

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

My current teaching activities are centered around the PhD course in Advanced Energy System Analysis in EnergyPLAN. I am a co-organizer of the course, which is held both as an in-person course in the spring and an online course in the fall. The courses are also offered as continued education useful for professionals.

I have previously taught at the bachelor and master's level at Aalborg University. The teaching touches on both energy planning, but also concretely teaching the software EnergyPLAN and how to use it to conduct energy system analysis. I have also been teaching the software EnergyPLAN at Tsinghua University in a class on energy systems.

LIST OF TEACHING

Star denotes coordination:

- Sustainable Energy Systems*, 2014-2024, Energy Technology Bachelor (6th semester), Aalborg University
- Energisystemer, 2024, Energy Technology Bachelor (1st semester), Aalborg University
- Bæredygtige energisystemer*, 2015-2017, Urban, Energy and Environmental Planning Bachelor (6th semester), Aalborg University
- Energisystemanalyse, 2017-2020, Urban, Energy and Environmental Planning Bachelor (4th semester), Aalborg University
- Domæneviden fra forskning og teknologi, 2018-2022, Techno anthropology Bachelor (2nd semester), Aalborg University
- Planlægning og regulering, 2013, Urban, Energy and Environmental Planning Bachelor (5th semester), Aalborg University
- Current Energy Planning Research, 2014-2016, Sustainable Energy Planning and Management Master (8th semester), Aalborg University
- PhD course on EnergyPLAN*, 2017-now Energy planning and modelling (PhD Level), Aalborg University
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- Teaching in EnergyPLAN at Tsinghua University, China, 2019, Course in energy systems at master level, Tsinghua University

I supervise students at various levels of the university education. I have supervised and co-supervised students in the first year of starting University, as well as bachelor's and master's students. I have supervised multiple theses in both bachelor's programme in Urban, Energy and Environmental Planning and master's programme in Sustainable Energy Planning and Management. Most recently I am now co-supervising PhD students at the Department of Planning at Aalborg University. I have also been the chair of 1 PhD committee at Aalborg University and been an external assessor of a PhD thesis at KU Leuven.

LIST OF SUPERVISION

Sustainable Energy Planning and Management

Supervised 11 Master's theses

Supervised 14 semester projects

Urban, Energy and Environmental Planning

Supervised 4 Bachelor's theses

Supervised 4 semester projects

Techno anthropology

Supervised 1 semester project

LIST OF CO-SUPERVISION

Energiteknologi, By-, energy- og miljøplanlægning

Co-supervised 6 energy technology groups

Co supervised 1 Urban, Energy and Environmental planning group

PhD Co-supervision

Co-supervised 2 PhD students

Sports science

Co-supervised 2 sports science groups

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

I have been the coordinator of the course in Sustainable Energy Systems at the bachelor's in Energy Technology at Aalborg University. I have been the coordinator of this course in the period 2014-2016 and 2018-2020. Here I have

coordinated teaching between the different teachers in the course, I have structured how the modules fit together and planned and held exams for the students. This includes coordinating the cross-campus activities split between Aalborg University's campus in Aalborg and in Esbjerg. Every year I assess students' feedback of the course and use these to improve and change the course from year to year. Furthermore, I have coordinated a similar course on the bachelor's in urban, Energy and Environmental Planning from 2014-2016.

In 2024 I was also the coordinator of the Energy Systems course at Energy Technology for the 1st semester bachelor students.

From 2021-2025 I have been the Semester Coordinator on 3rd semester on the Master's Program in Sustainable Energy Planning and Management.

I am the Co-Coordinator of the PhD Course in Advanced Energy System Analysis in EnergyPLAN

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

During my time as teacher I have obtained the following qualifications from participating and completing in courses:

- University Pedagogy for Assistant Professors (adjunktpædagogikum), Aalborg University. 2017-2018.
- PhD course in PBL and University teaching, Aalborg University. 2014.

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Type your answer here...

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

In terms of teaching material, I have experience in identifying relevant literature by relevant authors, but also in developing lectures and exercises needed for the students to obtain the right knowledge and skills. I would like to emphasise that in relation to this I have developed my exercises for EnergyPLAN which I use to teach the program to students at both bachelor's and master's level. These exercises are also published online on the EnergyPLAN website.

I have been part of developing online course and videos used for teaching the online PhD course in EnergyPLAN. This includes collaboration with CDUL (Center for Digital Undervisning og Læring) at Aalborg University.

6. Teaching awards you may have received or been nominated for.

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

The overall goal and philosophy for my teaching is that it should be inspiring for the students to learn. It should contain novel knowledge for the students. Furthermore, I want to create room to facilitate and enable teacher-student and student-student engagement. This should create a learning environment where majority of the students find it interesting.

One of my ways to achieve this is to keep the student in the centre of my teaching. I want to make the students take lead in their own learning. This means that I strive to split the time 50/50 at least between teaching and exercises. I also have more and more interest in diverging away from the "classical" 1 h 45 min lecture, followed by 1 h 45 min exercises, and instead have more workshop like elements.

Different teaching situations can have different focuses, but I believe it is good to include some principal knowledge, some practical knowledge and most importantly that the students get to apply and discuss this knowledge. I therefore emphasize time for exercises, but also that exercises are related to the content of teaching. Usually, I think the understanding of the overall topic should be even clearer when the hands-on knowledge is tied with the theoretical knowledge gained from reading and attending the lecture.

As a supervisor, my main goal is to have the students taking charge of their own projects. I want them to identify research areas they find interesting. My role is to support that process and help them critically reflect on their choices. Depending on the level of the students and the time in the projects, I adapt my supervising style to fit the students needs.

I would like to continue and develop myself as a teacher. One of my main interests would be to increase student engagement. I want to keep working on creating better engagement in supervision and teaching and create room for more student expression as this allows me to get a better feeling with what the students know and do not know. Also, I would like to pursue more peer-learning from fellow teachers, for instance by observing my colleagues in the Sustainable Energy Planning Research Group.

8. Any other information or comments.

Type your answer here...