

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.

Over my career, I have amassed a wide range of teaching experience. Most of this teaching experience has been in my present institution, the Aarhus School of Architecture. My teaching largely falls into 3 categories: project-based tuition focused on individual student's projects in a studio environment, workshop-based tuition focused on the transmission of a specific set of knowledge – often related to technology, and lecture-based tuition focused on communicating historical or theoretical perspectives. My primary teaching role over my career has been in the capacity of studio tutor at both bachelor and master levels. All studio tuition in my present institution takes place in collaborative teams, with each member of the team contributing equally to the content and focus of the studio. In this capacity, my role has been, together with my peers, to develop the studio curriculum, including supporting literature and lectures, as well as the coordination of all logistical concerns. Between 2016-2018, with Naina Gupta, I led a bachelor unit in the teaching program devoted to sustainability. We introduced students to topics in sustainability with a broad perspective on the term, including discussions of the social and political context of sustainability alongside technical considerations. In addition to this primary role, because of my expertise with digital design and fabrication methodologies, I was also responsible for developing several workshops which combined digital design with material fabrication. More often than not, I taught these workshops individually, although I occasionally had collaborators. These were largely a full-time, 2-week module which would introduce students in small groups to a specific workflow from digital modelling or scripting to material knowledge and finish with 1:1 fabrication. Moreover, I have also taught topics in relation to sustainability. These include a course introducing sustainable theory with Walter Unterrainer entitled "Discourses in Ecology," and lectures on basic concepts in building performance for my bachelor unit. I have also supervised 7 bachelor's thesis projects and 13 master's thesis projects over the period from 2014 -2018.

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.

Although I have never held a senior position at a teaching institution, I do have some experience with curriculum. I was co-chair of the Aarhus School of Architecture's Study Board for 3 years. The job of the study board is first to ensure the quality of the educational programs. This means that we would make recommendations to the Rector with regard to academic regulations, and to the Head of Education with regard to changes in the school curriculum. We would also make decisions with regard to exemptions from academic regulations. During my time in the school, I was able to participate in discussions around a major change to the academic structure of the school, and to make suggestions about how it would impact the structure of the educational programs. I was also a part of the PhD committee, which had a similar role in relation to the PhD school. While I still have a lot to learn about the administrative functioning of an educational institution, I believe I was uniquely able to bring my international experience and perspective to the discussions in Aarhus. Moreover, I believe that we were able to cultivate a collegial environment for dialogue and the sharing of ideas, and to make the space for looking at problems from many different perspectives.

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 a required course titled "Paedagogicum Light," worth 1 ECTS, during the course of my PhD. What teaching competences I have comes rather as a result of my experience teaching by myself and with other experienced teachers in a range of subjects. In addition, I was a part of the Aarhus School of Architecture's contribution to the Erasmus+ project "Advancing Supervision for Artistic Research Doctorates," which familiarized me with some of the literature around doctoral supervision.

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.

Architectural pedagogy has been a significant component of my research over the last years. In fact, my PhD, entitled "Elaborate Strategies of (In)Direction: Science Fictioning Architectural Pedagogy" focused on developing several discipline-specific methods for teaching architecture, with special attention to the way these methods dealt with the topic of an unknown future. My motivation for my PhD Research has been to develop my own competence as a teacher, and to help me to understand and even challenge some of the assumptions that I would make as a teacher of architecture. My research has found several theoretical discourses that impact upon how I teach, in particular Paulo Freire's Critical Pedagogy and its feminist incarnations in bell hooks. I have also learned quite a bit in recent work which combines pedagogical theory with speculative tendencies in philosophy; educational theorists Jessie Beier, Jason Wallin, and Matthew Carlin are significant here. As it is the topic of my PhD, I have always seen pedagogy as a site of active experimentation, with the constant aim of improving what and how I teach, and with the added benefit of being able to share this with my peers through publication. My pedagogical research, for example, has been the topic of some of my peer-reviewed publications such as "Science Fictioning Participatory Design" (2022), and "Science Fictioning Architectural Pedagogy" (Aarhus, 2021).

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)

The bulk of my teaching experience has been in the context of project-based learning in the studio environment of design education. My attitudes towards teaching are irrevocably tied to this mode of learning in that I value the kinds of dialogue and mutual learning it enables, and also the level of autonomy it affords the learner in choosing their own direction. The project-based learning in the studio allows students the latitude to bring in a wide range of interests and experiences in a non-linear, yet still highly focused manner. The possibility for a learner to take authority of their education is highly relevant both in order that they find their way through a broad and also in their developing the independent agency appropriate to higher education. The topic of design pedagogy was the concern of my PhD research, recorded in my dissertation "Elaborate Strategies of (In)Direction: Science Fictioning Architectural Pedagogy." Teaching in the design disciplines is a significant part of my research trajectory to this point, and so it is very difficult to sum up this approach in a few paragraphs. In short, I try to teach in such a way as to invite students to take ownership of their own learning. In higher level education, and especially in project-based education, we cannot gauge the success of an education by the ability of students to reproduce rote knowledge. Even modes of teaching which are about the communication of specific knowledge benefit from a learner-centred approach – as such an approach asks them to contextualize and frame knowledge according to their own experience. In brief, my teaching is animated by a desire that those who learn with me can become active and conscientious advocates for the importance of the built environment, and able to navigate the complex trans-disciplinary terrain of an uncertain future and a design practice that will necessarily be different than in the past. This means that, as much experience as I might have in design and design pedagogy, I do not know how they will have to practice in the future, nor what kinds of knowledge they might have to acquire or activate. Therefore, my pedagogy is aimed at empowering students' own authorship or authority - their ability to make significant, ethical choices in practice, and in their responsibilities to society and to generations to come.

8. Any other information or comments.

Type your answer here...