

Undervisningsportfolio

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

Coordination and teaching of courses

2015-present: Coordinator and teacher of Energy System Analysis 2 on 2. semester Sustainable Energy Planning and Management (Master, Department of Planning)
2015-present: Coordinator and teacher of Problembaseret læring i videnskab, teknologi og samfund 1. semester on Civil Engineering (Bachelor)
2017-present: Teacher of Naturressourcer.2. semester on Geography + Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2020-present: Teacher of Energisystemanalyser 4. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2010-2017: Teacher of Current Energy Planning Research. 8. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2011-2017: Teacher of Sustainable Energy System Analysis. 7. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2013-2016: Teacher of Naturressourcer 5. semester Geography + Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2013-2015: Coordinator and teacher of Bygeografiske metoder3. semester on Urban, Energy and Environmental Planning + Surveying, Planning and Land Management (Bachelor, Institut for Planlægning)
2013: Teacher of Menneske og natur (2 kursusgange) 5. semester on Geography + Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2013: Coordinator of PhD Poster session. For all PhD fellows at Institute for Planning
2011: Teacher of Cases i anvendt teknologi 1 Teknoantropologi (Bachelor, Institut for Læring og Filosofi)

Supervision and external examination

2011-2012: Supervisor2 groups1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2011-2013: Supervisor3 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2013-2014: Supervisor3 groups4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2011: Supervisor1 group4. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2013: Supervisor1 group5. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2011: Supervisor1 group6. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2011: Co-supervisor1 group2. semester on Energy technology (Bachelor, AAU Energy)
2012: External examiner project exam2 groups1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2011-2012: External examiner project exam4 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2014: External examiner in course (Bæredygtige Energisystemer)4 groups6. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2015: Supervisor1 group2. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2015: Supervisor3 groups4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2015: Supervisor1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2015: Supervisor2 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: Supervisor1 group2. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: Supervisor5 groups4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: External examiner in course (Bæredygtige Energisystemer)6. semester on Energy technology (Bachelor, AAU Energy)
2016-2017: Phd Co-supervisor1. semester on PhD Lars Grundahl (PhD, Department of Planning)
2016: Supervisor1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: Supervisor1 group3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: Supervisor1 group5. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)
2016: External examiner project exam1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2016: External examiner project exam2 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)
2017: Supervisor5 groups4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

Planning)

2017: External examiner project exam2 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2017: External examiner project exam1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2018: Supervisor3.5 groups4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2018: Supervisor1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2018: Supervisor1 group3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2018: External examiner project exam2 groups3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2018: External examiner in course (Bæredygtige Energisystemer)4. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)

2019: Supervisor 2 groups 4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2019: Supervisor 1 group 1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2019: Supervisor1 group3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2019: External examiner project exam1 group1. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2020: Supervisor 1 group 4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2020: Supervisor 1 group 6. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)

2020: Supervisor 3 groups 3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2021: Supervisor 1 group 4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

2021: Supervisor 1 group 2. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)

2021: Supervisor 1 group 4. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)

2021: Supervisor 1 group 4. semester on Sustainable Cities (Master, Department of Planning)

2021: Supervisor 1 group. Adjunktpædagogikum on Department of Planning

2022: Supervisor 2 groups 4. semester on Urban, Energy and Environmental Planning (Bachelor, Department of Planning)

2022: Supervisor 1 group 3. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

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

2020-present Semestercoordinator 4. semester on Sustainable Energy Planning and Management (Master, Department of Planning)

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

University Pedagogy for Assistant Professors at Aalborg University in the period 2014-2015.

PV seminar – Spring 2015

This was a two-day seminar for teachers on the 1. Semester PV course.

PhD course - PBL in Engineering and Science – Development of Supervisor Skills, Fall 2012

This course was part of my PhD and a general introduction to PBL and mainly focusing on supervising.

PhD course - Professional Communication, Spring 2011

This course was mainly on how to make good presentations, both in regards to how to make good PowerPoint slides as well on how to communicate well.

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

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5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde

med eksterne samarbejdspartnere o.l.

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6. Nominering til og/eller modtagelse af undervisningspriser.

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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.

For me, the primary goal of teaching is student learning. Student learning is only achievable when the student is motivated. What motivates students varies and it is essential to try to accommodate these differences. One way to accommodate this is to recognize that students have different learning styles and try to design the teaching in such a way that it covers these styles. It is also important to acknowledge that for some students it takes a lot of work to get good results, while other students get good result by little work. Here I find it important to recognize both types as well as building the teaching upon what the students already know. In other words, teaching needs to build a bridge between current knowledge and destined knowledge. Furthermore, I find it important that the teacher is passionate, and can create a good teaching atmosphere, for instance by using humor in relevant situations.

On a more practical level, it is important to be both organized and prepared in a teaching situation. An example would be testing assignments before handing them out to students. Another aim, especially as a supervisor, is simply to be available to students. It seems logical that a supervisor should be available, but based on my own experience, supervisors are often not easy to contact. In lecture situations, my aim is to use visuals and figures when possible, as well as clear and concise formulations. I also find it important to be flexible if something does not work and listening to student feedback is essential as these both contribute to improve the current content and give new ideas. Lastly, a personal aim is to return my own feedback to students within a reasonable timeframe, especially in exam situations but also for ongoing assignments.

Another aspect of teaching is to develop the students to gain certain skills and competences in a broader understanding. It is important that they learn to solve problems that are based on real problems. This is achieved by using multidisciplinary examples as well as historical contexts in the teaching. Within my field, it is important with involvement in the outside world, because the barrier to most energy projects is not technical but to understand the context of the projects. In addition, it is essential that students learn to be critical towards the computer tools and models that they meet as energy planners. As my own specialization is within geographic modeling of energy systems, I also try to increase students' awareness of this aspect. Additionally, I hope to improve the cooperation skills of the students as I find that the best solutions are found by being able to cooperate with others.

My own aim with teaching is to improve my teaching, so that I can improve professionally. Learning is something that never stops, and by teaching others, you learn a lot.

8. Andet.

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