

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.

Teaching.: Master Level Courses (Experience – 10 ECTS): International Environmental Law, Climate Change & Energy Law, US Environmental Protection Law (Common Law), Legal, Economic & Political Governance of the Resource Exploitation in the Arctic, Polar Law, Law of the Sea, Environmental Protection of Indigenous Rights (Protection of Minority Rights) in Common Law and Civil Law Systems, Climate Change and Human Rights, Arctic Environmental Ocean Security, European Union Law, Law of the Single Market (free movement of goods, services, and capitals), EU Competition Law (Abuse of Dominant Position, and Anti-Trust), EU Consumer Law, Energy Security & Geopolitics, Global Law and Justice, International Cyber Law. Past Courses Responsibilities Course Responsible: Climate Change & Energy Law (see more details at: <http://kursuskatalog.au.dk/en/coursecatalog/Course/show/51372/>), Master Level. PhD Level Courses Course on Academic Writing and Structuring PhD Theses, Students at PhD Level. Course Responsible: Legal, Economic & Political Governance of the Resource Exploitation in the Arctic Ocean (see more details at: <http://www.au.dk/en/summeruniversity/courses/legal-economic-and-political-governance-of-resource-exploitation-in-the-arctic-focus-on-oil-gas-and-mining-industries/>), Master Level Course Responsible: Global Justice and Law (International Studies, Aarhus University), Master Level. Current Course Responsibilities at Aalborg University (Master Level): Climate Change and Energy Law The International Law of Climate Change, Human Rights and Forced Migration The International Law Protecting the Environment Energy Law Climate Law and Ecology Animal Law and Welfare in a Multi-regulatory Perspective Teaching abroad: Invited Guest Lecturer for a Seminar on April 8, 2017: University of Leuven (Belgium) at the University of Malta (La Valletta) at the LLM in Energy, Environment and Climate Change Law. Course: Arctic Environmental Law and (Geopolitics) in the Changing Climate, 7 Academic hours. Invited Guest Lecturer at Western Sydney University (Australia), International Centre of Ocean Governance, 2018 teaching to 50 judges and contributing in Phd Supervisions Teaching at other Departments and Faculties: Department of Politics and Society, Aalborg University (AAU) Course on Climate Law and Policy Department of Chemistry and Bioscience, Aalborg University (AAU) Course on Climate Law and Policy

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.

PhD Chairman for PhD Defense at the Department of Law (Aalborg University) PhD Chairman for PhD Assessment Project Proposals (Evaluation Committee) PhD Member of the Assessment Committee evaluating PhD Project Proposal and participation to recruiting process Focal Point (Responsible) for Erasmus Exchange Student's Programmes and Partnerships Member of the Task's Force for the Implementation of the Horizon 2020 Programmes at Faculty Level Representative of the area "Environment and Energy" at the SSH Signature project, Member of the Steering Committee (Faculty Level)

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.

ertificate of Academic Writing and University Pedagogy for PhD Students, Aarhus University Certificate on "Go Online" Course on Blended Learning for Professors and Lecturers", Aarhus University, 2014 Certificate on Course on Supervision of Masters, PhD Students and Collegial Supervision, Aarhus 2015 Certificate Adjunct Professor ("Adjunkt pædagogikum") Course for Assistant Professors and post.docs at Aarhus University, Nov 2011-2012 Course given at the Department of Law, Aalborg University on "How to write a Phd introduction and a Phd Project Proposal", 2022

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

Course given at the Department of Law, Aalborg University on "How to write a Phd introduction and a Phd Project Proposal", 2022 Course on Academic Writing and Structuring Phd Theses (Lecturer) at Aarhus University

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 fully developed and created (and responsible) the following courses: Climate Change and Energy Law The Protection of the Environment in International and EU Law The International Law of Climate Change, Human Rights and Forced Migration Energy Law Polar Environmental Law Animal Law and Welfare in a Multi-regulatory Perspective In addition, I have also assisted my students to transform their exam essays into published articles and invited the best ones to participate in important international events (i.e. COP 23 on the Panel Climate Change, Human Right and Forced Migration) Teaching methods is a mix of lecture with power points, group works, PBL and clinical environmental teaching, sometimes combines with written essays.

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

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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).

EDUCATIONAL PHILOSOPHY Teaching and supervision of students are important parts of an academic job at a university, as students are both our customers and products and revenue from teaching primarily funds salaries. I enjoy the educational aspects of the academic work but also find that we always must be innovative and ambitious. In this respect, I have learned a lot from more experienced colleagues, and I have developed my own style. I have obtained quite some experience in teaching during my PhD. Growing in my teaching throughout my promotion and work as Associate Professor, learning and developing my teaching philosophy and skills from the experience of teaching and supervising in many different environments, cultures, and countries, some very unique such as Australia as I also have the experience of teaching to Greenlandic Indigenous People, and experience in teaching in many EU Countries. In this work, I have focused on sharing my enthusiasm for topical intriguing issues, with students and to discuss scientific questions with them in a very informal way. I think it is very important that students get the feeling that their work is important, that students and supervisors work together as a team and that the student gets a clear impression that "we are ambitious". It is very important to make the feel students comfortable irrespective from their culture, sexual identity and religious beliefs. In my class all are welcomed. Also, I believe in the importance of differential treatment. Students are obviously different, and I believe in using empathic skills to judge how to behave in relation to students in given situations and also to what degree a given project is appropriate for the student in question, in order to maximize their learning to their own strengths and skill sets so that they can find and get better at what they are good at, while best ensuring fundamental knowledge of what they must learn to be successful upon graduation. In the courses I have taught, I tried to find a good balance between covering the textbook material through including examples from my own work when appropriate, and updating with latest research even when not my own work though not necessarily being part of required reading material. I make certain to give my students compulsory foundational readings but also suggested readings, so that those that wants to go deeper are free to choose so (without obliging the whole class). Although sometimes students prefer to learn exactly what they are meant to know for the exam, I believe in the importance of presenting the newest scientific breakthroughs related to the topic taught. By doing this, I hope to inspire and motivate the students and, in this way, develop also their curiosity and independent thinking. Furthermore, I think it is important that lectures, exercises, and theoretical sessions are taught at levels appropriate for the benefit of the large majority of the students. The top 10% of the students should be challenged, but not at the expense of the learning of the remaining students. Teaching both graduate and undergraduate courses is important for attracting master's and PhD students. I use often the Problem Based Learning (PBL) method which consists in giving students case law to solve in groups in the classroom as a check of their knowledge and fundamental analysis and underdog the content I gave them, as well as reinforcing communications and teamwork skills. Aside from assisting understanding and developing their capacities and skills in legal analysis, both theoretical and practical, at the jurisprudence level. It is important that they feel they can accomplish as part of a team, but also that those that want to work in a more individual way are also able. There is a balance to be found and agreed during the lecturing in process with respect to the skill sets demonstrated by the students, what they can excel at, and where further training is warranted. .

FUTURE COMMUNICATIONS TASKS IN TEACHING (A SUBSET OF MY TEACHING PHILOSOPHY) In addition to publishing in peer review, journals, I aim to present, in the future, my research in a more popular context whenever possible. I like this way of communicating my work to an audience of specialists as well as non-specialists. I strongly believe in the importance of "popular communication" of my research because I feel it helps in relation to 1) attracting students to educate them within multidisciplinary topical issues, and 2) spreading the important message of my research to a broad audience, hopefully making the society more aware of the implications of my research.

8. Andet.

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