

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Lectures:

- 1)Globale økologiske processer og naturressourcer (GEO5) 2017, 2018
- 2)Hydrodynamics and Thermodynamics BEM1, GEO1, 2018
- 3)Natural resources, GEO5 and BEM5 AAU and KBH, 2013, 2014
- 4)Global Ecological Processes NG7 IG7, 2012, 2013, 2014
- 5)WaveTrain Course and Workshop "Environmental Impact Assessment of wave energy", April 2012
- 6)Renewable energy structures (wave energy) in 3rd Semester Master Structural and Civil Engineering B9k, 2012, 2013
- 7)PhD course: "Basics of wave energy", May 2011
- 8)Wave energy and laboratory workshop for aprox. 65 students at the time from Viborg Technical High School and Nørresundby Gymnasium, 2009, 2010, 2011

Supervision:

- 1)GEO4 , 2017, 2018, 2019
- 2)GEO2, 2018
- 3)Committee member for PhD dissertation on Wave Energy Control strategies at Uppsala University, September 2017.
- 4)Supervision of 1 PhD student: Trine Larsen Bjørgård, The Faculty of Engineering and Science, Department of Chemistry and Bioscience, Section of Chemical Engineering AAU 2016-2020
- 5)Aprox.10 Master thesis in Geography, Environmental Science and Civil Engineering in topics related to Coastal Erosion, Coastal Protection and Wave Energy from 2010 to 2018
- 6)B8K project supervision in harbor construction 2010, 2011, 2012

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

•Coordinator for the course Global Ecological Processes and Natural Resources, GEO5

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

Basic Course in University Pedagogy 26 October and 2 November 2012
Enrolled on the Adjunktprædagogikum 2019

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

- 1) Invited speaker to RENEW Conference, Lisbon October 2018
- 2) Permanent Committee Member of Sustainable Energy and Environmental Sciences Conference SEES, organized by the Global Science and Technology Forum. <http://www.env-energy.org/Committee.html>
- 3) Editorial Board Member of Satellite Oceanography and Meteorology, Whioce Publishing Pte. Ltd
- 4) Organization Committee Member for the 10th European Wave and Tidal Energy Conference, EWTEC in Aalborg, 2-5 September 2013 (more than 300 participants)

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

•Contributions towards New Geography Education under the Civil Engineering Department 2019
•Development of the new Globale økologiske processer og naturressourcer (GEO5), refurbished from 2017
•University courses and opportunity for a European Master Program in Marine Renewable Energy 2017, Under Marinet EU Project.

6. Teaching awards you may have received or been nominated for.

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

I believe that one primary responsibility of Academic staff is to undertake teaching activities in order to spread the acquired knowledge, promote education, development and a common ground for innovation. Ideally, University teaching should be supported by the most recent results and ongoing research. Therefore, I think Professors must necessarily have innovative research to be presented during their lectures.

I do believe all students are different. For this reason it is important to be able to provide different keys of lecture for the same topic so to gain students' attention. For this reason I do use a variety of teaching materials and methods: videos, exercises, experiments, software and open conversations.

Civil Engineering studies must produce conscious, detail oriented and qualified professionals able to lead the way in the technical challenges their jobs will require, without ever losing the overall picture. It is therefore important, in my opinion, to zoom out of the details once in a while.

At the Civil Engineering Department of AAU the philosophy of "learning while doing" is very well established in the "problem based learning" (PBL) method, with practice being in the center of the studies. I do support this method as I believe that it provides the future engineers a set of tool (software, communication and technical skills....) to confidently find solutions to a fast changing World and its related problems.

The access to the hydraulic and coast I engineering laboratory, for example, is provided to the coastal engineering students in their 8th semester group project. It has always been with quite a surprise that I have followed the students in preparation to the laboratory experience as there are so many things to learn that they could not possibly achieve the results they deliver if they hadn't learnt first to work in a group.

Finally, I see teaching an exchange and a good teacher should be able to bring curiosity to the students and learn from them.

8. Any other information or comments.

Type your answer here...