

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.

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

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.

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. 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

Certificate 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 ("Adjunktpædagogikum") 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. 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.

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. 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 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. 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)

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. Any other information or comments.

Type your answer here...