

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.

Lectures in:

- Waste management
- Sustainable consumption and production
- Sustainable products and services
- Research design
- European environmental policy
- Eco-design
- Industrial ecology
- Life cycle assessment

Supervision of semester projects, B.Sc theses and B.Sc theses

Appointed external assessor at DTU - the Technical University of Denmark

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.

-Program director for the M.Sc. specialization in "Environmental Management and Sustainability Science"

-Semester co-ordinator for 1st and 3rd semester in the above M.Sc specialization;

-Member of the Study Board for Planning and Surveying

-Course co-ordinator for:

- Infrastruktursystemer (in Danish)
- Sustainable Consumption and Production
- Project Management (2023)

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

Completed formal lecturer training program (1995-1997)

Annual teaching day

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.

Type your answer here...

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.

Development of individualized student development talks (mentoring)

Development and execution of university summer courses:

- Life Cycle Management (Universiti Malaya, AAU)
- Industrial Ecology (Free University of Brussels)
- Maritime CleanTech (AAU)

Papers:

"Leaving the lecture room and learning LCM: - Experiences from Aalborg University after 13 years and 1950 students on LCA and related issues" Riisgaard, H., 2003, CIRP Life Cycle Engineering Seminar proceedings, Copenhagen 2003."
"Paying Students to Pay Attention: and Nine Other Ways to Teach Sustainable Design and LCA at Aalborg University" Riisgaard, H., 2002, Mulder, Karel F. (ed.). Delft University of Technology, s. 105

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

One of my key arguments is the value of close interactions between AAU students and outside stakeholders in the PBL setup. I usually spend time long before semester start to facilitate initial contacts with relevant industries or organizations. These efforts were officially recognized when I in 2012 was awarded "AAU Matchmaker of the year."

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...