

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.

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A) TEACHING & SUPERVISION IN MASTERS PROGRAMMES

MSc Sustainable Cities (Copenhagen)

Course module: Urban Infrastructure Synergies (5 ECTS)
•Role: Course co-responsible (w/ Jens Luel-Stissing), convenor and instructor

MSc Surveying, Planning and Land Management (Copenhagen)

Course module: Managing the Use of Land (5 ECTS) (Copenhagen)
•Role: Course responsible and main instructor (since 2020)

Course module: Spatial Planning and Governance (5 ECTS)
•Role: Instructor (Copenhagen)

Spatial Development and Planning (Project module) (15 ECTS)
•Role: Supervision of student project groups (Copenhagen)

Master's thesis (30 ECTS, 4th semester)
•Role: Supervision of student master's thesis projects (2015-2017)

Course module: Land Management and Governance (5 ECTS)
•Role: Course responsible and main instructor (Aalborg and Copenhagen)

Course module: Development, Planning and Implementation (5 ECTS)
•Role: Instructor (Aalborg and Copenhagen)

MSc in Urban Planning and Management (Aalborg)

Course module: Planning History and Urban Theory (5 ECTS)
•Role: Course responsible, convenor and main instructor (since 2016)

Course module: Planning Theory (5 ECTS)
•Role: Instructor (since 2010)

Deliberative Practitioner (5 ECTS)
•Role: Instructor (since 2010)

Power in Planning (project module) (15 ECTS)
•Role: Supervision of student project groups (2010-2017)

The Complex City (project module) (15 ECTS)
•Role: Supervision of student project groups (2016-17)

Internships (30 ECTS, 3rd semester)
• Role: Supervision of student internship projects (since 2012)

Master's thesis (30 ECTS, 4th semester)
• Role: Supervision of student master's thesis projects (since 2012)

MSc Urban and Regional Planning, Norwegian University of Life Sciences (Norway)

APL230 Planning Theory (10 ECTS) (course module leader)
•Role: Course responsible, convenor and main instructor (2017-2020)

APL103 Urban and Regional Planning History (15 ECTS)
•Role: Instructor (2017-2020)

APL260 Metropolitan Areas in Europe (5 ECTS)
•Role: Guest instructor (2018)

MAST300 Planning the Master Thesis (10 ECTS)
•Role: Instructor (2017-2020)

B) TEACHING & SUPERVISION IN BACHELORS PROGRAMMES

Bachelors in By, Energi og Miljø (Copenhagen)
Course module: Bypolitik og Planlægning (5 ECTS)
•Role: Instructor (since 2012)

Bachelors in Techno Anthropology (Copenhagen)
Course Module: Technological Domain (10 ECTS)
•Role: Course co-responsible (w/ Jens Luel-Stissing), convenor and instructor (since 2021)

C) EXTERNAL EXAMINER

Joint Master Programme in Nordic Urban Planning (since 2020)
(Roskilde, Malmø, Tromsø)

Roskilde University
Masters in Plan, By og Proces (since 2019)
Bachelors in Social Science (since 2019)

University of Copenhagen
Masters in Geography (since 2019)

TU Dublin, Ireland
Bachelors in Planning (since 2020)

University College Cork, Ireland
Masters in Planning and Sustainable Development (2012-2016)

Autonomous University of Barcelona, Spain
PhD in Geography and Urban Mobility (2014-2018)

D) PHD EXAMINATIONS and SUPERVISION

2015

PhD Assessment Committee Member (3 PhD theses)
Department of Geography, Autonomous University of Barcelona, Spain

2016

Chairman, PhD Assessment Committee (1 PhD thesis)
Department of Architecture, Design and Media Technology, Aalborg University, Denmark

2018

PhD Assessment Committee Member (1 PhD thesis)
National University of Ireland, Cork, Ireland

2019

Opponent, PhD pre-assessment (1 PhD thesis)
Nord Universitet, Bodø, Norway

2020-

Supervisor (1 PhD student)
DCEA, Department of Planning, Aalborg University, Denmark

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.

A) COURSE COORDINATION (Aalborg and Copenhagen):

Technological Domain Knowledge (2021-present) (Copenhagen)
Urban Infrastructure Synergies (2021-present) (Copenhagen)
Managing the Use of Land (2020-present) (Copenhagen)
Planning History and Urban Theory (2016-present) (Aalborg)
Spatial Planning and Governance (2015-2017) (Copenhagen)
Land Management and Governance (2012-2015) (Copenhagen)

B) QUALITY CERTIFICATION, Master's in Surveying, Planning and Land Management

- I led the full quality certification process to obtain programme recognition from AESOP (Association of European Schools of Planning) of the **Masters Programme in Surveying, Planning and Land Management**.
- The quality certification has a duration of 6 years (2016-2022). It certifies that the Master's programme fulfils the European quality standards of planning programmes according to the AESOP Charter, complemented by an effective internationalization of teaching and learning processes.

C) CHAIR OF AESOP QUALITY RECOGNITION PROGRAMME

See AESOP QR Webpage: http://www.aesop-planning.eu/en_GB/quality-recognition

- Elected Chair of the Excellence in Education Board (2017-2020)
- Re-elected Chair of the Excellence in Education Board (2020-2023)
- Responsible for the development of the AESOP's Quality Recognition Programme (since 2017)

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

University pedagogy qualifications

- University Pedagogy for Assistant Professors (2012-2014)
- Problem-Based Learning Course (2 ECTS) (2008)

Contributions to university pedagogy in scholarly outlets

- Galland, D. (2021 forthcoming). Foreword. In: Frank, A.I. & da Rosa Pires, A. (Eds) *TEACHING URBAN AND REGIONAL PLANNING: Contemporary innovative pedagogies in practice*. Edward Elgar.
- Galland, D. & Chettiparamb, A. (2020). The Evolution of the AESOP Quality Recognition Programme and Its Principles of Pedagogy (under preparation for *disP - The Planning Review*).
- Galland, D. & Othengrafen, F. (2020). Planning at the national level. In N. Green Leigh, S.P. French, S. Guthathakurta, & B. Stiftel (Eds.). *The Routledge Handbook of International Planning Education* (pp. 206–216). London: Routledge.
- Othengrafen, F. & Galland, D. (2020). International comparative planning. In: N. Green Leigh, S.P. French, S. Guthathakurta, & B. Stiftel (Eds.). *The Routledge Handbook of International Planning Education* (pp. 217–226). London: Routledge.
- Galland, D. & Sørensen, M.T. (2015). State-of-the-art of planning and planning education in Denmark. *disP - The Planning Review*, 51(1), pp. 30-31.
- Enemark, S. & Galland, D. (2012). Applying a land management profile in surveying education. In: *Proceedings of the International Federation of Surveyors Regional Conference*, Montevideo, Uruguay.

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

Organisation of international sessions and workshops related to planning education

I co-organised and chaired sessions and workshops related to **quality and innovation in planning education** at the following Heads of School Meetings of the Association of European Schools of Planning:

- AESOP 15th Heads of School Meeting (Vienna, 2020)
- AESOP 14th Heads of School Meeting (Ljubljana, 2019)
- AESOP 13th Heads of School Meeting (Newcastle, 2018)
- AESOP 12th Heads of School Meeting (Warsaw, 2017)
- AESOP 11th Heads of School Meeting (Thessaloniki, 2016)

I participated in sessions related to quality certification of planning programmes:

- AESOP 10th Heads of School Meeting (Madrid, 2015)
- AESOP 9th Heads of School Meeting (Lisbon, 2014)

Conference participation (interventions related to planning education)

AESOP Annual Congresses

(Prague, 2015; Lisbon, 2017; Gothenburg, 2018; Venice, 2019)

Regional Studies Association Annual Conferences

(Dublin, 2017, Lugano, 2018, Santiago de Compostela, 2019)

Regional Studies Association Winter Conferences

(London, UK, 2016, 2017, 2018, 2019)

World Planning School Congress

(Rio de Janeiro, 2016)

FIG Conferences

(Montevideo, 2012; Sofia, 2015)

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.

Teaching Activity Development through Erasmus+ Inter-institutional Agreements

University of Aveiro, Portugal (February 2020)

Department of Spatial Planning

Seminars offered (on teaching pedagogies and planning education):

- Contemporary governance perspectives: Research implications and impact on doctoral education in public policies
- The impact of ideologies and discourses in public policy: Critical reflections on student learning approaches
- Pedagogical challenges and course content specificity: The case of spatial planning education

Autonomous University of Barcelona (2016, 2018, 2019)

Department of Geography

University of Barcelona (2015, 2017)

Department of Geography

Polytechnical University of Valencia (2018, 2019)

Department of Architecture

Collaboration with international public sector entities and university partners

Swedish Research Council for Sustainable Development (FORMAS)

Member of Assessment Panel (June/July 2020)

Portuguese Research Council for Science and Technology (FCT)

Member of Assessment Panel (June/July 2020)

City of Barcelona

Cartographic Institute of Catalonia

Spatial Planning Department, Government of Catalonia

University Pompeu Fabra

City of Aalborg

City of Copenhagen

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

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.

Statement of Teaching Philosophy

I have a firm commitment and passion for the academic field of urban and regional planning, which underlies both my teaching and research activities. My teaching approaches as an instructor at masters and bachelors levels focus on student learning through engagement with key theoretical, methodological and practical planning challenges via exposure to core ideas and assumptions that shape the production of planning knowledge. In lecturing, tutoring and mentoring, I perceive my teaching role as an enabler of reflective learning environments through fostering active learning, analytical debate and critical thinking. Hence, I work together with the students grounded on the belief that they strive towards becoming reflective analysts and practitioners. From a cognitive perspective, my teaching is thereby stimulated by deep approaches to learning, which rely on the reflection and interpretation of planning processes and how these contribute to shape policies and plans within real-world planning contexts at different spatial scales.

In Denmark and Norway, I have been committed to instructing classes and coordinating courses of different sizes mainly across master-level curricula, while also supervising master's theses as well as master's group projects using problem-based learning (PBL) methods and strategies. In doing so, I have taught an array of courses ranging from advanced planning theory to research methods in planning. In terms of teaching formats, I combine traditional lectures, round-table seminars, group workshops and site visits by placing emphasis on the students' active involvement. The frequency of use of these particular teaching modes and the degree of student participation in class varies in function of the nature of the instructed theme as well as the number of students attending.

A common feature spanning the above range of pedagogies is analytical reflection upon planning processes, outcomes and implications. Based on the students' thoughts and

deliberations, I aim at encouraging debates, moderating class discussions and synthesising relevant results, potential conclusions and take-home lessons. As supplementary teaching devices, I make use of site visits both locally and internationally to illustrate particular linkages between theoretical processes taught in the classroom and the actual sources whereby such procedures derive from (e.g. urban regeneration or waterfront redevelopment projects).

As a mid-career academic, I strongly believe in the constant need to enhance my scholarship of teaching and learning, and consider that I must persistently strive to improve my ability to plan, implement, assess and refine my teaching and supervision practices through the strengthening of competences geared towards communicating academic knowledge to students.

8. Any other information or comments.