

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.

2025:

Courses:

- Functioning and interaction of products, Danish (BD2 – bachelor)

Supervision:

- Semester project: Sustainable re-design of technical products, Danish (BD2 – bachelor)
- Environmental footprint of products, Danish (BD2 – bachelor)
- Semester project: Design of sustainable product/service systems, Danish (BD4 – bachelor)

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.

2025:

Has been in dialogue with the coordinators for BD2 and BD1 regarding the planning and content of parts of the program.

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

2025:

Certificate from PBL course.

Diploma and participation in "AAU Learning Day 2025," including workshops:

- "Ethics in Engineering Education"
- "Thinking about neurodiversity in academic settings and PBL"

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.

2025:

Involved in a research project on educational development in sustainability and engineering sciences: Revising the Engineering Sciences for Sustainability.

Plans for four articles, one of which will be presented at a conference.

Type your answer here...

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.

2025:

In the project "Revising the Engineering Sciences for Sustainability," we plan to design an evaluation tool for research and educational development.

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

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 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)

It is with reverence that I teach and supervise. Reverence because I believe that, as an educator, I have a great responsibility for what I communicate and how I do it.

To become a good communicator, I plan to continue my development within my field by staying updated with research and participating in various sessions. This will enable me to better communicate the methods, knowledge, and theories presented to me, as well as to maintain a critical stance toward them.

I believe that good teaching is created through collaboration between teachers and students. Therefore, my teaching often combines lectures from my side with active exercises, where students have the opportunity to ask questions, discuss theories, and work with the presented material through different activities. This structure has worked well, both when I was a student myself and based on positive feedback from students. I will continue to seek feedback from students and listen to their wishes and needs to best meet them. One way to do this is by ongoing participation in steering committee meetings between students and educators.

Furthermore, I aim to make my teaching and supervision relevant and relatable by keeping up with current trends in the world and actively incorporating that into my teaching. I also want to continually connect theories and methods to semester projects, as this provides a more concrete understanding of the presented material and helps achieve the learning objectives. My goal is also for my teaching to always promote scientific work and learning that contribute to the green transition, human doubts, and equality and justice for all genders, ages, and ethnicities.

I am very enthusiastic about group-based project work and PBL (problem-based learning), which constitute a large part of the teaching at AAU. I have practical experience with this from my own education at AAU, and I generally thrive in this way of working. I believe that group work better prepares students for the realities they will encounter in the job market, where much of the work is carried out in teams. At the same time, I think that the PBL method makes them more competent to lead projects that require navigating different academic disciplines and personality types. Overall, I also believe that group work contributes to a better learning environment and helps students become more empathetic and socially resilient.

I look forward to continuing my research on sustainability understanding among four Danish engineering programs. I believe that my contribution to this project will give me a better understanding of the engineering profession and its education, as well as greater insight into the complexity of curriculum planning, which in turn can strengthen my pedagogical understanding.

8. Any other information or comments.

Type your answer here...