

## 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.**

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. 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.**

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. 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**

Adjunkt pædagogikum, 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

...

**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.**

EPDE konference (uddannelses konference 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". Genngemgang 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. 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.**

Type 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>  
your answer here...

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

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

## **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)**

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. Any other information or comments.**

Type your answer here...