

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.

My teaching has been devoted to three educations – Indoor Environmental and Energy Engineering (BSc & MSc) and Building Energy Design (MSc) both belonging to the B-study board and Architecture & Design (BSc and MSc) belonging to the A-study board. I have supervised and co-supervised >150 MSc students and >15 PhD students for their thesis/dissertation work. I am (2018-2026) external examiner for Bachelor of Engineering (BEng) programmes and technical diploma programmes and external examiner for BSc and MSc in Engineering.

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.

2010 – 2020 member of the A – study board. 2010 – 2012 member of the B-study board 2020 - Head of the B-study board. I have been Head of program (Programkoordinator) on Indoor Environmental and Energy Engineering from 2012 and on Building energy Design from the beginning in 2015.

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

Participated in Adjunktpædagogikum 2004-2006 and supervisor for 3 Assistant Professor (2012-2014, 2014-2016, 2021-2023)

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.

Participated in the network on first year PBL and participating in DEEP

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.

B.Sc. and M.Sc. in Indoor Environmental Engineering I have from 2008 been strongly involved in both planning and execution of this education. I have been involved in updating and co-developing of several of the courses and projects e.g. Advanced modelling of Energy and Indoor Environment, Introduction to PBL and Indoor Environmental Engineering, Indoor Environmental Analysis and Measurements, Hygrothermal Building Physics and Building Energy Consumption, Fault Detection. M.Sc. in Building Energy Design I was one of two persons applying for and developing the curriculum for the M.Sc. education in Building Energy Design prior to its start in 2015 and later in the detailed planning of the education. B.Sc. and M.Sc. in Architecture & Design I was from 2010-2020 strongly involved in both planning and execution of this education. This involves especially adapting engineering methodology and workflow to accommodate the needs of the architectural design process and design evaluation with the aim to facilitate building simulations as one of the design guiding elements. I have been involved in updating and co-developing of several of the courses and projects e.g. Integrated Design-Engineering IV: Passive and Active Design Strategies to Support Sustainable Building Design, Integrated Design-Engineering VI-B: Simulations of Indoor Built Environments and Energy Consumption, Advanced Integrated Design II: Green Building Strategies with Focus on Energy and Emission Assessment. B.Sc. and M.Sc. in Bæredygtige Byggeprocesser As head of the study board I was strongly involved in and responsible for the application, curriculum development and starting of this education.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

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)

8. Any other information or comments.

I have served as an external evaluator (Panelmedlem) for The Danish Accreditation Institution (ACE) on 10 educations from 2015 – 2016