

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.

Advisor (Bachelor)

Landinspektørvidenskab Semesters 1, 2 & 3, 15 ects

By-, energi- og miljøplanlægning Semester 3, 15 ect

PBL Advisor (Master)

Landinspektørvidenskab Semester 1 & 2 (15 ect), Semester 3 (20 ect) & Semester 4 (30 ect)

Lecturing (Bachelor)

By-, energi- og miljøplanlægning – 3 semester "By geografi" (5 ect)

By-, energi- og miljøplanlægning – 3 semester "Bypolitik og planlægning" (5 ect)

Landinspektørvidenskab – 3 semester "Bypolitik og planlægning" (5 ect)

Landinspektørvidenskab – 4 semester "Planjura og regulering II" (5 ect)

Lecturing (Masters)

By-, energi- og miljøplanlægning (Engelsk) – 1 Semester "Sustainable Urban Planning" (5 ect)

By-, energi- og miljøplanlægning (Engelsk) – 2 semester "The Deliberative Planner" (5 ect)

Landinspektørvidenskab (Engelsk) "Spatial Planning and Governance"- 2 semester (5 ect)

Landinspektørvidenskab (Landinspektør, Engelsk)Semesterkoordinator SPLM2 Aalborg

Teaching UNCC: GEOG 2000 Social Inequality and Planning GEOG 4/5000 Neighborhood Planning Seminar GEOG 6040 Community Planning Workshop GEOG 8/6500 Planning Theory and Practice (all courses developed and taught by me repeated yearly 8-10 times – syllabus can be shared upon request and all include PBL)

Teaching Illinois:Arch 401 Action Research Seminar UP378 Community Development Workshop

Graduate student thesis and dissertation advising at UNCC: Charles Trowell (MA dual degree Urban design/Geography student Fall 18) Jeremy Vargas (part time MA geography student) Sara Tornabene (PhD student Fall 17) Barbara Lash (PhD student Spring 17) Marshall Travis UNCC Geography MA (fall 17) Saidah McKissick UNCC Geography MABryan Rowland UNCC Geography MA Completed Summer 18 Jameese Pinkston, UNCC Geography MA (Graduated Spring 17) Cache Owens UNCC Geography PhD (Spring 18). Angel Hjarding PhD student. Graduated Spring 17. "The Butterfly Highway" Thomas J Howarth (PhD Graduated Fall 2019). Tara Bengle UNCC Geography PhD (Complete) Summer 2015. Power, Participation and PartnershipsMelissa Currie UNCC Geography (Complete Spring 2015). Starter home Community Resiliency – analysis of starter home sub-divisions in Charlotte, NC. Cache Owens (PhD Completed 2019) Allen Davis, UNCC Geography MA, (complete Fall 2014)Dylan McKnight, UNCC Geography, (MA complete Summer 2013) Tarik Kiley, UNCC Geography, (MA completed summer 2013),Thomas J Howarth, UNCC Geography MA (completed spring 2013). Arthur Pryer, UNCC Geography MA (completed spring 2013). Tara Bengle, UNCC Geography (completed summer 2011). Jennifer Morell, UNCC Geography MA, (Complete summer 2010)

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 coordinator SPLM2

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

Peer review and feedback on my courses for the first 5 years of teaching at UNC charlotte as part of the tenure process

UNC charlotte Workshops offered by the center for teaching and learning (2008-2010):

Curriculum originator session

Blackboard Vista workshop

Engaging the Millennial Student in Learning

First Day of Class: Starting Off on the Right Foot

Last Day of Class

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)

I strive to ensure close interaction between theory and practice to bridge the gap between the university and the experiences our graduates will have as they enter the workforce. Providing opportunity for applied problem solving and engagement with diverse communities, are amongst the most important ways I can help prepare my students for the highly interdisciplinary and political nature of their future careers. I seek to engage all my students in solving real-world problems and in the process capture students' interest and provoke serious thinking as they acquire and apply new knowledge. I am in this context grateful that I learned the pedagogy of problem-based learning (PBL) during my own master program at AAU. I have continued to use and learn more about this approach in my own teaching in the US for two decades, and for the past 1,5 year upon my return to AAU. I find that this approach to teaching is exceptionally well suited to assist students at all levels to learn and master.

I have over the years developed methods and strategies to merge many of my teaching roles with my neighborhood-based research. As such, the PBL projects my students have engaged in have often been pieces of larger research project and have led to students having the opportunity to present at conferences and be co-authors on publications. Students have worked under my supervision creating strategic planning documents that have been of real value to community partners. I am very excited to have accomplished this type of publications in large numbers – and while these are not peer reviewed in the

traditional sense of double-blind process, they are extensively reviewed and revised based on the feedback from local experts who have chosen to use these products of teaching to guide development in their neighborhoods. I take pride in this very strong link between my research and teaching and my opportunities to work with students to become co-authors of research as they learn has been a gratifying experience for all. Many of my former students hold Planning positions in municipalities and private firms, and I continue to stay in touch with them and engage them in my conversations about needed changes and added topics for the classes I teach. I am dedicated to ensuring updated and research-based teaching. As evident in my CV, I have taught for a long time and on all levels from first year undergraduate classes through chairing PhD dissertations. At Aalborg University I have found my way into both undergraduate- and graduate- instruction, which is something I appreciate very much. I can connect well with our students here, teaching and advising equally well in Danish and English. My own disciplinary roots as landinspektør prepares me well for engaging with our students, and I also believe the students benefits from and appreciate the knowledge and perspectives I bring from my years in the US. One area of teaching that I miss from my work at UNC Charlotte is supervising PhD students. Over the course of my career there, I had great experience of successfully chairing the committees of four candidates who completes their PhDs and served on several other dissertation committees in secondary advisory roles. I sincerely hope that I will get the chance to continue this mentorship at AAU and thereby training the next generations of educators and researchers for our field.

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8. Any other information or comments.

Type your answer here...