

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.

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. 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.

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 coordinator
Type your answer here...

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 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. 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.

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

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.

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

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

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

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)

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. Any other information or comments.

Type your answer here...