

## Undervisningsportfolio

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

#### Course coordinator

Bachelor programme in Urban, Energy & Environmental Planning/LAND/BB at Aalborg University "Problem Based Learning in science, technology and society" 5 ECTS (2018-2022)

"Participatory processes" 5 ECTS (2018-2022)-Teaching at the course "Participatory processes" (2018-2020):Participation in a rational planning perspectiveParticipation in a communicative planning perspectiveThe frames for public participationParticipation in a "Future creating workshop"Designing participatory processesExcursion to Amager FælledExam-Supervising (2018-2022)

Course coordinator of "Water management of sustainable cities" (5 ECTS) Sustainable Cities at Aalborg University (2020-2022)

"Economic, Social and Environmental Impact Assessment" Sustainable Cities at Aalborg University (5 ECTS) (2017-2019)

#### Teaching at the course:

"Problem Based Learning in science, technology and society" (2013-2022): Qualitative and quantitative methods in social sciences Theory – Introduction Stakeholders and interestsProcess AnalysisSustainability – environment, history and regulationFeedback-sessionsExam

"Frames and practices of planning" (2016-2022): The publics participation in planning,Sustainability in planning,Excursion to Aalborg – case Limfjorden -Supervising (2014-2020)

Urban, Energy and Environmental Planning 4st semester-Teaching at the course "Environmental assessment and scenarios" (2016-2022):Assessment of social and socio-economic consequences

Urban, Energy and Environmental Planning 5st semester-Teaching at the course "Planning and regulation" (2013-2016):Planning Methods, Citizens Meetings Citizens participation - rationales and planning roles

Urban, Energy and Environmental Planning 2st semester-Teaching at the course "Population and sustainability" (2016):Citizen participation - water planning in Sweden-Supervising (2014-2016)

Teaching at the course Sustainability - values, regulations and methods" (2014):Sustainability in legislation and regulation

"Economic, Social and Environmental Impact Assessment" (2014-2019):Participation and Deliberation in Impact AssessmentPublic participation in Impact AssessmentExcursion to Amager bakke – insinuation IntroductionExam Sustainable Cities 3th and 4th semester -Supervising (2014-2020)

Master programme in Techno-Anthropology 8th semester -Teaching at the course "Facilitation of Design Processes and Technological Innovation" (2019):Action Research - Future Creating WorkshopBachelor programme in Techno-Anthropology 4th semester

Teaching at the course "Sustainability – values, regulation and methods" (2014):Sustainability in legislation and regulation

Master Programme in Environmental Management and Sustainability Science 7th semester

Teaching at the course "Sustainability by Design" (2013-2014):Participatory Approaches

#### Supervision

Extensive supervision at Bachelor programme in Urban, Energy & Environmental Planning and Master programme in Sustainable Cities at Aalborg University (2016-2022)

PhD co-supervisor 2019-2021-Trine Skovgaard Kirkfeldt

#### Other Universities

Technical University of Lisbon (ISTU). Teaching on a Erasmus+ scholarship spring 2022 at courses in environmental management.

Teaching at The Department of Environmental, Social and Spatial Change, Roskilde University:PhD course: -Nature-Society Relationships in transition Action Research methodologies to collectively deal with experience and utopia, Evora University, Portugal (2012)Teaching a one-day workshop: Organisation of a future creating workshop - within Critical Utopian Action Research

Master Programme in City, plan and process 7th semester-Teaching at the course "Facilitation and design of participation processes" (2013):Methods in Action Research - the organization of Future Workshops Master Programme of Environmental Planning 6th semester

Teaching at the course "Regulation and Planning of environment, nature and energy" (2010-2012):Water Planning in Denmark - managing impact assessment and public participation-

Supervising (2007-2012) Master Programme of Environmental Planning 9th semester-

Teaching at the course "Qualitative methods in project work" (2008-2010):Qualitative methodsWorkshops-Supervising (2007-2012)

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

Semester coordination:

Urban, Energy and Environmental Planning 1st semester 2016-2022

Sustainable Cities 4th semester 2022-2022

Sustainable Cities 2th semester 2020-2021

Urban, Energy and Environmental Planning 6st semester 2020

Course coordinator:

"Problem Based Learning in science, technology and society" 1st semester at Urban, Energy and Environmental Planning, LAND, Sustainable Buildings (2018-2022)

"Participatory processes" 6th semester 2018-2022

"Water management of sustainable cities" 2th semester Master 2020-2022

"Economic, Social and Environmental Impact Assessment" 2th semester Master 2017-2019

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

- Adjunct pædagogikum completed 2014-2016

-PBL

-Supervision

-ICT

-ICT og læring

-Powerpoints

-Personlig supervision på forelæsning og vejledning

- Voksenpædagogikum 2000

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

Ikke konkret i relaSeminars for teachers about PBL in teaching at University of Lisbon (2022).

Participation in "teachers day" 2018-2021.

tion til undervisning..

### **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

Contributed to developing the Sustainability e-learning courses across educations at Plan.

In our project "Strategic Environmental Assessment for Capacity Development in Higher Education in Asia" we are developing PBL teaching material.

Published a chapter about PBL and SEA in a book about teaching method and SEA 2021.

As part of the "SEA PLASTIC EDU" project (South East Asian-Europe Network for building training and education capacities in Plastic Recycling in Laos and Vietnam) I am developing teaching material which are going to be published.

The teaching material is about "Problem based learning approach facilitating sustainable plastic waste management" and "Citizens engagement in prevention of plastic".

Published a chapter in a teaching book about action research 2012.

### **6. Nominering til og/eller modtagelse af undervisningspriser.**

Nomineret til årets underviser 2021

### **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.**

The majority of my teaching is directly related to my research field. I highly value this coupling of research and teaching as it provides good synergy.

Basically, it is my desire as a teacher and supervisor to help facilitate a learning environment that motivates students to explore their research areas and support their journey of knowledge formation and education. It is my experience that the creation of a dynamic learning environment is based on students' experiences and the active involvement of these in the teaching and guidance. Therefore, I have a participant-oriented approach to teaching, which arises from my background in teaching and which is also closely related to my field of research and approaches to research.

I have a strong background in PBL being educated and starting my academic career at the two Problem Based Learning universities in Denmark. Now teaching first year students PBL, finalising a PBL project and contributing to developing PBL at universities in South East Asia, places the PBL as a central approach in my teaching. In my point of view PBL is much

more than applying different teaching methods like. In particular, there are three concepts that guides me when I plan and conduct my teaching. This is active learning, experience (Dewey 1963) and the exemplary principle (Negt 1997) adding a relevant societal focus by coupling student's experiences to current societal issues. These ideals facilitate a participatory learning environment having the traditional plenary lessons supplemented or re-organized with student reflexive learning processes and active participation.

## **8. Andet.**

Skriv dit svar her...