

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.

At the graduate level I teach in English, at undergrad level typically in Danish. I'm equally comfortable in both languages as my native language is Danish and I taught in the US for over 20 years.

Teaching AAU 2020-ongoing:

PBL supervisor of groups on 1st, 2nd, 3rd, 4th, 7th, 8th, 9th and 10th semester on Landinspektør degree program. Teaching courses in Planning theory, Community Development, Rural Planning Law and regulations, Participatory Planning Methods at both graduate and undergraduate levels
Semester coordinator for the 8th semester.
Censor for exams on the 1st, 2nd and 9th semester.

Taught and supervised on the 3rd semester of By-, Energy og Miljø planlægning - bachelor program as well.

Teaching university of North Carolina – Charlotte (2008-2019):

GEOG 2000 Social Inequality and Planning
GEOG 4500 Neighborhood Planning Seminar
GEOG 6040 Community Planning Workshop
GEOG 8650 Planning Theory and Practice
(all courses developed and taught by me repeated yearly 8-10 times)

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.

Semester Koordinator på SPLM2/SP2 2020-ongoing

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

Type your answer here...

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.

Grant recipient: Feb. 2011 (3year) \$ 18,000 American Association of State Colleges & Universities (AASCU). Develop for UNCC a Civic Minor In Urban Education. With Janni Sorensen & Susan Harden. Co-PI

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.

Sorensen, Janni, Cathy Klump, Kenneth Reardon. (2003) "Rebuilding Neighborhoods; Empowering residents and students" In Jacoby, Barbara (ed.) Building Partnerships for Service-Learning, San Francisco: Jossey-Bass.

Gamez, Jose and Janni Sorensen (2014) "No More Waiting for Superman: Teaching DIY Urbanism and Reflexive

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)

I strive to ensure close interaction between theory and practice to bridge the gap between the university and the experiences our graduates will have as they enter the workforce. Providing opportunity for applied problem solving and engagement with diverse communities, are amongst the most important ways I can help prepare my students for the highly interdisciplinary and political nature of their future careers. I seek to engage all my students in solving real-world problems and in the process capture students' interest and provoke serious thinking as they acquire and apply new knowledge. I am in this context grateful that I learned the pedagogy of problem-based learning (PBL) during my own master program at AAU. I have continued to use and learn more about this approach in my own teaching in the US for two decades, and for the past 3 years upon my return to AAU. I find that this approach to teaching is exceptionally well suited to assist students at all levels to learn and master.

I have over the years developed methods and strategies to merge many of my teaching roles with my neighborhood-based research. As such, the PBL projects my students have engaged in have often been pieces of larger research project and have led to students having the opportunity to present at conferences and be co-authors on publications. Students have worked under my supervision creating strategic planning documents that have been of real value to community partners. I am very excited to have accomplished this type of publications in large numbers – and while these are not peer reviewed in the traditional sense of double-blind process, they are extensively reviewed and revised based on the feedback from local experts who have chosen to use these products of teaching to guide development in their neighborhoods. I take pride in this very strong link between my research and teaching and my opportunities to work with students to become co-authors of research as they learn has been a gratifying experience for all. Many of my former students hold Planning positions in municipalities and private firms, and I continue to stay in touch with them and engage them in my conversations about needed changes and added topics for the classes I teach. I am dedicated to ensuring updated and research-based teaching.

As evident in my CV, I have taught for a long time and on all levels from first year undergraduate classes through chairing PhD dissertations. At Aalborg University I have found my way into both undergraduate- and graduate- instruction, which is something I appreciate very much. I can connect well with our students here, teaching and advising equally well in Danish and English. My own disciplinary roots as landinspektør prepares me well for engaging with our students, and I also believe the students benefits from and appreciate the knowledge and perspectives I bring from my years in the US. One area of teaching that I miss from my work at UNC Charlotte is supervising PhD students. Over the course of my career there, I had great experience of successfully chairing the committees of four candidates who completes their PhDs and served on several other dissertation committees in secondary advisory roles. I sincerely hope that I will get the chance to continue this mentorship at AAU and thereby training the next generations of educators and researchers for our field.

8. Any other information or comments.

Type your answer here...