

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.

I have been teaching at universities for over twenty years, and acted as a main responsible instructor for numerous courses during my teaching career. The courses have covered fields/topics such as urban planning, urban design, land-use planning, urban studies, environmental aesthetics and environmental philosophy and urban history. I have also used various kinds of combinations of teaching methods. I have chosen my methods based on the subject area and learning goals.

As an associate professor in urban design at Aalborg University, I am currently (2021->) responsible for coordinating the first semester in urban architecture within the master's program in urban design, and I am also the responsible teacher of "Sustainable urban transformation" project module (teaching language: English). Previously, in years 2018–2020, I worked as a visiting professor/associate professor at the University of Minnesota, USA, where I was responsible for teaching two lecture-based undergraduate courses in planning geography and urban morphology, and one graduate seminar on urban governance (teaching language: English). In years 2013–2021 (Excluding academic years 2018–2020) I worked as a university lecturer/senior university lecturer at Aalto University, Finland, where my responsibilities have included for instance lecturing two master's level courses in urban planning, being an instructor at master's level planning studio (the language of teaching for master's level courses has been mainly English), and lecturing two bachelor's level courses in the subject areas of urban planning and design and land-use planning (language of teaching: Finnish). In years 2000–2007, I have lectured eleven courses suitable for both bachelors' and masters' students in topics related to urban studies, urban design and architecture, and environmental philosophy & aesthetics at the University of Helsinki (language of teaching: Finnish).

In addition to degree-education, I have been a coordinator of two continuous professional development programmes in the field of urban planning from years 2007–2012 and organised other educational events for planning professionals at the Center for Urban and Regional Studies, Helsinki University of Technology/Aalto University, Finland, where I used to work as an education planner (2007–2008) and as a head of education (2008–2012).

During my teaching career, I have instructed three completed PhD theses, and I am currently instructing three PhD projects in the field of spatial planning and transportation engineering at Aalto University, Finland. I have instructed four master's thesis projects in the field of urban design at Aalborg University, Denmark, and I am currently instructing one urban design master's thesis project. I have instructed 8 master's thesis projects in the field of spatial planning and transportation engineering and 1 project in real estate economics at Aalto University, Finland, and I am currently instructing one master's thesis project in real estate economics there. I have instructed 16 bachelor's thesis projects at Aalto University (topics related to subject area of built environment). In addition, I have instructed three senior projects (i.e. bachelor's projects) on topics related to urban geography/planning geography at the University of Minnesota, USA. I have also been an external assessor for 2 master's thesis projects at the University of Helsinki.

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.

I have acted as a head of two one-year-long continuous professional development programmes in urban and regional planning at Helsinki University of Technology/Aalto University (2008–2012). I have acted as the head of master's program "Spatial planning and transportation engineering" at Aalto University (2021). I have also acted as a deputy director of master's programme in spatial planning and transportation engineering (2013–2016) and deputy director of the major "Built Environment" in the Bachelor's Degree Programme in Engineering at Aalto University, School of Engineering (2015–2018). I am currently acting as the coordinator of the first semester in urban architecture within the master's program in urban design at Aalborg University.

I have been a member of the Teaching Competence Assessment Committee (2013–2016) and a member of the Teaching Quality Committee, School of Engineering, Aalto University (2012–2013).

I am currently a member of Architecture and Design Admittance and Credit transfer committee (ADAC) at Aalborg University, and as such, I am responsible for the credit transfer of exchange students and the intake of new students in the Master's program in Urban Design at Aalborg University (admission criteria and assessment of the applicants).

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

I have completed 65 ECTS pedagogical studies (certified teacher's pedagogical studies) at Aalto University/Tampere University/University of Helsinki (2013). In addition, I have taken part in 8 ECTS pedagogical training on cross-cultural university education in Shanghai, China, organised by Aalto University and Tongji University (2012).

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.

I have acted as a track chair or co-chair in various conferences related to planning education, I have presented papers on planning education in conferences such as AESOP (Association of European Schools of Planning) annual conference (Planning education track).

I have acted as Aalto University's sub-project leader in the EU/Erasmus+ funded "Urban Challenge Alliance" education project, (main partner: Copenhagen Business School), and organized educational cooperation between Aalto University and various public and private stakeholders in Finland and Denmark under the umbrella of Urban Challenge Alliance (2016–2019).

I am also a member of the editorial board of the international Transactions of AESOP journal, which is published by The Association of European Schools of Planning and focused on research related to planning education (2016–).

In addition, I have authored/co-authored several articles on pedagogics and curriculum development in the field of urban planning and urban studies, including for instance:

•Ainiala, T., Olsson, P., Mattila, H., and Vesalainen, M. (2020) Työelämätaidot korkeakouluopetuksessa. Opiskelijoiden kokemuksia asiantuntijuuden ja taitojen kehittymisestä monialaisella kaupunkitutkimuksen projektikursilla. [Working life skills in higher education. Students' experiences of the development of their skills and expertise within a multidisciplinary project course in urban studies]. *Aikuiskasvatus* 40(2): 96–111.

•Mattila, H. (2013) Akateemista maankäytön suunnittelun tutkintokoulutusta viimein Suomeen – Uuden pääaineen suunnittelu ja käynnistäminen Aalto-yliopistossa [Introducing academic land-use planning education into Finland – designing and launching a new major at Aalto University]. In: Lampinen, M. (ed.) *Opettajan muuttuvat roolit – yhdessä yhteisölliseen opetuksen kehittämiseen*. Helsinki: Aalto-Yliopisto, Tutkimuksen ja opetuksen strateginen tuki. Pp. 151–168.

•Huuki, J., Kiviluoma, P., Lähteenmäki, A., Mattila, H., Miihkinen, A., Pollari-Malmi, K., and Vahtikari, K. (2013) Motivaation ja opintojen sujuvuuden tukeminen yliopisto-opetuksessa [Supporting motivation and advancement of studies in the context of academic education]. In: Lampinen, M. (ed.) *Opettajan muuttuvat roolit – yhdessä yhteisölliseen opetuksen kehittämiseen*. Helsinki: Aalto-Yliopisto, Tutkimuksen ja opetuksen strateginen tuki. Pp. 47–72.

•Mattila, H., Mynttinen, E., and Mäntysalo, R. (2012) Managing planning pathologies: An educational challenge of the new apprenticeship programme in Finland. (Part of Introduction: Time to Think Planning (education) by Luca Bertolini, Andrea Frank, John Grin, Sarah Bell, Bernd Scholl, Hanna Mattila, Eeva Mynttinen and Raine Mäntysalo). *Planning Theory & Practice* 13(3): 484–488.

•Mattila, H. & Mynttinen, E. (2011) Akateemista alue- ja yhdyskuntasuunnittelun täydennyskoulutusta muuttuvissa työympäristöissä [Academic urban and regional planning education in the changing working-life contexts]. In: Gröhn, I. (ed.) *Oppisopimustyyppisen täydennyskoulutuksen mallia etsimässä*. Turku: University of Turku/Brahea. Pp. 33–38.

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 designed all the courses that I have been teaching as a responsible teacher, except the two undergraduate courses at the University of Minnesota, which already existed in the curriculum when I stepped in as a responsible teacher for these courses, and I only needed to adjust the course syllabi. I have also had a major role in the design of the master's programme in spatial planning and transportation engineering, and the bachelor's major "Built Environment" at Aalto University. I have used my pedagogical studies as a testbed for my curriculum development work, and utilised stakeholder feedback as an input to curriculum development. I have also designed one professional development programme from

scratch and won funding for it in a call for academic apprenticeship programmes by the Finnish Ministry of Education (2009–2012). The programme included a steering group consisting of stakeholders from public and private sector planning organisations.

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

My teaching competence has been assessed as excellent by the teaching assessment committee of Aalto University School of Engineering (2021).

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)

My teaching has covered various subject areas on urban studies, planning and design over the years. This is why I have also used a diverse set of teaching methods ranging from traditional lectures to project-based or problem-based learning, where the students learn by doing, though also by reflecting on the feedback coming from the supervisors. Aalborg University is famous for its problem-based learning model, and the Aalborg model was the reason why I got interested in the possibility to work for Aalborg University in the first place. I have not been disappointed: the Aalborg model provides plenty of opportunities to learn also for the supervisor. Every project is unique, and you always face new problems and challenges. You get opportunities to co-learn things with your students on a daily basis.

My teaching methods always include classroom discussions. This is especially important in studio courses, where students need to create their own, individual planning and/or design solutions and justify these solutions. My key aim is to create a relaxed atmosphere in classroom, so that everyone feels safe to take part in conversations. This can be achieved by being approachable and listening to the students, but still maintaining the authority of the teacher and taking responsibility of the learning event as a whole. In theory-oriented courses, conversation-based teaching methods require that the students have the basic knowledge of the topics discussed. Flipped classroom method is one of my favourite teaching methods: if the students study the materials given to them in advance, classroom conversations can be very educative and enjoyable even for the teacher.

I consider my most important task as a teacher to be igniting the spark in the students for studying urban planning and design, or supporting the motivation of those students who have already made the decision to become urban planners or designers. In all academic fields, contents evolve constantly, which is why it is important that the students learn not only to master the contents that we have now defined as being the core contents in our field, but also to maintain their motivation for learning and updating their knowledge and skills throughout their careers.

8. Any other information or comments.

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