

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.

Teaching roles since 2017: primarily teaching LAND+BEM at the bachelor level in Copenhagen in themes related to GIS and open geodata

- LAND1: 6 lectures in course called Introduktion til Kortlægning, Planlægning og Forvaltning (IKPA) (5 ECTS) + supervision of group projects and examiner
- LAND2+BEM2: 10 lectures (full course) in course called Geografisk Informationsvidenskab og Teknologi (GIT) (5 ECTS)
- LAND3+BEM3: 4 lectures in course called Kvalitative og Kvantitative Byanalyser (KKB) (5 ECTS).
- LAND4: Supervision of group projects and examiner

Other teaching activities:

- SPLM2: 1 lecture in course called Geographic Information and Technology (GI-Technology) (5 ECTS) at the 8th Semester of the TECH education -> education no longer exists
- Supervising groups at SPLM1, SPLM2, and SPLM3
- Guest lectures at Sustainable Design (bachelor level) and Sustainable Cities (master level)
- Co-organising and lecturing PhD courses in themes related to marine spatial planning, spatial tools, and FAIR data

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.

- Course coordinator of the LAND2+BEM2 course called Geografisk Informationsvidenskab og Teknologi (GIT) (5 ECTS)

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

- Completed the university pedagogical course in May 2025.

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.

- Co-supervising one PhD student 2023-2026.
- One paper on active learning with GIS based on experiences from a PhD course.

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.

- Developing teaching materials from scratch since 2018 for the LAND2+BEM2 course called Geografisk Informationsvidenskab og Teknologi (GIT) (5 ECTS).

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

Extracts from the university pedagogical course evaluation 2024:

- calm and very attentive and empathetic towards the students
- good at structuring her lectures and encouraging students to get involved in dialogues

- skillfully applied educational theories to address identified challenges, enhancing her instructional methods through targeted zone of proximal development, scaffolding and the SOLO taxonomy
- incorporating student feedback into her reflective practice
- has made significant steps in enhancing the pedagogical worth of the GIT-course
- focused on leveraging the Zone of Proximal Development (ZPD) to foster critical learning and engagement among her students, differentiating between the needs and backgrounds of students in BEM (By-, Energi- & Miljøplanlægning) and LAN (Landinspektørvidenskab)
- ability to adapt scaffolding in response to student needs exemplify her dynamic approach to teaching and learning
- design scaffolds that are not only effective in supporting students' movement through their ZPD but also in encouraging deeper analytical thinking

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)

Some important principles I aim to follow in my teaching:

- Update teaching to fit new technological GIS- and geodata-updates
- Make use of student-interest related real-life cases and higher SOLO taxonomy levels in assignments to foster interest and critical thinking
- Break-up exercises to aim for an active, conducive teaching environment
- Include the students' expectations and improve teaching and supervision based on formative and summative feedback
- Balancing the scaffolds (materials) – in teaching and in PBL-based project supervision – in a way that helps the students but still ensure that the end goal is critical thinking – and
- Deduce the Zone of Proximal Development and support constructive alignment in teaching
- Planning for a smart use of both asynchronous and synchronous teaching time

8. Any other information or comments.

Type your answer here...