

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

SUPERVISIONTopics: local development in peripheral areas, natural resource management, climate change resilience, human-wildlife conflicts, fisheries management, gender perspectives **PHD level** Mathilde Autzen Højrup, *The battle for sustainability in eco-labeling for small-scale fisheries* Main supervisor: October 2020-Dec 2021 Co-supervisor: October 2019-2020 **Masters level** 2 Theses (10th semester): Human Geography, CiSu 3 Semester projects: Human Geography, EMSS, CiSu2 Internship semester projects: Human Geography **Bachelors level (in Danish)** 3 Theses (6th semester): Geography 5 Semester Projects: Geography **TEACHING/LECTURING** Writing your (reflective & reflexive) methodology, course at PhD level, 4 ECTS TECH Faculty General course, AAU Fall 2022 Lectures, research-based teaching, student workshops Natural Resource Management, course at Master's level, 5 ECTS Environmental Management & Sustainability Science, AAU Spring 2022 Lectures, research-based teaching, student exercises, workshops Course introduction, and understanding natural resources and forms of management * The 'commons' and the many problems with Garrett Hardin's 'Tragedy of the Commons' What's a 'Green/Blue Grab'? Resources, space, and dispossessions Calls to decolonize conservation * Ecosystem restoration and rewilding: strategies and controversies * Animal-human conflicts and conclusion of course * * co-taught Styling af interdisciplinære teknologiprojekter, course at Bachelor's level, 5 ECTS Techno-Anthropology, AAU Spring 2022 Lectures, student exercises, workshops Introduction, expectations, and motivations Project as organizing construct: what characterizes (good & bad) management? Studying organization: structures, cultures, processes and practices Learning from failure: introducing reflection and reflexivity into project management Management and planning tools workshop (student-led presentations) Interactional expertise in practice 'Stuck in the middle with you': Inter- & multi-disciplinary translators Facilitation & Co-production workshop Human-Environment Interactions, course at Master's level, 5 ECTS Human Geography, AAU Fall 2017, 2018, 2019 Lectures & student-led seminar discussions Introduction to historical camps in human/environment relations Pristine Wilderness or peopled places? Understanding nature, landscape, and the environment Sense of Place Rural places and neoliberalism Natural resource dependent communities/extractive industries Etik og Teknologiske Interventionsprocesser, course at Bachelor's level, 5 ECTS Techno-Anthropology, AAU Fall 2018, 2019 Anthropology, intervention and ethics How can you incorporate ethics into your projects? Steder og Stromme, course at Bachelor's level, 5 ECTS Geogrphahy, AAU Spring 2017, 2018, 2019 Research-based lecture & student exercise The harbor as a fisheries connection point Miljøvurdering og forvaltning, course at Bachelor's level, 5 ECTS Biology & Environmental Engineering programs, AAU Fundamental concepts in environmental management Ecosystem-based management and Local Ecological Knowledge New England & the Sea (MAF 120), Bachelor's course Marine Affairs, University of Rhode Island (USA) Spring 2015, 2016 "Manufactured for the trade:" Nostalgia, quaintness, and authenticity in tourism in coastal New England Fishing and transition as described in Matt McKenzie's Clearing the Coastline Studying New England as a region: How glaciation shaped the landscape & development (2-part lecture) Mid-term review and introduction to tourism Human Use & Management of the Marine Environment (MAF 100), Bachelor's course Marine Affairs, University of Rhode Island (USA) Fall 2015 Research-based lecture Heritage Tourism and the Authenticity Bind

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Semester Coordination: Geography, 6th semester, Bachelor's, AAU Spring 2019 **Course Coordination:** Natural Resource Management, course at Master's level, 5 ECTS Environmental Management & Sustainability Science, AAU Spring 2022-present Management of interdisciplinary technology projects, course at Bachelor's level, 5 ECTS Techno-Anthropology, AAU Spring 2022-present Human-Environment Interactions, course at Master's level, 5 ECTS Human Geography, AAU Fall 2017, 2018, 2019

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

2017-2018: Course in University Teaching Pedagogy, Aalborg University, Aalborg, DK July 2017: Teaching about Socio-Environmental Synthesis with Case Studies short course, National Socio-environmental Synthesis Center (SESYN), Annapolis, MD

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

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5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

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6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

TEACHING PHILOSOPHY I believe students learn best when they are activated, meaning they are interested in the material, cognizant of their role and responsibility in their learning, and challenged at the frontiers of their current abilities but able to connect previous knowledge. My overarching goal for students is that they develop as critical thinkers, who can analyze and synthesize diverse forms of information, and can communicate effectively and take responsibility for their academic development. I want students to take initiative and to be creative, self-directed learners. I facilitate such engagement by incorporating research-based teaching, active learning exercises, and student-led discussion into my courses, classes, and student project supervision. I rely on research-based teaching to demonstrate how the issues discussed in class link to actual investigations and inquiries in an effort to engage students in course material and encourage them to articulate their own topical interests in projects. For example, in a class for first-year geography students, I lectured on fisheries dependence sharing findings from my own research and created an activity in which students worked in groups coding excerpts of my actual interview transcripts. The activity both reinforced the content presented in lecture, but also demystified the "black box" of qualitative data analysis, as students seldom were exposed to data analysis in low-stakes situations, where grades or the success of a project were not on the line. Additionally, I have used my research and writing on marine ecosystem restoration and rigs-to-reefs to introduce students to debates within the field. Thus, in my teaching, research and case applications provide concrete illustrations of abstract concepts and offer opportunities for active student participation. I enjoy teaching seminars where learning arises from student-led discussions and exchange among peers and faculty. In advanced social science courses readings are central and discussing those texts can be some of the best methods for understanding various perspectives or intellectual camps. In seminar, I encourage students to take on new roles as discussion facilitators; my goal is for students to take a more central role in their learning and steer the discussion, but this requires providing guidelines and scaffolding student development in such roles. I actively participate in the discussion with the students, making comments and asking clarifying questions to deepen their arguments. Because this form of learning is new to Aalborg University students, I reserve time at the end of class to summarize conclusions and provide feedback to the facilitator and other students on the process, namely how we can improve for next class. While students express that they are nervous to take on the role of facilitator, they come well-prepared—reading and marking up the texts, thinking about themes, and writing questions. Moreover, I see a spillover effect as participants feel the responsibility to come ready to exchange with their fellow students and support their peer facilitator. A student, who was admittedly skeptical of this format because of previous, negative experience said she was pleasantly surprised and appreciated that I actively took part in the conversation. Although there is a release of authority in this teaching model, for it to succeed I must articulate clear expectations for students, read deeply and prepare, and actively listen. Nonetheless, at large universities courses cannot always be taught in this manner; lecturing is a mainstay of university teaching. I incorporate tenets of student-centered learning into lectures by having students speak to their neighbor about a question I pose. Then I select students to report out on the discussions they shared with their classmates and use these moments to segue back to lecture. Furthermore, writing assignments are sometimes jettisoned in large classes because of the impracticalities of grading and providing feedback to a hundred or more students. I stand by the importance of having students write at least a page as a form of assessment. At University of Rhode Island, we incorporated self-guided fieldtrips and one-page reflective writing assignments into a course, New England and the Sea (MAF 120). These self-guided fieldtrips served multiple purposes: connecting classroom learning to the region, developing

student autonomy by instigating initiative and planning, and practicing writing. Finally, improving my pedagogical practice requires continual reflection, creativity, and problem solving. My teaching mentor at Aalborg University reminds me that getting a course to achieve what you envision can take about three years of incremental improvements. Therefore, being an effective instructor is not about having the perfect plan but being aware of the numerous levers to pull to adjust the course. Early in my PBL teaching, I realized the great benefit of pausing to probe students' thinking when they solicit an immediate solution to their problem. I have also gained insights by observing students when they work in groups and struggle together. Witnessing the intended and unintended outcomes of my teaching, I gain entry to student thinking and can better see where to improve my lectures, directions, or selection of readings. In the coming years, I plan to tackle the challenges that remain in my teaching. I will continue to find ways to help students capture nuance and convey the multiple facets of social and ecological problems. I will employ the practices I outlined here and strengthen my course and lecture design to align with explicit learning goals and recalibrate course materials based on formal and informal feedback from students and mentors and new research in the field.

8. Andet.

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