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course lecturer
- Research design and case study research

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: Evaluation of equity and in Public Space: Budofi plads
- Christoffer Holm Nygaard
- Laura Marie Krogh
- Jeronimo Jimenez
- Eva Sanchez Alvarez
- Mads Tolborg Jonas Nentwig

SPRING 2022

Cross-disciplinary Master course Policy, Planning, and Governance (EMSS2, SEPM2, UPM2)
Role: Course design, organization, and lecturer
- Lecture 9: TRANS1: Socio-technical Transition Perspectives and Urban Change
- Lecture 10: TRANS2: Planning for Sustainable Transition Pathways

UPM – Second/eighth Semester (UPM2)
Project Semester: Power in Planning
Role: Supervisor and examiner of the following students
Topic: Free-cars Neighboughoods
- Christoffer Greftegreff Bö

- *Eva Sanchez Alvarez*
- *Jeronimo Jimenez*

The Deliberative Planner (UPM2+GEO8)
Role: course responsible, course design, organization, and lecturer
- *Meeting 1: Power and the ordinary work of a planner*
- *Meeting 2: Understanding the position of a planner and the mediation of power dynamics*
- *Meeting 3: Equity and Ethics in Planning Practice*
- *Meeting 5: The Expert Planner*
- *Meeting 6: The Community Planner*
- *Meeting 7: The Public Planner*
- *Meeting 8: The Transition Planner*
- *Meeting 8: The Art & Craft of Storytelling*

Master's in planning and Land Management – Surveying and Planning (TECH)
Role: Third semester Supervisor
- *Thomas Papadopoulos – Decentralization effects in planning in Greece*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, examiner of the following students
- *Kres Daa Jespersen – Aarhus Kommune*
- *Kamila Gorecka – NTU Aalborg*

FALL 2022

Cross-disciplinary Master course Sustainable Urban Planning (UPM and CiSU)
Role: Course responsible, course design, organization, lecturer, and examiner
- *Meeting 1: Sustainable Urban Planning: Planning for Social, Environmental, and Spatial Justice*
- *Meeting 3: Mobile Workshop on Sustainable Urban Planning in Aalborg*
- *Meeting 4: Systems and Systemic Change*
- *Workshop 1: Tools, Methods and Scenarios in Sustainable Urban Planning*
- *Workshop 2: Designing Scenarios of Social justice*
- *Workshop 3: Assessing Scenarios under the lens of Environmental Justice*
- *Workshop 4: Evaluating a housing neighborhood under a lens of Spatial Justice*
- *Workshop 5: Designing Scenarios of Social, Environmental, and Spatial Justice for Planning the Climate City: Randers*
- *Workshop 6: Posters Presentation*

Cross-disciplinary Master course Theories of Science & Research Design (UPM1)
Role: Course supervisor

Project Semester: The Complex City (UPM1)
Role: Supervisor and examiner of the following group of students
Topic: TBD – 5 students

Master's in planning and Land Management – Surveying and Planning (TECH)
Role: Supervisor
- *Emma Mazinger - Planning for green qualities and urban densification*

Thesis Semester (UPM4)
Role: Semester coordinator, seminar on academic writing organizer, and supervisor of the following students:
- *Simone Zandanel – Planning for Green Infrastructures: the case of Bolzano*

Thesis Semester (GEO8)
Role: Supervisor of the following students
Topic: Sustainable planning and geographical transformations
- *Line Østergaard Jepsen*

Professional Development Semester (UPM3)
Role: Semester coordinator, supervisor, examiner of the following students
- *Christoffer Greftegreff Bö - Ramboll Group A/S Aarhus*
- *Jeronimo Jimenez – AAU business*
- *Laura Marie Krogh - De Zwarte Hond – Rotterdam*

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.

Semester coordinator: Urban Planning and Management (MSc), 4th semester, theme: Master Theses in Urban Planning and Management

• Semester description and learning goals
• Project academic consultations – themes selection and supervision for writing the theses notification submission
• Assignment of supervisors
• Academic writing seminars
• Preparation and coordination of semester seminars

Semester coordinator: Urban Planning and Management (MSc), 3rd semester, theme: Professional Development

• Semester description and learning goals
• Project academic consultations – in relation to the selection of the choices of the third semester and the appropriate internship companies
• Assignment of supervisors
• Instructions on writing academic articles
• Preparation and coordination along the semester

Course coordinator: Sustainable Urban Planning (MSc. Urban Planning and Management and M.Sc. Cities and Sustainability)
- course design
- progress of the lecturers
- participation of external lecturers
- lecturer

Course coordinator: The Deliberative Planner (MSc. Urban Planning and Management)
- course design
- progress of the lectures
- participation of the external lecturers
- lecturer

Participation in the aftagerpaneler for the Urban Planning and Management program.

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

University Teacher Education for Assistant Professors (10 ECTS), Aalborg University (2011-2013). Participation in the following modules:
•AP-Module 1: Teaching Portfolio as a Method to Further Develop Teaching and Supervision (2011-2013)
•AP-Module 2: Teaching Methods and Learning Processes (2011-2013)
•AP-Module 3: Project Work and Supervision (2011-2013)
•AP-Module 4: The Students, Teaching Methods and Learning Environment - a Change Project (2011-2013)
•AP-Module 5: Evaluation and Assessment (2011-2013)
•AP-Supervision 2011-2013
•Basic Course for PhD Supervisors, Aalborg University (2014).

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

PBL Digital@TECH

Transformative Teaching Pedagogies Conference https://amps-research.com/conference/teaching/

Lissandrello, E. (under revision) A Reflexive Approach for Teaching in Planning Education

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.

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.

A Reflexive Approach for Teaching in Planning Education

How students in planning education can become future 'reflexive planners' able to make informed choices while working within their planning routines in the future, applied-oriented (planning) practice, and how they can become engaged to act more effectively, toward an ethical and equitable future? My challenge to educate future 'reflexive planners' first required me to become a 'reflexive teacher. Being planning a future-oriented activity, dynamical in its routines, as applied social science to engage in reflexive thought, students need to move their assumptions forward to engage with interpretations of planning practice, which means learning how to appreciate the complex and ambiguous nature of phenomena unfolding planning. Most importantly, students may be led to realize that, as future planners, they will have an obligation to ensure that their decisions and actions are ethical and equitable. Since the Adjunktpædagogikum (2013), my reflection on how reflexivity can be engaged in planning education has assumed the line of a roadmap to guide my reflexive teaching approach more operationally. The question of how to enable reflexivity in planning education shifts to how to engage students in the responsibility of interpretation.

Within the PBL, pedagogical aspects have taken me to design specific experimental approaches as reflexivity is often discussed within learning and education and assimilated in other disciplines combined with orientations and practical tools for planning practice.

Becoming a Reflexive Practitioner

Reflexivity in social sciences is often understood as an emancipatory activity, which can lead to positive social change. Reflexivity also refers to an individual as a self-conscious and self-questioning being, and thus 'capable of formulating and reflecting on his or her means and ends of action' (Lash 1993: 202). Bob Hodge (professor of humanities at the University Western Sydney) maintains that disciplinary perspectives or paradigms can 'freeze' so that they become dominant over others. 'Freezing' disciplines can lead to reductionist views, and when applied to organizational studies, they can lead to 'prescriptive mechanic theories' (Thomson & McHugh, 2002) on how organizations should function and should be managed. Drawing on social constructivist epistemology, a reflexive approach rejects conventional conceptualizations of organizations as 'rational', static entities and encourages a conceptualization of organizations as complex, dynamic entities, constantly (and actively) transformed by human beings (and human behavior as fluid, complex, and often contradictory). As a reflexive teaching practitioner, I followed a series of 'guiding principles which are inspired by reflexivity as a transformative capacity as a) opening the discipline to multi-dimensional perspectives; b) instilling a 'sociological imagination' among the students, and c) designing activities that enable the translation of reflexivity into action (Duarte and Fitzgerald, 2008). This reflexive teaching approach offers the possibility for the students to challenge dominant perspectives and practices, rather than merely reinforcing the concerns of established power groups in organizations (Thompson and McHugh 2002:15; Hinings 2002). Within reflexive approaches to teaching, students 'experience the relativism and the pluralism of different points of view' (Besozzi (1999:321), thus having a more critical analysis of established organizational practices. In urban planning and governance studies a multi-dimensional perspective questions the role of planning and planners within a broader societal context. As a reflexive teacher, I am inspired by the role of the facilitator in action learning theories (Waddill and Marquardt, 2003), 'who facilitates and negotiates meanings with the learners' (Merriam and Caffarella, 1999) and facilitates collaborative and thought-provoking rather than directive (Mezirow, 1991). This principle of facilitating learning is basic in the design of the two courses in the master's in Urban Planning and Management – Sustainable Urban Planning (SUP) and The Deliberative Planner (DP) - and in coordinating the two semesters (professional development and thesis semester). The two courses have been designed to take the students feel embedded in planning practice – through action-learning activities in the SUP course and through acting and inquiry the planner profession, her identity and performativity in the DP course.

Multidimensional perspectives
For multidimensional perspectives, studies on reflexive teaching approach the need to consider the diverse schools of thought that can be relevant on the subject. An inspiring consideration was the issue of the multidimensional knowledge (Lars Qvortrup). Knowledge in his view is not just something created and certified in the 'ivory tower' of research and then, through educational sectors, transfered to society. Instead, knowledge is multidimensional, its 'functions' are multiple. Qvortrup's theory on knowledge suggests, that we mobilise spheres of knowledge while we are teaching. The consideration of the multiplicity of knowledge is a fundamental asset for educating the 'reflexive' planner. Qvortrup mentions a reflexive or 'situative knowledge' or 'reflexive knowledge' as the knowledge about how to reflect the normally hidden assumptions of common knowledge. This led students in a responsible interpretation of basic assumptions on the role and the form of planning knowledge. This requires in Qvortrup's theory 'systemic skills' that is 'the ability to practically

reflect on the use of e.g. different tools, which can be found among skilled practitioners' (Qvortrup, 2007). In my view, a reflexive planning education aims to this type of knowledge because planning requires to act creatively while navigating and mediating different forms of knowledge. An available knowledge within planning practice, means not just specific technical knowledge but an '"emancipatory knowledge," or a 'knowledge of the deeper reality hidden behind popular myths, scientific theories, and the arguments and rationalizations in common use' (Innes, 2000). The role of planners 'out of the world there' has been for long understood as an engagement in a 'professional practice that specifically seeks to connect forms of knowledge with forms of action in the public domain' (Friedman, 1987). There are therefore 'out of the world there' 'forms of knowledge' (which are multiple) and forms of action (which are multiple too). The question for planning education is about the connection among the diverse 'knowledges' and the processes to engage with diverse epistemologies for actions which concern the future. 'Systematic skills' are required to planners to deal with present and future. The introduction of multiple perspectives (analysis, theories) helps in my view to start ' a dialogue on the purposes of planning and the ends that it must serve' (Verma, 1995). This dialogue to prepare 'reflexive planners' to deal and develop their practices according to questioning about purposeful categories for planning. In addition to this, as Annette Kolmos underlines, 'engineer education has undergoing a profound process of change which may include creativity and innovation, project management, business models, communicative competences and diverse cultural understanding which requires choices to experiment'. Preparing future planners – even within engineer schools - goes beyond the technical knowledge traditionally intended in engineer education and stresses the need of a change of perspective towards a broad view.

I started to experiment with students with this approach on the multidimensional perspectives for example inviting diverse perspectives to be proposed facing and embracing the complexity of urban analysis in the SUP course where approaches are multiple and sometimes conflictual. A multidimensional perspective addresses a diverse understanding of the problem at hand, and sometimes this can result in confusing for students looking for a 'unique' receipt to approach the problem and address problems. A strategy to engage students is suggested by reflexive teaching approaches by using films to teach students how to interpret elements of the film's narrative through the utilization of theoretical perspectives. I use of a central case to test how diverse analytical perspectives take a diverse orientation of problems that takes to diverse conclusions. On the urban sustainability problem, the complexity of urban planning is certainly a wicked problem in which diverse dimensions should be taken – e.g. on the approach to social, spatial, and environmental justice and the challenges of the climate city. It is therefore important for the students to learn that there are several angles of investigation that can take to diverse solutions. The effort from the students is greater compared to 'simplifying' approaches as combining multidimensional approaches – often seems confusing – but in this historical moment in planning is needed to embrace the complexity, and uncertainty open to them interdisciplinary perspectives.

Instilling students' 'sociological imagination'

Activating 'sociological imagination' is translated by reflexive teaching approaches to enabling students to go beyond the simplistic perceptions of individuals as free, autonomous agents, towards a more critical appraisal of individuals as the product of socio-historical and political contexts. This is very relevant for planning roles and actions. Organizational studies have experimented with the situation of a particular 'manager' that attempts to restructure his work environment as an individual problem. The activity in class proposed is that the lecturer illustrated a scenario that clearly identifies how the relationship between the individual action is connected to the organization in which he is positioned. However, adapting to planning studies, I attempted to translate the questions of a planner action taking the question on his agency: a) what is your understanding of his position? 2) what are the events and processes which create the conditions for action? 3) Using the individual story of the planner to explain the link postulated for example by C. Write Mills (sociological imagination) between history and biography; 4) Would be able to provide a similar example derived from your own observation? Another useful tool to engage with a 'sociological imagination' is to engage students in 'action learning' (Revans, 1980; Waddill and Marquardt, 2003) in which a problem can be referred to as a particular subject (the planner) and the construction and problematization within the group of his/her context of action and purpose of his practice. This has been experimented taken the students to meet the citizens with whom we should plan for and to understand their own wishes and position within a planning process. The 'sociological imagination' is the use of methaphors 'as a starting point' (Marris, 1987; Harris, 2000) to discuss the role that the planner has – performing as an expert, as a community advocated or as a public planner - and to learn from 'real' planning professional stories to frame a particular situation. In this case, my role as a reflexive teacher is to facilitate dialogue and interaction with the planner and help students to select issues over others in exploring the diverse phases or facets of a certain problem or solution under the context and the personal values of planner professions.

Designing activities that enable the translation of reflexivity into action

Cunliffe and Jong (2002) consider that reflexivity 'should be embedded in lived experience and embrace the recognition that we construct our social world as we interact with those around us'. This is also very much concerned with the 'working groups' and 'problem focus' found in the PBL approach. Students within this framework learn to interact and to move their learning experience. A reflexive teaching approach is a link to activate. If this is relevant for other disciplines, for urban planning - being an applied field, practices oriented - this is essential. My teaching practice focus on presenting students' real-life scenarios that involve difficult dilemmas. The types of questions posed by the lectures are as a sort of issues on a) what would you do if you should engage in a planning project which require unethical behavior but that would save an 'urban' reputation (for instance increasing competition, visibility, giving the apparent idea that the city is growing, etc.)? b) What would you do if you saw the senior manager in your company shredding all existing copies of an incriminating report? c) To what extent should companies or public authorities that engage in planning actions which can potentially

deplete resources or damages the environment think about future generations? e) How to enable citizens participation and relationship with the ones that are 'planned' could be done within a public planning process? This kind of questions can prepare students to convert theory into praxis in planning education. During my supervision especially, I am trying to focus on how students can actually enact and construct meanings around a certain way of planning just when they face certain issues and problem. I am inspired by this on research on reflexive interviews (Trinh, 1991; Denzin, 2001) when I ask them to 1) tell the story pointing on the fact 'who tells the story'; 2) resists all dichotomies (male/female, left/right, wrong/right); 3) raising awareness on differences, and sometimes on conflict; 4) using multiple voices. By engaging students with 'questioning and shaping attention' (Forester, 1989) I aim at engaging them in a responsible interpretation of facts, actors, problems, and situations. This enables them to become critical agents of a positive change and to accept that planning is transformative in its essence and never value-neutral but on the contrary, the difference planners make is to select, maintain or even change a set of societal values out there in the real world.

Designing assessments as a part of the learning strategies
Another element I engage with towards a reflexive approach in educating planners is inspired by Phil Race's work on the 'five factors' which can underpin successful learning. In his book 'making learning happen', this author addresses 1) wanting to learn; 2) taking ownership of the need to learn; 3) doing practice, trial-error, repetition where necessary; 4) feedback on evidence achievement; 5) making sense of what is being learned (digesting). In particular, my interest in Race's work in relation to reflexive teaching is the making use of 'self-assessment' as a means by which students have the opportunity of getting feedback and' digest' means of peer and self-assessment. Marin (2002) suggests in 'Learning by Teaching' to turn students into teachers and Skinner (2002) to stimulate students to assume the role of teachers, even if the instructor carries on his/her role of final expert. Wood (1994) proposes a method to empower students to find answer/s to specific problem/s through making informal cooperative groups or to detect problems in the group within the class and then share their learning with all class after about 10-20 min. Race and Wood inspired me within reflexive teaching to adopt the design of assessments as a part of the learning strategies. This is a useful tool for engaging students with their interpretation to help them become a 'responsible audience' during classes and supervision and to create teaching as a space for 'making sense' together about what we are learning. To engage them in critical reflections and a responsible audience, I currently make use during class and supervision to present their understanding of a topic or a problem in a group and to develop critical questions. This is in my view an important path to 'make sense together, mapping their ideas and problems in a visible way and finding ways that work out and 'digesting'. This is for me a way to engage my learning as a reflexive teacher (instead to focus on just my own teaching performance) (John Biggs, 2003). Another tool that I make currently use is evaluation and assessment. It was very useful for me to understand that there is a substantial difference between formative and summative assessments (Per Lauvås, 2012). 'The Deliberative Planner' in which students' reflections over the course in an open talk during the last class meeting focused on a systemic (for me and for them) assessment of the learning objectives reached.

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8. Any other information or comments.

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