

## 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.**

### Lectures

BSc02 (architecture & urban design) 2019-2021: Structure Analysis: analysis in Urban Design  
BSc02 (architecture & urban design) 2019-2021: Introduction to Urban Design; terminology, process and method  
BSc02 (geography) 2017, 2019, 2020: The harbour as town, history and habitat  
BSc03 (geography) 2016: The soft parametres of the city: drifting  
BSc03 (geography) 2016: The physical structures of the city: structure analysis  
BSc03 (geography) 2016: Field studies of mobilities in a city  
BSc04 (architecture & urban design) 2020: De Store Planer + Jan Gehl, Tæt-Lav og Nordisk Humanisme  
BSc04 (architecture & urban design) 2017, 2019, 2020: Jan Gehl and the nordic humanism  
BSc04 (architecture & urban design) 2017, 2019, 2020: The big urban plans  
BSc04 (architecture & urban design) 2012, 2013, 2014: The block and the building plan  
BSc04 (architecture & urban design) 2013, 2014: Methods for analysis in Urban Design  
BSc04 (Dept. Planning) 2013, 2014: Place and Mobility  
BSc06 (urban design) 2013: Routes and Places in the Landscape

MSc01 (mobilities and urban studies) 2016: A mobile method: visual ethnography  
MSc02 (mobilities and urban studies) 2016, 2018-2021: A harbour as a terminal town  
MSc02 (mobilities and urban studies) 2017: Site Design: developing architecture and landscapes

### Workshops, study trips and consultancy

BSc01 (architecture & urban design) 2012: Workshop with concrete as material  
BSc02 (architecture & urban design) 2019-2021: Design workshop  
BSc02 (geography) 2017, 2019: Workshop and study trip to Hirtshals  
BSc04 (architecture & urban design) 2012: 'Monster model-workshop'  
BSc04 (architecture & urban design) 2012: Study trip to the Netherlands  
BSc04 (Dept. Planning) 2013, 2014: Workshop: 'Place & Mobility'  
BSc04 (Dept. Planning) 2016: Workshop: 'A future mobility and city development strategy for Hirtshals'

MSc02 (mobilities and urban studies) 2016: Airport Workshop, Aalborg  
MSc02 (mobilities and urban studies) 2019: Port Workshop, Hirtshals  
MSc02 (urban design) 2021: Consultant, introductory speaker and critic during main project on port-city relations

### Supervision and examination

BSc01 (architecture & urban design) 2012: Main supervisor in project module 'Context and Form "The Harbour house"'  
BSc02 (architecture & urban design) 2019-2020: Main supervisor in project module 'Introduction to Design, Terminology, Process and Method of the Urban Design Engineer'  
BSc02 (architecture & urban design) 2012: Main supervisor in project module 'Analysis of works and transformation'  
BSc03 (geography) 2018: Main supervisor in project module 'The city as place and space'  
BSc04 (architecture & urban design) 2012, 2013, 2014, 2017: Main supervisor in project module 'Building plan and city architecture'  
BSc04 (architecture & urban design) 2017: Supervisor in course module 'Theory, History and Analysis 02'  
BSc05 (architecture & urban design) 2022: Supervisor in project module 'Shaping the dense city: The integration of urban climate engineering, infrastructural and road engineering requirements'  
BSc05 (architecture & urban design) 2012: Supervisor in course module 'Theory, History and Analysis'  
BSc06 (urban design) 2013, 2016, 2017: Main supervisor in course module 'Building and Landscape'

MSc01 (urban design) 2018-2020: Main supervisor in project module 'Urban Transformation and Sustainable Engineering Techniques'  
MSc02 (urban design) 2016: Main supervisor in project module 'Designing Urban Mobility'  
MSc02 (mobilities and urban studies) 2016: Main supervisor in project module 'Place & Culture'  
MSc03 (urban design) 2012-2016, 2018-2020, 2022: Internship supervisor  
MSc03 (urban design) 2016-2020, 2022: Academic Paper Writing  
MSc04 (urban design) 2017, 2019, 2020: Main master thesis supervisor

### Censorship

BSc01 (architecture & urban design) 2022: Project 0  
BSc01 (architecture & urban design) 2019: Main project module

BSc02 (architecture & urban design) 2012: Morphology  
BSc02 (architecture & urban design) 2016: Product and Process  
BSc03 (geography) 2018-2020, 2022: Mobility and transport planning  
BSc03 (architecture & urban design) 2018: 'Theory, History and Analysis 01'  
BSc03 (architecture & urban design) 2013: Site and Passage  
BSc03 (architecture & urban design) 2022: Shaping the urban space 1: structure, function, geotechnics and materiality  
BSc04 (Dept. Planning) 2016: The sociology of mobilities  
BSc05 (architecture & urban design) 2015: Climate simulation

MSc01 (urban design) 2022: Analysing Urban Transformation  
MSc01 (mobilities and urban studies) 2019: main project module  
MSc02 (urban design) 2012: Sustainable Techniques and Strategies  
MSc03 (geography) 2019: Internships

**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.**

Coordination

MSc03 (urban design) 2016: Semester coordinator  
MSc03 (urban design) 2016-2020: Course co-coordinator: Academic Paper Writing  
BSc04 (architecture & urban design) 2012, 2017: Semester co-coordinator  
BSc06 (urban design) 2016, 2017: Course coordinator: 'Building and Landscape'  
BSc02 (architecture & urban design) 2019-2021: Semester coordinatorType your answer here...

**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.**

I have completed Aalborg University's course on University Paedagogy for Assistant Professors in 2020.  
I have also completed Aalborg University's course on English as a medium of instruction.

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

I have with great satisfaction participated as a mentee in the AAU Mentor Programme in 2020-2021

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

I have been working intensely on research Integration in teaching and educational activities wich was also the topic of my University Pedagogy Report.

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

In 2019 I was nominated by students for "Teacher of the Year"

**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).**

My main strengths and challenges as a teacher, with regards to a PBL and Active learning approach.

1) I believe that my main strengths as a teacher are unfolded when I supervise my groups of students (or individuals). When students are sort of "running with the ball", following an idea that they have agreed upon is good – or – when students are stuck in their design process or have not even started it, I am good at asking the basic "why?", making them reflect upon how their overall project and concrete suggestions should or would matter. I do not give or draw solutions for my students as in traditional master training, rather I am pointing towards weaknesses as well as potentials in their project work, for the students to be able to improve their projects. This way of practicing my supervision unfolds in any stages of their projects and at any level of their learning. It can e.g. be questioning the methods used, the theory introduced or the concrete solutions drawn. Very often, I am asking my students to critically reflect upon the (missing) links between the different elements in their projects, to ensure that what they end up with is substantiated and relevant for the specific context that the project is situated in. I believe that the best students and coming practitioners within urban design and mobilities & urban studies (the two main educations where I teach) are the ones who can manage to look at a project (being it their own or others') from a critical and reflective perspective.

Further, my self being educated at AAU in the same program as my main teaching is held, puts me in a position where I believe that I have in general a good understanding of the situations my students are in; as 'I have tried it all myself'. I feel this is a strength in my relationship to students, and it helps me to know when students are in fact busy and overloaded with tasks, and when they are whining about their workload.

Overall, I believe that I am good at listening and understanding the students' needs and to support them through their complex and messy problem based learning processes. This is supported by the fact that I each year get asked directly and wished for in the official forms to be student's master thesis supervisor.

2) My main challenge as a teacher I would say is the fact that I have limited experience practicing the field that our students are training to practice. I have in total one year of experience from a small landscape architecture practice where I was an intern during my own education. To compensate for/to meet this challenge and to give especially my bachelor students the best understanding of what an Urban Designer is in fact doing, I am putting effort into inviting a variety of former students to give talks about their experiences with becoming "urban designers", their jobs and everyday tasks and what they see as the main challenges and tasks for our field of study.

Moreover, I tend to bring a bit too much material to my lectures which results in me rushing a bit too much through some of my slides and just making it in time for the break. I have become aware that this is partly working as a "shield" for me, and I would very much like to improve my professional self-confidence in a way that I could include more time for open discussion with my classes. Although this is not part of my main report (where I have chosen to focus on research integrated teaching), I have worked on this issue as well and I feel, that I improved myself on this matter. From the feedback I received from both students and University Pedagogy supervisors on one of my lectures, I am confident that I have become a better lecturer during the year of University Pedagogy.

## **8. Andet.**

Skriv dit svar her...