

## 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 and Supervision (2015-), Aalborg University.

Classes in English on the Masters in International Relations:

Thesis Preparation (MSc 2024-present) Convenor and lecturer. Study Board of International Affairs, Ninth semester online course. Tasks: coordinator of the course, online lectures with exercises and seminar activity, live feedback sessions, formulation of written paper (pass/not exam). Topics of the course: Formulating your RQ, SoA and research design, data collection and data analysis strategy. Course description: The module prepares students for writing their MA-thesis. It anticipates fundamentals and offers counselling and support in defining and narrowing a potential topic and problem area within the scope and field of the IR-study program. The module aims to equip students with skills to locate and collect relevant literature and data pertaining to the problem field area. The module is organized on the MS Teams platform with online meetings and lectures, exercises and tasks uploading in dedicated folders to monitor progression of learning curve and preparation.

EU Policies (MSc 2021-present). Study Board of International Affairs. Tasks: Class teaching and group activity on 'EU Migration and Asylum'. The scope is to provide students with an understanding of the evolution of EU policies within Justice and Home Affairs from the 1993 Maastricht towards the 2009 Lisbon Treaty and the 2015 migration crisis until today. It explains the importance of milestones such as the Dublin Convention, the Schengen Treaty, but also the Geneva convention, the principle non-refoulement and the externalization of the borders. It also introduces to the work of Frontex and how border control and monitoring has developed over time. Course description: This is an elective course on key policy areas of the European Union. The rules governing our daily lives are increasingly shaped by processes beyond the nation state and the European Union has acquired a unique level of influence in shaping policies across a wide range of topics in today's Europe, covering areas of consumer protection, over environmental regulations, asylum and migration to trading rules.

Thesis Seminars (MSc 2025-) Convenor and lecturer. Study Board of International Affairs. Eleventh semester. Online course. Tasks: Online seminars which include presentations and live feedback activities organized on the MS Teams platform and linked up to the Moodle platform. Course description: Topics include discussion of the problem formulation, the main working hypotheses, the research design, and data collection. The module also deals with the challenges and best practices for effective thesis writing, with the aim of creating an online peer-to-peer support with opportunities for exchange of experience, practices and knowledge.

Global Gender Studies (MSc 2023-2024) Study Board of International Affairs. Tasks: Class teaching on far-right, anti-feminism and anti-gender mobilizations. Research-based teaching tapping into Horizon project activity. Course description: The module introduces gender and global studies through theories, methods, and case analyses. It examines gender, equality, and social justice across local, regional, and global contexts, with focus on institutions like the EU and UN, the history of equality policies, and the role of gender and diversity in international relations and organizations.

Classes in Danish on the Bachelor and Masters in Politics, Administration and Social Studies:

Interdisciplinary Perspectives on Societally Relevant Problems. (Flerfaglige Perspektiver på Samfundsrelevante Problemstillinger, MSc 2020-present). Convenor and lecturer (Danish). Study Board of Politics and Administration and Social Studies. Seventh and Ninth semesters. Tasks: Course coordination, class lectures in the form of seminars and group activities. Portfolio consisting of questions to be addressed along the course, with written feedback before final submission in the digital exam. The course also trains students' in communication and dissemination ability, by means of an elevator pitch referring to a selected course topic to potential high-school students or other audience. An external supervisor with competences within dissemination and communication by-stands students' presentations. The portfolio includes both theory and method reflections, cases and self-assessment of communication skills. Course description: The thematic module examines societal, economic and political transformations and dynamics that challenge contemporary society. It focused for instance on the relationship between democracy, populism, illiberalism, and democratic backlash, highlighting issues such as Euroscepticism, political distrust, ethno-nationalism, hostility toward immigration, and the appeal of strong charismatic leaders and autocrats. The module also considers potential solutions to the challenges facing democracy.

EU and International Politics (EU og International Politik, BA 2023-2025). Study Board of Politics and Administration and Social Studies. Tasks: Class teaching and seminar activity. Lecturing on EU, international politics and migration. The teaching introduces the developments in migration and asylum policies at EU level in relation to decisions at transnational level, e.g. UN. Course description: The course introduces theories of European integration and international relations, examining EU decision-making, policies, and their impact on national governance, alongside issues of security, conflict, cooperation, human rights, and global challenges such as climate change, migration, and pandemics.

EU and Europeanization (EU og europæisering, BA 2023-2024). Study Board of Politics, Administration and Social Studies. Tasks: Class teaching on EU and migration politics. Grading of written papers. Course description: The course is for students at BA-level and it explores European integration and Europeanization through main theories, EU history, institutions, decision-making, and key policy areas, while assessing the EU's impact on member states' politics and

administration.

Advanced Methods and Research Design (Videregående metode og undersøgelsesdesign, MSc 2025). Study Board of Politics, Administration and Social Studies. Tasks: Two lectures on qualitative research methods and design. Research-based teaching approach with exercises. Constituting elements of an in-progress research paper are discussed with students, who contribute to reflect upon the connection between theory method and data analysis with the support of software (MAXQDA). Course description: This is an advanced course for students to get skills in research design and qualitative and quantitative methods, building on their bachelor-level training. It emphasizes applying advanced methodologies, conducting scientifically robust studies, and developing critical reflection relevant to political, societal, and administrative problem-solving in professional contexts.

Public Policy in Comparative Perspective (Public policy i et komparativt perspektiv, BA-level, 2021-2024). Study Board of Polics, Administration and Social Studies. Tasks: Co-convenor and lecturer, exercises, policy brief and written feedback session. Course description: The course introduces advanced comparative approaches to public policy, combining classical and modern theories with empirical case analyses. It examines political ideas, decision-making, and reforms across national systems and welfare state contexts, focusing on agenda-setting, policy processes, and impacts in a comparative perspective. The students train writing policy brief on a selected policy area dealt within the course sessions and receive written feedback for their work. The exam is a written 72-hours assignment.

Policy Lab2. Multi-level governance, internationalisation of Danish politics (Multi-level governance og internationalisering af dansk politik, MSc 2025). Guest lecture contribution. Study Board of Politics, Administration and Social Studies. Task: Class teaching with colleagues with focus on EU, migration and asylum politics. Course description: The module trains students to analyze and shape political processes from a multi-level governance perspective, focusing on the interplay between international, European, national, and local arenas. It covers key organizations such as the UN, EU, and NATO, links between laws and policies across levels, and contemporary international issues, while also developing skills in writing concise policy notes.

Supervision at Aalborg University

Supervision on the Masters of International Affairs (MSc., 2020-present, English):

Master theses topics:

Spring 2025

Contesting responsibility in disaster governance: Crisis narratives, institutional ambiguity and blame attribution in Spain's 2024 DANA catastrophe (Claudia Baviera Gimenez), Inside the machine: street-level bureaucrats and the implementation of asylum policies in France (Farzaneh Asadian). Citizenship, Gender and Nationalism: the case of Denmark and the Netherlands (Gaia Cardin). Resilience-building through EU civilian CSDP Missions: A comparative study of EU rule of Law mission in Kosovo and the EU Mission in Armenia (Vanessa Röber). The Right to Refuse, the Right to Access. Navigating Conscientious Objection to Abortion at the United Nations (Louise Buch Kjølby). Digital Public Infrastructure and Governance in the DRC: Challenges, Opportunities, and Lessons from Denmark (Bigi Marcel Mwemera). Men vs Women, or Working class vs Elites? The Rise of Right-Wing Populism Among Young Men and the Role of Modern Feminism, Globalism, and Social Media (Isaac Handerson). Pushbacks, Procedures, and Power: Constructing Legitimacy and Accountability in EU and Greek Responses to Human Rights Allegations at Sea (Panagiota Naoum). Contested realities: Media representation of the Israel-Hamas conflict in global media (Suman Maryam & Namoo G Piranjogh). Cultural Policies and the Fragmented City: Identity, Gentrification, and the Right to Urban Belonging in Brussels (Lucia Sánchez Estupina). Tears at the Gate of Grief: The Disarticulation of Yemen and Colonial Objectives in the Red Sea (Rune Agerhus). Barriers to the Integration of Refugee and Immigrant Women from non-Western Backgrounds into the Danish Labor Market (Vivian W Kariuki).

Spring 2024

Media Framing of US University and Students' Responses to the Israel-Hamas War (Anna Mariskova). An analysis on the Inclusivity and Integration of South Asian Women in High Skilled Job within Danish Labor Market (Isha Thapa). Untying the Gordian Knot: Analyzing the Challenges of UN Security Council Reform in the 21st century (Johan Raunskov Kroman). An Empirical Analysis of Remittance Practice by the Afghan Diaspora in Denmark; A User Perspective (Sayed K. Rostayee).

Spring 2023

Denmark and Reproductive Health Policy – A Critical look at the Danish Folketing's Inclusion of Making Menstrual Products More Affordable/Free in the Agenda in 2021 (Lea Thies). GBV: The Turkish Withdrawal from the Istanbul Convention and its Effects on Domestic Secular Women's Organisations (Patricia H. Schnippat). Denmark Different Approach Towards Asylum Seekers for Ukrainian and Other Refugees (Lakhwinder Kaur). The dangers of Non-Western Immigrants in Denmark and Sweden. From the perspective of the Danish People Party and Sweden Democrats (Sona Barid, October 2023). To be called human! An ethnosymbolic approach to Belarusian national identity mobilization (Matej Dudak, October 2023).

Spring 2022

Religion and Development: Investigating the Importance of Balancing Mission Aims with Development Practices (Erin Cara Jalk). Deconstructing the European Union's Security Constellation of Belarus (Gustav Jensen). Viktor Orbán's Strategic Narrative (István Zoltán Bán). The Challenge of Creating Sustainable Environmental Policies - An Investigation of the Combination of Political and Natural Science (Majken H. Ravnkilde). What are the inclinations of women for volunteering and social work? (Nina Hurtisova)

Spring 2021

Transnational Identity and Sense of Belonging among Immigrants: A Case Study of Polish Mothers in Denmark (Konečná

Adéla). A qualitative study on the experience of South Sudanese refugee's diaspora of Denmark (Charaka Joyce Vuga). Gender Equality in Danish Asylum Centres? Women's Experiences Seeking Asylum and the Need for Safe Spaces (Ariza Arjona Marta). Identity construction of sexually victimized men on Reddit in relation to the #MeToo movement (Cibaric Sara). The Muslim veiled and the French Context (Simane Bouhanian).

Spring 2020

Queer Refugees and Migrants in Italy: Finding a House, Building a Home (Barbara Porziella). Too much ado about nothing? An analysis of right-wing populist anti-immigration agenda in Slovakia and Denmark (Klaudia Kusnirova). The external climate policies of the EU: a case study on the effectiveness of its climate diplomacy and climate finance (Vanessa Crivellaro). How is 21st century socialism and populism affecting economic, social and political development in the Latin American countries where it is being implemented? (Soledad Acevedo). The Right Turn in the Social Democratic Party (Nicoline Bejstrup Sørensen). The Correlation Between Frames in Society. A Case Study of CNN and Fox News' Coverage of President Trump's Impeachment Trial (Mads Nielsen & Mie Engsholt).

Towards Repatriation: The Issue of the Rohingya Muslims in Myanmar (Ida Schmidt). One Step Forward, Two Steps Backwards: the suspended belonging of the Syrian Refugees in Denmark (Reem Shakra).

Semester projects:

Spring 2025

Genuine Efforts or Performative Measures? A Policy Analysis of UN Measures to Combat Sexual Exploitation and Assault by Peacekeepers (Malou Vilsted Østergaard and Kirsten Santiago Lund-Thomsen), How does the extraction of lithium in Covas do Barroso reflect the tensions and contradictions within the EU's Green Transition? (Christian Brinch Nielsen, Matilde De Ornelas Goncalves, Altinino Tomas). Framing Innocence: Child Protection Narratives and State-Led Moral Panics Against LGBT Rights in Hungary and Poland (Shayan Roushansourat).

Fall 2024

Gender and Security: A meta-analysis of the Global Peace Index and the Women, Peace and Security Index (Mathias L. H. Larsen, Emil K. Rosenøhm de Lassen, Alice H. Hundt, Nathaniel Erik B. Dixon). Explaining the Differing Effectiveness of Sanctions: A Comparative Case Study of Iran and Libya (Maja H. Poulsen, Tobias B. Akselsen, Tobias Andersen). Greed and Grievances in the war in Bosnia (1992-1995) (Harris Omerinovic, Magne B. Hettlich). How have the 2004 hijab ban and 2023 abaya ban in France, alongside Denmark's 2018 burqa ban, shaped the social experiences of Muslim women, as reflected through media sources and grassroots narratives? (Frida S. Williams). Media Framing of the Israel-Hamas Conflict: A Comparative Case Study (Lea S. Svensson, Kristoffer V. Hansen). Orbán vs. the EU- A qualitative study on Hungary's non-compliance with the EU value of rule of law and EU responses (Freya T. Falden, Maria R. Carrilho, Matilde De Ornelas Goncalves). Have the Nordic Countries Truly Achieved Gender Equality? (Rita Sofia Silva Cavaco).

Spring 2024

EU Neighbourhood Policy (Evelina Petrov, Vanessa Röber, Mie Milling Jørgensen).

Fall 2023

The EU and Belarus Partnership in the Context of the Presidential 2020 Election (Frederikke Margrethe L Bjerg, Elinsa W. Nielsen, Lakhwinder Kaur).

Spring 2023

French Femelliste movement: From Anti-transgenderism to Anti-feminism (Andreas Sohan Epaminondas). The Role of Women in Advocating for Gender Equality in Relation to The Jasmine Revolution (Bakiye Haney).

Spring 2022

Transnational Solidarity in Civil Society Organisations (Emma Wolling Vinter, Sofia Belen Servido, Camilla Vedovato). Inuit as an Ethnic Minority in Canada and The Kingdom of Denmark (Cathrine Meldgaard Jensen, Carolina Maria Ramirez Simon).

Fall 2021

Poland's democratic deficit and its problems for the EU (Hamasa Hamid, Amalie Kristensen, Lavinia-Roxana Avram, Jérémy Louis Yves Stephane Timarche, Petr Hladik). Sustainability in tourism in the European Union and Venice (Jill Boelt Andersen). EU and Denmark - Gender Equality and Asylum (Ane Cathrine Løgstrup Christensen, Lea Thies, Signe Haugaard Simonsen, Camilla Vedovato). Solidarity and Other Strategic Narratives of the European Commission's Migration Policy (Naubartas Urmanas).

Spring 2020

Visual Analysis of the EU Spitzenkandidaten Electoral Communication on Instagram leading up to the 2019 European Parliamentary Elections (Elena Kloppmann). Adaptation for the sinking nation? - The role of the Teitiota v. New Zealand case within climate migration nexus (Richard Quann-dowling, Maja Panduro Kyk, Paola Buconjic, Nina Hurtisova).

Othering the rapist: Contrasting the political narrativity of the Sweden Democrats and the social reality of sexual violence in Sweden (Johanna Katarina Poutanen, Marta Arjona Ariza). Black Queer Intimacies in New Normativities: A Comparative Analysis (Patricia Eliana Sá Salla). Which issues have arisen with the evolution of Google's economic model in the context of EU Personal Data Legislation? (Arthur Gustave Henri Duforest, Diana Melnichenko Kristensen).

Denmark, Sweden and Covid-19 (Jonas Melgaard Zavilla Elbro).

Internship Projects (selected):

Gender Action Plan III guidelines for mainstreaming gender in all the EU's external actions and programs (Gaia Cardin, F24). Strengthening the EU's deliberative democratic infrastructure (Stine Stubberud F24). A Call for Action on Human Rights and the Degradation of Civil Society in Kyrgyzstan (Vanessa Röber F24). Policy brief - Loss and damage in environmental disputes (Amalie Kristensen F22). Gender Equality. and Anti Discrimination Policy: the case of ALDA (Camilla Vedovato F22) Policy brief exam – The Green Agenda in Esbjerg Municipality (Cathrine M. Jensen F22). Policy Brief: A Study of the Ethics of Short-Term Missions (Erin Cara F21). Aalborg University's potential research avenues in the European Defence Fund (Magnus Kuhlmann). Media and Democracy in the EU: A Critical Analysis of the European Commission's Problematization of the State of Media and Democracy in the EU (Mathilde Christina Kjær Netterstrøm,

Signe Kvistborg Balle). Asylum seekers in Greece - Social- & Labour integration through NAOMI (Sujivani Anthonypillai) Supervision on the Bachelor and Master of Politics, Administration and Social Studies. (Danish)

Master Theses

Spring 2022

Populismens udvikling i dansk politik i folketingsvalgene 2015 og 2019 (Matias Knuth Fixander). Politiske leders diskursive fremstillinger af minksagen på Facebook (Nicolai Bach Orlien, Christian Grann Johansen, Alexander Watelli Jacobsen).

Fall 2023

EU og split-voting med kvalitative metoder (Sebastian Christiansen, Sabina Elezaj)

Fall 2022

Aktivism i Iran (Laura Virginie Jersborg Carlsen).

Spring 2020

Det danske forskningsbudget - ambitioner og udfordringer (Dana Fahoum, Ditte Savannah Tjell Johansen, Amanda Marie Thorngaard Heitmann).

Supervision on the Bachelor of History (selected)

Semester projects

Fascisme i post-revolutionær Mexico (Oliver Friis Allison, Kasper Jensen, Gustav Alexander Dichow Nissen F23).

Karismatisk autoritet: den stærke mand og Hitlers myte (Mathias Tønder F23) Kvindelige deltagere i den Spanske borgerkrig og deres motiver for at deltage (Oliver Hardy Støve Guldager Pedersen, Sigurd Haun Kierkegaard, Jeppe Madsen Gro-Nielsen F23). Stepan Bandera, OUN & Galicien, Volhynien (Oliver Rønnow Bojesen, Thomas Blaabjerg Jørgensen, Frederik Løken Bjørshol F23). Prager Tagblatt. En glemt avis fra Tjekkoslaviet under en forholdsvis turbulent mellemkrigstid (Lea Kinimond Schumann, Johan Bach Andersen, Mads Friis Eden, Kilian Cosme Lopez Chrisensen, Bjørn alstrup Jensen F22). Britisk Fascisme i Mellekrigstiden (Oliver Thomsen, Bjarke Bjørn Fisker F22). Ekstremistiske Ideologier (Christian Holm Stær). Foibe Massakrerne 1943-1945 (Jonathan Eskerod Qvistorff Kanstrup, Maja Thorsø Rønn, Ro Engelund Balle, Sofus Bøgelund Emtkjær F22). Den tyske erindring af Dresden-bombardementet (Nicolai Engmark, Emma Martine Rosengren Jalk, Niklas Madsen F22).

**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.**

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**

Type your answer here...

**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.**

Type your answer here...

**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.**

Type your answer here...

**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)

Type your answer here...

**8. Any other information or comments.**

Type your answer here...