

## 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.**

### SUPERVISION

**Topics:** 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

Management of interdisciplinary technology projects, 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

Ethics & Technological Intervention Processes, 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?

Places & Flows, course at Bachelor's level, 5 ECTS  
Geography, AAU  
Spring 2017, 2018, 2019  
Research-based lecture & student exercise  
-The harbor as a fisheries connection point

Environmental management, course at Bachelor's level, 5 ECTS  
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. 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.**

**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. 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**

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 (SESYNC), Annapolis, MD

**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.**

Type your answer here...

**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)**

#### 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. Any other information or comments.**

Type your answer here...