

## 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.

- Teaching experience at all levels of engineering education from first semester courses to PhD courses at Aalborg University, 1985-present.
- Various guest lectures at among others: Hong Kong University (2022), Queens University in Belfast (2022), Cracow University of Technology (2021), University of Arizona (2021), Shanghai Jiao Tong University (2011 and 2015); GMIT Galway (2015); Università degli Studi di Napoli "Parthenope" (2015); Institute of Engineering (IOE) Nepal (2014); University of the West of Scotland's Paisley campus, Glasgow (2014); University of Limerick (2011); Tsinghua University, Beijing (2010); University of Main at Fork Kent (2010).
- PhD course as Visiting Professor, Università degli Studi di Napoli "Parthenope", Napoli, Italy, February 2015
- Courses at Aalborg University "Life Long" education, 1999, 2001, 2002, 2003, 2004.
- Sustainable Energy Planning Workshop at Universidad Nacional de Ingeniería, Managua, Nicaragua 2006.
- Local Energy Planning Workshop in Surin, Thailand, 2000.
- Courses at "PROCEED 21" in Lithuania, Latvia and Estonia, 2000-2001.
- Energy Planning Workshop in Bangkok, Thailand, 1999.
- Courses at "Nordic Training Programme for Energy Experts in the Baltic States", the PROCEED Programme, 1997-1998.
- Head of post master education programme in "Energy Planning" and "Distributed CHP generation", 1987-1990.
- Courses at Danish Engineering Associations Educational programme, 1987-1990.

### 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.

Semester coordinator of 7th semester (1. semester of Master program) of "Sustainable Energy Planning and Management" in the early 90ies. and in the beginning of 00ies.

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

Supervisor for university assistant professor pedagogy of among others the following persons:

- Bernd Möller
- David Connolly
- Søren Djørup

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

More than 100 invited key-notes or plenary presentations on international conferences and similar since 2004:  
<http://www.en.plan.aau.dk/henriklund/presentations/>

### 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.

- Development of course in "Socio Economic Feasibility Studies" (1990ies) including data for estimation of jobs and balance of payment effects and group-competition assignments based on Game Theory as well as group-competition assignments based case in Waste Water cleaning i Frederikshavn.
- Development of online training scheme in the software EnergyPLAN: [www.EnergyPLAN.eu](http://www.EnergyPLAN.eu)

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

Teacher of the year in 1994 of "L-studienævnet" at Aalborg University.

Guest lecture at GMIT in Galway (2015) nominated "highlight of the Semester" by the students. According to Prof. Lohan "This was not a surprise, as they not only had very favorable comments afterwards, but they were also more attentive, displayed increased class participation and belief in the possible contribution of sustainable energy in the future." (Quote from email 18 December 2015)

**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.**

PBL are the basis for my teaching activities (as well as my research activities). To facilitate the process in which students (and I) learn and develop new knowledge is the aim for me. When I have succeeded in getting students involve themselves in the learning process, those have been the highlights for me.

**8. Any other information or comments.**

Type your answer here...