

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.

Lecturing Urban-, Energy-, and Environmental Planning (B.A.), -*Subject*: Sustainability in planning and public participation, *Extent*: 2 lectures/multiple times, *Method*: lecture + online, *Language*: Danish -*Subject*: Collaborative planning processes, *Extent*: most of the course / multiple times, *Method*: Lectures, *Language*: Danish -*Subject*: Problem based learning; *Methods*, communication, design, sustainability assessment, *Extent*: 8 lectures/multiple times (the VTS part), *Method*: Lectures and feedback sessions, *Language*: Danish Geography (B.A.), -*Subject*: Data collection method, *Extent*: 1 lecture, *Method*: Lecture, *Language*: Danish -*Subject*: Public participation, *Extent*: 1 lecture, *Method*: lecture *Language*: Danish Land surveyors (B.A.) -*Subject*: PBL-workshop: Participatory research methods, *Extent*: 1 lecture, *Method*: Lecture, *Language*: Danish Sustainable Energy Planning and Management (M.A.) -*Subject*: Social acceptance of Energy infrastructure, *Extent*: 1 lecture/ multiple times, *Method*: Lecture, *Language*: English Environmental management and sustainable science (M.A.) -*Subject*: Local knowledge as a resource, *Extent*: 1 lecture, *Method*: Lecture, *Language*: English -*Subject*: Stakeholder motivation, *Extent*: 1 lecture, *Method*: Lecture, *Language*: English Political Science, SDU (M.A.) -*Subject*: Motivation and barriers for participation, *Extent*: 1 lecture, *Method*: Lecture, *Language*: Danish Sustainability e-course (All) -*Subject*: Environmental justice (distributive justice), *Extent*: 1 lecture, *Method*: E-course, *Language*: English Land surveyors (M.A.) -*Subject*: Workshop on statistical methods, *Extent*: 1 lecture, *Method*: online teaching, *Language*: Danish **Supervision** Program: Urban-, Energy-, and Environmental Planning (B.A.), *Semesters*: 1st, 2nd, 4th, 5th, 6th, *Language*: Danish Program: Urban-, Energy-, and Environmental Planning (M.A.), *Semesters*: 9th, 10th, *Language*: English Program: Geography (B.A.), *Semesters*: 2nd, 4th, 5th, *Language*: Danish Program: Land surveyors (M.A.), *Semester*: 9th, *Language*: Danish Program: PBL co- supervision on Biology, Bio-technology, chemistry, chemical-technology, environmental technology, *Semester*: 2nd, *Language*: Danish

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.

Coordination tasks: •Semester coordination, 6th semester, Urban-, Energy-, and Environmental Planning (B.A.) •Semester coordination, 2nd semester, Urban-, Energy-, and Environmental Planning (B.A.) •Course coordination, Course: Problem based learning, 1st semester, Urban-, Energy-, and Environmental Planning (B.A.) and Land surveyors (B.A.) •Course coordination and development, Course: Collaborative processes, 6th semester, Urban-, Energy-, and Environmental Planning (B.A.) **Committees** •Implementation of PBL agreement on Urban-, Energy-, and Environmental Planning (B.A.) **Other** •Yearly coordination of internal collegial peer-review of teaching

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

Lectures taken during adjunct pedagogicum -Teaching at a PBL University -Flipped Teaching -Planning, Development, and quality assurance of teaching -Planning and implementation of group instructions -The use of IT and media for learning and teaching -The PBL group collaboration, process and supervision -Portfolio in teaching -Creative project processes through blended learning **Other** -Participation in the annual teaching day at AAU (several times) -Yearly coordination and participation of internal collegial peer-review of teaching **Statement from university Adjunkt pædagogikum** Summary statement:

"We, the undersigned find that the work undertaken by Sara Bjørn Aaen during the participation in the Aalborg University Adjunkt pædagogikum was excellent."

January 30, 2020, Learning Lab, Aalborg University (Signed by supervisors; Carla K. Smink and Jens Myrup Pedersen)

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.

Course development: Development of the collaborative processes course on 6th semester Urban-, Energy-, and Environmental Planning

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

Expression of evaluation of teaching competences-Nominated for "teacher of the year" 2019 (didn't win though)

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...