

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.

I have been teaching at AAU since 1998, supervised more than 100 project groups and supervised 10 Ph.d. students in relation to environmental innovation and engineering education. I have during the years held courses primarily in relation to environmental management; science technology and society, and to a high extent Problem Based Learning. I have taught in pure online programmes, in blended learning modes and in pure physical environments. I have arranged courses and workshops and carried out supervision and examinations at all levels of university education, including Bachelor and Master level as well as staff development.

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.

I have been responsible for Problem Based Learning activities at all programmes in the engineering faculties at AAU in more than 10 years. I have been acting head of study (in a period of 9 months (due to sick leave) at the former basic studies across engineering programs, and has assisted the Head of Study at the Basic Education in more than three years. I was seated in the study board for Basic studies more in than 5 years.

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

I have completed the pedagogical program for assistant professors, and after that I have attended multiple PBL conferences and seminars, and as a PBL researcher myself, I have also carried out several research activities in relation to PBL.

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.

I have several publications in the field of PBL, please see <https://vbn.aau.dk/da/persons/103630>

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.

I have written a book together with cross-faculty staff for teaching in PBL for first year students and also lecture notes and guides (e.g. guides for students in relation to PBL competences profiles and also entrepreneurship). Please find an overview of external collaborations related to PBL in my vbn profile <https://vbn.aau.dk/da/persons/103630>.

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

To be honest, I have never collected written feedback on my teaching during the years. I have a positive evaluation based on my pedagogical training, have experienced an overall satisfaction with my teaching from students - and acted on proposals for improvements from students along the way. The most valuable feedback is however, the feedback I have got from the students during a course of teaching.

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)

As a PBL researcher, I have during the years been able to act on new educational incentives in regard to PBL (please find various experiments documented in my publications). As I, in the recent years, have taken upon me a high degree of management task, my teaching could however be up-dated in terms of integrating the newest digital tools in my teaching.

8. Any other information or comments.

I enjoy teaching and interacting with students and peers. I enjoy experimenting with my teaching aligned and it is a privilege to have such a high degree of synergy between my PBL research and my teaching at Aalborg University.