

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.

Planning history and Urban theory, Mobilities

(Master level, English, AAU)

Lecture, reading groups

Sustainable Urban Planning, Mobilities, Practice Theory

(Master level, English, AAU)

Lecture, group work

Sustainable mobility and transport, Mobilities, Practice Theory

(Master level, English, AAU)

Lecture, group work

Designing Urban Infrastructure, Mobilities, Practice theory

(Bachelor level, Danish, AAU)

Lecture, group work, supervision, exam

Socio-technical understanding of technology, Practice theory

(Bachelor level, Danish, AAU)

Lecture and group work

Problem Based Research Project 1&2, Sustainable Mobilities

(Master level, English, NGU)

Development, planning, choosing and contacting external lectures, lectures, supervision, exams and evaluation

Lecture Series, Sustainable Mobilities

(Master level, English, NGU)

Re-Development, planning, choosing and contacting external lectures, lectures, exams and evaluation

Networked Urban Mobilities Field Course, Sustainable Mobilities

(Master level, English, NGU)

Development, planning, choosing and contacting external lectures, lectures, field trip, exams and evaluation

Applied Philosophy of Science, Sustainable Mobilities

(Master level, English, NGU)

Development, planning, choosing and contacting external lectures, lectures, exams and evaluation

Introductory Course in Sociology, Social science Bachelor and Humanistic Bachelor

(Bachelor Level, Danish, RUC)

Teaching, workshops

Methods in Planning, Planning Studies

(Master level, Danish, RUC)

Development, planning, choosing and contacting external lectures, lectures, workshops, design tasks, exams and evaluation

Mixed Methods, Social Science Bachelor

(Bachelor Level, Danish, RUC)

Teaching, future workshops

The City As..., Planning Studies

(Bachelor Level, Danish, RUC)

Teaching, design workshops

Cities, City Planning and City Life, Humanistic Technological Bachelor

(Bachelor Level, Danish, RUC)

Teaching

Sustainable Cities, Planning Studies

(Master Level, Danish, RUC)

Teaching

The Inhumane City, Humanistic Technological Bachelor

(Bachelor Level, Danish, RUC)

Teaching

Conditions for planning, Planning Studies

(Master level, Danish, RUC)

Re - development, planning, choosing and contacting external lectures, lectures, exams and evaluation

Strategical Planning, Planning Studies

(Master level, Danish, RUC)

Re - development, planning, choosing and contacting external lectures, lectures, exams and evaluation

Global cities, Planning Studies

(Master level, Danish, RUC)

Development, planning, choosing and contacting external lectures, lectures, exams and evaluation
Design and techniques of visualization, Planning Studies

(Master level, Danish, RUC)

Sustainability and Mobility, Humanistic Technological Bachelor

(Bachelor level, Danish, RUC)

Teaching

Introductory course in Planning, Space and Resources, course, Social Science Bachelor

(Bachelor level, Danish, RUC)

Teaching

Field course in Berlin, Planning Studies

(Bachelor level, Danish, RUC)

Development, planning, choosing and contacting external lectures, lectures, supervision, exams and evaluation,
administrative planning and the practical organization of the stay in Berlin

The sustainable society, Social Science Bachelor

(Bachelor level, Danish and English, RUC)

Teaching

City, Sustainability and Innovation, Technological and Socioeconomic Planning

(Master level, Danish and English, RUC)

Development, planning, lectures, exams and evaluation

Methods and philosophy of science, Social Science Bachelor

(Bachelor level, Danish, RUC)

Development, planning, choosing and contacting external lectures, lectures, exams and evaluation

Mobilities planning, Planning Studies, Technological and Socioeconomic Planning, Geography

(Master and bachelor level, Danish and English, RUC)

Teaching

Supervision of international and Danish groups on their problem-based project work, Social Science Bachelor,

Technological and Socioeconomic Planning, Planning Studies, Sustainable Mobilities, Sustainable Cities, Urban Planning

and Management, Sustainable Energy and environment

(Bachelor and Master level, Danish and English, RUC, NGU and AAU)

Supervision, exams, evaluation

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.

Teaching administration AAU:

Semester coordinator and course coordination on UPM

Committee for new structure on BEM.

Teaching administration RUC:

Head of Planning studies

Semester and course coordinator on several educations

Development of the two educations Planning studies and Nordic urban Planning Studies;

Head of PhD programme on. Technology and Environment.

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

Teaching portfolios

Course Pedagogics

Project supervision

Collegial intervention

ICT and teaching

Body and voice

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.

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.

I have been part of developing and writing the following publications aimed for teaching:

Freudental-Pedersen, Malene and Jesper Pagh (2012) Den nødvendige tværvidenkab i byplanlægningen. In Aagaard, K. et.al (Eds.) Tværvidenkab og forskning, Frederiksberg: Roskilde Universitetsforlag

Freudental-Pedersen, Malene, Andersen, J., Kofoed, L., Larsen, J. (2012) Indledning: Fra Bryggen til Bypolitik, Mobilitet og Performance. In Andersen, J. et.al. (Eds.) Byen i Bevægelse: Mobilitet, Politik, Performativitet. Frederiksberg: Roskilde Universitetsforlag, pp.7-19

Freudental-Pedersen, M. and Lise Drewes Nielsen (2012) Mobilitet i Byen: Kampen om Nørrebrogade. In Andersen, J. et.al. (Eds.) Byen i Bevægelse: Mobilitet, Politik, Performativitet. Frederiksberg: Roskilde Universitetsforlag, pp.23-39

Freudental-Pedersen, M., Katrine Hartmann-Petersen and Lise Drewes Nielsen (2010) Mixing Methods in the Search for Mobile Complexity. In Murray, L & Fincham, B (eds): Mobile Methodologies, pp. 25-43. Palgrave Macmillan.

Hartmann-Petersen, Katrine, Malene Freudental-Pedersen and Lise Drewes Nielsen (2007) Mobilitetens optik på det moderne liv i Jensen, A. et.al. (eds) Planlægning i teori og praksis: et tværfagligt perspektiv pp. 398-415. Samfundslitteratur, Roskilde

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)

My overall teaching philosophy is to plan and stimulate an inclusive learning environment in which I can support the students in creating or developing generic academic skills such as critical awareness and analytical thinking about the 'taken for granted' knowledge on which society is organized and reproduced.

My aim is to make available a variety of tools and methodologies for the students to engage in the process of understanding and critically relate to the multi-faceted body of knowledge in the field - in other words to stimulate their curiosity through motivation and engagement. Their curiosity may also be stimulated through disagreeing with my ethical and normative approach to societal processes. Most important for me is that at the core of my teaching philosophy lies my belief that learning happens in the space between the students, the teacher and the subject matter. I learn from them - as they learn from me and then I must, as the teacher, strive to critically reflect on my own motivations and engagement in the process.

Thus the learning situation is equally a learning opportunity for me and for the students, but on different levels and with different power implications. Something that I also needs to be aware of when I invite them to co-create the learning space with me. I seek proficiency in teaching and communicating my research and knowledge and this is a neverending learning process – what Jerome Bruner would characterize a learning spiral.

8. Any other information or comments.

Type your answer here...