

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.

Since 2016, I have been teaching and supervising at various study programs at Aalborg University at both the bachelor's and master's level. My main teaching and supervision activities have been in connection with the study programs of: •Urban-, Energy- and Environmental Planning (bachelor) •Techno-Anthropology (bachelor) •Environmental Management & Sustainability Science (master) Supervision I have mainly supervised at the study programs of Techno-Anthropology (bachelor), Urban-, Energy- and Environmental Planning (bachelor) and Environmental Management & Sustainability Science (master), but also co-supervised at various study programs at the Technical Faculty of IT and Design and the Faculty of Engineering and Science (Software, Computer Science, Chemical Engineering, Environmental Science etc.) Lecturing I have been lecturing at various courses: •Sustainable Consumption and Production, 7th semester Environmental Management & Sustainability Science •Domaine Course on Institutions, Governance and Use Practice, 3rd semester Techno-Anthropology •Technological Domain Knowledge, 2nd semester Techno-Anthropology •Framework and Practices of Planning, 1st semester Urban-, Energy- and Environmental Planning •Problem Based Learning, 1st semester Medialogy •Sustainable Development Goals and their Context, 1st semester General 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.

Since 2020, I have been the course coordinator of the course Framework and Practices of Planning at 1st semester Urban-, Energy- and Environmental Planning, and coordinator of the STS part of the course Problem-based learning at 1st semester Medialogy. Since 2021, I have also been the course coordinator of the course Technological Domain Knowledge at 2nd semester Techno-Anthropology, and the course Sustainable Development Goals and their Context at 1st semester General Engineering.

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

University pedagogy for assistant professors (2020-2021) I have completed the University Pedagogical Course at Aalborg University. The course consists of five mandatory modules, an AP certification program in English (C1 level of the Common European Framework of reference for Languages (CEFR)) and three elective modules: Mandatory modules: o Teaching at a PBL University o Planning and Implementation of Group Instruction o The PBL Group - Collaboration, Process and Supervision o The Use of IT and Media for Learning and Teaching o Planning, Development and Quality Assurance of Study Programmes Elective modules: o Enable your student's creativity during your teaching o Digital technologies in university pedagogy o Teaching portfolio

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.

In 2022, I took part in developing a new Sustainability e-course at the Department of Planning. I collaborated with three colleagues to develop a module on the UN Sustainable Development Goals. In 2021, I co-developed a new course focused on the UN Sustainable Development Goals (5 ECTS) for a new bachelor's degree in General Engineering.

Together with a colleague, we developed the learning objectives for the course as well as the entire curriculum and course plan. With the UN Sustainable Development Goals as frame for the course, we focused on developing a course and teaching material that provide the students with a thorough understanding of all goals, targets and indicators, as well as different perspectives on the goals.

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

Type your answer here...

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)

My overall philosophy for teaching is based on an engaging and communicative style, where I aim to facilitate the problem-based learning model for students and inspire them for learning through:

- o Engaged research-based teaching that is novel for the students
- o Enabling the students in identifying relevant and current problems to keep them motivated
- o Actively engaging students in teaching to support their learning and enable them to take responsibility for their own learning
- o Group-based activities that celebrate and embrace student diversity

I therefore see my role as lecturer and supervisor to support and enable the students in taking responsibility for their own learning process, both in their semester projects and during lectures, while ensuring compliance with the learning objectives. I believe that in order to facilitate the problem-based learning model at Aalborg University, my role is to enable the students to identify and work with relevant problems that they can contribute to solving with their academic profile. I strive to make my teaching as novel and relevant for the students as possible by continuously updating my teaching material and working with different ways of engaging students, e.g. through flipped classrooms, practical assignments, group discussions etc. Furthermore, several of my teaching activities have been in collaboration with colleagues, either as co-supervisor, co-coordinator or through monthly supervisor lunches with colleagues focusing on knowledge sharing. I find tremendous value in my colleagues in regards to teaching, e.g. through knowledge sharing, debating how to manage issues within lectures or supervision, and as inspiration for my teaching.

8. Any other information or comments.

Type your answer here...