

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Supervisor/Coordinator on 3rd, 4th, 5th, 6th semester projects on Industrial Design BSc (continuously every semester from 2002-2022 in various combinations and collectively more than 100 projects)

Supervisor/Coordinator on 1st, 2nd, 3rd and 4th semester projects on Industrial Design MSc (continuously every semester from 2002-2022 in various combinations and collectively supervised more than 100 projects)

Supervisor on 1st, 2nd, 3rd and 4th semester projects on Entrepreneurial Engineering (2013-2020)

Course Modules (5ECTS), planning, teaching and examination of:

Integrated Product Development: User-oriented design methods, 4th B.Sc. (2020-present)

Integrated Product Development: Product & System, 5th B.Sc. (2021-present)

Advanced Integrated Design: Pre-phase, 1st M.Sc. Industrial Design semester (2020 version)

Advanced Integrated Design: Pre-phase, 1st M.Sc. Industrial Design semester (2013 version)

Advanced Integrated Design: Business development, 2nd M.Sc. (2020 version)

Advanced Integrated Design: Business development, 2nd M.Sc. (2013 version)

Design Based Innovation, 2nd M.Sc. Entrepreneurial Engineering

WOFIE; Workshop in Innovation & Entrepreneurship, 2nd M.Sc. semester (2009-2017)

Online lectures for Research and product development project management, 3rd M.Sc. semester (2010-present)

Integrated Design, 6th Industrial Design semester (2008)

Systematic Sketching, 3rd Industrial Design semester (2007-2009)

PhD Supervision & projects

2022-2025 Lea Becker Frahm: "Circular Design", Designlab research group, Co-supervisor

2021-2023 Aysegül özçelik: "Designing long-lasting smart products", AAU Designlab reserach group, co supervisor

2017-2020 Line Sand Knudsen: "Design led vs. non-design led projects", Design Driven Innovation Research group, Dep. Architecture & Design, AAU. Co-supervisor.

2013-2017 Esben S. Laursen: "Context understanding in Product Development processes" Dep. Architecture & Design, AAU. Co-supervisor.

2009-2012 Nis Ovesen: "The Challenges of Becoming Agile in New Product Development", Dep. Architecture & Design, AAU. Co-supervisor.

2007-2009 Louise Møller Nielsen: "Shared and Individual Experiential Concepts", Dep. Architecture & Design, AAU. Co-supervisor.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af

studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Curriculum Development

2020-2022 Responsible for updates on PBL and Digital learning objectives

2020 Responsible for revision of B.Sc. and M.Sc. Curriculum for Industrial Design program at Architecture & Design.

2013 Co-founder of Entrepreneurial Engineering master program. A cross-disciplinary and cross-faculty education offering entrepreneurship competencies to students from technical disciplines.

2010-2013 Chairman of working committee for redesign of B.Sc. and M.Sc. Curriculum for Industrial Design program at Architecture & Design.

Entrepreneurial Engineering, 2013-

•Udviklingsgruppemedlem. Har deltaget i udviklingen og implementeringen af ny kandidat i Forretnings-innovation i tværfaglig gruppe (CIP, HUM, SAMF, ADMT) med fokus på at lave en mere handlingsorienteret, seriel-entreprenørskabsuddannelse. Mulighed for at arbejde med at implementere Design Thinking i nye faglig kontekst, hvor der skal integreres med både Kreativ Platforms tilgang og CIP's teoretisk, tekniske ståsted. Interessant udfordring at skulle håndgribelig gøre design faget for andre fagligheder.

Semester Coordinator on 3rd, 4th, 5th, 6th semester on Industrial Design BSc (2002-2022)

Semester Coordinator on 1st, 2nd, 3rd and 4th semester on Industrial Design MSc (2002-2022)

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Adjunktpædagogikum, AAU 2006

Adjunkt pædagogikum faglig vejleder:

*Esben Bala Skoube 2021-2022

*Mario Barros 2020-2021

•Nis Ovesen, ADMT, 2012-2014

•Louise Møller, ADMT, 2010-2012

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4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

EPDE conference (uddannelses conference serie om produkt og design ingeniører)

•2014, artikel om "Facilitating transition to team based design education" om eksperimentet med "Survi-val kit", som guide til hvordan vi forventer studerende, især design studerende, opfører sig, prioriterer og studerer – og samtidig fastholder et fornuftigt liv ved siden af.

•2012, artikel om "From design education to user-driven innovation and back again" om brugen af kondenserede design værktøjer til undervisning af medarbejdere i innovation.

•2011, artikel om "Large scalable workshop". Gennemgang af WOFIE udvikling fra synkronstyring af 40 grupper til asynkron matrix (selv) styret format.

Artikel om "Research oriented projects on Design Themes", hvordan vi kobler designresearch med praktikophold på 3.MSc ID.

•2010, artikel om "Semi-scientific attitude through process reporting". Gennemgang af det videnskabelige element i af

afrapportere designprocessen med fokus på refleksion.

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Development of project modules 15-20 ECTS (currently running)

Product design 1 (3rd BSc)

Product design 2: Product and variants (5th BSc)

Business innovation driven by design (1st MSc)

Development of course modules (5ECTS), currently running:

Integrated Product development: User-oriented designmethods (4th BSc)

Integrated Product development: Product and System (5th BSc)

Advanced Integrated Design II: Business development (1st MSc)

Innovative teaching

Designer's Market (ADV II course), teaching design students entrepreneurial approach. Combined with teaching book, videos and podcast (DK only)

Define fasen: <https://www.youtube.com/watch?v=KoKlpDNZW1s&t=0s>

Design fasen: <https://www.youtube.com/watch?v=cjsrAWVzaS8&t=3s>

Make-fasen: <https://www.youtube.com/watch?v=cQGUMxa8fts&t=0s>

Sell-fasen: <https://www.youtube.com/watch?v=dfdr7tDz-4A&t=0s>

Book: <https://aauforlag.dk/shop/arkitektur-design-kunst/designerly-entrepreneurship.aspx>

Podcast (DK): <https://reframingit.podbean.com/e/tema-design-af-undervisning-med-christian-tollestrup-fra-aalborg-universitet/ur>

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Teacher of the Year 2021, Study board of Architecture & Design

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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Teaching philosophy

Constantly looking for opportunities to improve and innovate teaching, ranging from entire curriculum journey from students' perspective to redesigning 5 ECTS course modules to improve learning and student engagement. Working with balancing push-pull pedagogical tools and approaches primarily targeting two stages of development of both the individual student and entire classes. First stage being the paradigm shift in novice designers (BSc students) from rational problem solving to abductive reasoning applied to wicked problems. The second stage is accelerating medium novices (MSc students) back into execution mode – reflection-on-action-mode, when they tend to slow down once, they realize the complexity of the design field, profession, and problem-solving approach

8. Andet.

Skriv dit svar her...