

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.

Executive / PhD level:

2020 - present Design thinking and designerly research (digital PBL course)

Level: PhD Course

Role: Coordinator and Lecturer with Associate Professor Louise Møller Haase

2018 - present Open innovation Level: Masters in Business Administration (MBA)

Role: Lecturer, Associate Professor Morten Munksgaard Møller's course

2016, 2018 Innovation with suppliers

Education/level: Masters in Management of Technology (MMT)

Role: Lecturer, Professor John Johansens course

2016 Design driven innovation and transformation

Unilever Leaders, Change Management (50 selected Unilever leaders)

Role: Lecturer, Unilever corporate course

2017 Open innovation with suppliers

EIF: European Open Innovation Forum (15 leading European Businesses)

Role: Lecturer, Professor Henry Chesbroughs course

2016 Open innovation with Suppliers

Danish purchasing and logistics forum, DILF (45 procurement leaders)

Role: Lecturer, Associate Professor Morten Munksgaard Møllers course

Graduate level:

2021 Sustainable Business Design

Level: Master, 1st semester, Industrial Design Engineering

Role: Course coordinator and lecturer

2020 - Designed to last - Product longevity (digital course)

Level: Masters, 3rd semester, Industrial Design Engineering

Role: Semester coordinator and lecturer

2020 Strategic design (digital course)

Level: Master, 1st semester, Industrial Design Engineering

Role: Course coordinator and lecturer

2020 - User experience mapping (digital course)

Level: Masters, 1st semester, Marketing

Role: Lecturer, Professor Poul Houman Andersens course

2020 Design thinking and doing

Level: Master, 1st semester, Honorary Innovation Class, Rotterdam School of Management

Role: Lecturer, Executive Fellow Graham Cross' course

2020 Industrial Design Engineering

Level: Master, 4th semester, Industrial Design Engineering

Role: Supervisor, Associate Professor Christian Tollestrups coordination

2018 Design and effectuation

Level: Masters, 2nd semester, Industrial Design Engineering

Role: Lecturer, Associate Professor Christian Tollestrups course (Advanced Integrated Design)

2018 Open innovation

Level: Masters, 2nd semester, Production Engineering VT
Role: Lecturer, Associate Professor Poul Kyvsgaard Hansens course

2016, 2017 Supplier innovation
Level: HD, Masters in Sourcing
Role: Lecturer, Associate Professor Morten Munksgaard Møllers course

Under Graduate level:

2022Industrial Design
Level: Bachelor, 3rd semester, Industrial Design Engineering
Role: Semester coordinator and lecturer

2020 - presentIndustrial Design, Integrated product development
Level: Bachelor, 2st semester, Industrial Design Engineering
Role: Semester coordinator and lecturer

2016User driven innovation, foods (U-crac)
Level: Bachelor within Experience Design, Interactive Digital Media, Industrial Design
Role: Lecturer, Associate Professor Louise Møller Haases course

2014 Global Business Engineering
Level: Bachelor, 2st semester, Global Business Engineering
Role: Supervisor, Professor John Johansens Coordination

2013Innovation and Concept development
Level: Professional Bachelor, 5th / 6th Semester, E-Concept Development
Role: Lecturer with Birgitte Kjølner Hansen

2013Design and Design Process
Level 1st, 3rd and 4th Semesters, Design Technology
Role: Lecturer

2013Interaction Design, Design Process
Level 1st, 2nd and 3rd Semesters, Multimedia Design
Role: Coordinator and Lecturer

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 and course coordinator taskSemester and course coordinator task with the last couple of years

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

University Pedagogy for Assistant Professors, Learning Lab, Aalborg University, Denmark.

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.

Yearly participation in the Engineering and Product Design Education conference

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.

Have developed new material for every course and project module, which I have been teaching or a coordinator.

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)

As evident in my different positions I have designed, coordinated, taught and supervised modules across various topics and disciplines all related to innovation and design. I have experience with students across undergraduate, graduate to executive and PhD levels. I challenge myself to continuously improve my teaching approaches, to provide the most relevant and highest quality of education for the next generation of students.

The recent year I have led the digitalization agenda in the industrial design section. I have implemented, my own interpretation of digital PBL on all the courses and semesters which I coordinate; as a result, having a new book coming out (2022) and publication on digitalisation of PBL (2022). My approach is rooted in my belief, that digitalisation of PBL is not only about recording our lectures and putting them out through digital means. Instead, it entails a much more refined structure for interaction both between peers and with lecturers and supervisors, because of the non-responsive, unlimited digital space.

My teaching is always research-based and predominantly leverages my own research (80%), therefore I am also often invited to teach at other faculties. I enjoy passing on my research regardless of the students/audiences' level and background. I have attached several recommendations of my teaching at respectively undergraduate and MBA levels, as well as in a company settings to show the width of my teaching abilities. Below I have listed the courses that I have been involved in according to level, and finally a list of other settings which I've been invited to disseminate my research in.

8. Any other information or comments.

Type your answer here...