

## Undervisningsportfolio

### **1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.**

Primary engagement with the Engineering Design orientation; Sustainable design and Techno-anthropology 2021: Pre-assessor of PhD dissertation at KTH Royal Institute of Technology 2019-present: Teaching on the PhD course Design and Innovation Processes and Their Staging 2017 - present: Course design and teaching engineering design methods, design thinking and field study methods. First semester of the Sustainable Design engineering education 2020 - present: Course design and teaching Strategic Concept Development, Sustainable Design 6th semester 2015 - present: Supervising Bachelor's thesis and Master's thesis at the Sustainable Design orientation 2019 - present: Teaching at the PhD course Design and Innovation Processes and their Staging 2017 - present: Supervising projects in an external organization for students as Sustainable Design and Techno-anthropology 9th semester 2016-2019: Design and use of Prototypes, Sustainable Design 3rd semester, Teaching 2017: Designing Product-service Systems, Sustainable Design 4th semester, supervising 2015: Designing and teaching Participatory Design Course in Nepal as part of the DANIDA BSU (Building Stronger Universities) programme. 2015: People Centered Design, Sustainable Design 8th semester – Course co-coordinator and teacher PhD level activities 2021: Pre-assessor of PhD dissertation at KTH Royal Institute of Technology 2019-present: Teaching on the PhD course Design and Innovation Processes and Their Staging

### **2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.**

Skriv dit svar her...2021-present Program coordinator for the Bachelor's engineering program in Sustainable Design and member of the Study Board 2017 - Present Semester coordinator on the first semester of the Sustainable Design engineering education. Semester theme: Actor-oriented design

### **3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.**

- Basic teaching course, AAU, 2014 - Professional postgraduate teacher training at AAU, 2017-2018

### **4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningsdag", o.l.**

Skr- Presentation at Engineering, Social Justice, and Peace 2013 annual conference, August 14, 2013 - August 16, 2013 - Presentation at 2014 EPFL-UNESCO International Conference on Technologies for Development 4-6.06.2014 - Presentation at Living Knowledge Conference, April 2014 in Copenhagen - Presentation at TempoS-seminar 2015 at KADK - Presentation at ICED, Milan, Italy, June 2015 - Presentation at ISPIM, Austria 2017 - Presentation at ISPIM, Stockholm 2018 - Presentation at ICED, Delft 2019 Several presentations for healthcare practitioners within design and community health houses

### **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

2015-2021: Course and semester development at Sustainable Design

### **6. Nominering til og/eller modtagelse af undervisningspriser.**

Skriv dit svar her...

### **7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v.**

My teaching philosophy is very applied and much related to learning by doing. Furthermore, I strive to integrate theory and methods to provide holistic frameworks for analyzing and designing. My approach is to give short lectures and, then, allow the students to work hands-on with the methods or theoretical frameworks – under my supervision. This way I can help them tackle their specific challenges while they are developing their theoretical understanding and are exploring what the methods can and cannot do for them. I believe this approach reflects me as a person, as I am a design engineer myself and have always been most motivated to learn new things, if I am able to see the value of the theory, methods, and how to

make use of them while focusing on real-world examples and problems. Thus, to me the PBL framework of integrating what is learned in the course modules into the semester project makes a lot of sense! I teach design and Innovation, and my experience is, that I as part of this field think about PBL elements such as group work and taking on real-world problems and challenges as an integrated part of Design Thinking, engineering design and participatory design.

## **8. Andet.**

Skriv dit svar her...