

## 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.**

1. PROGRAMME AND LEVEL EXPERIENCE *Ongoing*: - The PhD Doctoral Programme in Planning and Development - Master Programme in Environmental Management and Sustainability Science - Bachelor in Urban, Energy and Environmental Planning - Single module in Environmental Impact Assessment at master level *Previous*: Master in Biology, Bachelor in Urban, Energy and Environmental Planning, Bachelor in Biology, Bachelor in Environmental Science, The Erasmus Mundus Joint Master in Environmental Studies – Cities & Sustainability, Bachelor in Technical Environmental Assessment, Human Ecology

**2. COURSE TEACHING** **Ph.D. courses** *Ongoing*: 'Engaging with society' (2017, 2019, 2021) *Previous*: 'Planning Theory and Impact Assessment', 'Environmental and Social Assessment Activity' **Master courses** *Ongoing*: 'Sustainability Assessment and Societal Decision Making' and 'Theories of Science' *Previous*: 'Sustainability by design', 'Environmental Impact Assessment' **Bachelor courses** *Ongoing*: 'Miljøvurdering og scenarier' (EA and scenarios) *Previous*: 'Miljøvurdering og klimaforandringer' (EA and Climate Change), 'Strategisk miljøvurdering (SEA)', 'Evalueringssteori og participation' (evaluation theory and participation), 'Mobilitets risici og konsekvenser' (risk of mobility and impacts), 'Byøkologi og planlægning' (urban ecology)

**3. PHD SUPERVISION** *Ongoing PhD supervision* *Emilia Ravn Bøss* The Sustainable Development Goals as decision-support in environmental assessment Co-supervisor Cooperation with Innovation Fund and COWI *Vilma Havas* Study of the sustainability of the end-of-life alternatives for plastic waste with focus on discarded fishing gear. Main supervisor Cooperation with SALT Lofoten AS and the Norwegian Research Council *Leoni Schlüter* Sustainable business model development. The role of co-innovation and ecosystem creation. Co-supervisor Cooperation with Business School, Aalborg University and The Port of Aalborg **Previous PhD supervision** *Lucia Mortensen* Strategic environmental and business development. Building capacity for industrial symbiosis Main supervisor Cooperation with Innovation Fund and The Port of Aalborg *Anne Merrild Hansen* Environmental governance in Greenland. The use and development of environmental assessment in strategic decision making. Main supervisor Cooperation with The Greenlandic Selfrule and Alcoa Foundation *Sanne Vammen Larsen* Risk and Uncertainty in Strategic Environmental Assessment – Incorporating Climate Change in Strategic Environmental Assessment of River Basin Management Plans Main supervisor Cooperation with Rambøll *Ivar Lyhne* Strategic Environmental Assessment & The Danish Energy Sector: Exploring non-programmed strategic decisions Main supervisor Cooperation with Energinet.dk *Jie Zhang* Searching for cumulative understanding of effectiveness A focus on critical factors of environmental assessment Main supervisor Cooperation with Chinese Government and Beijing Normal University *Jingjing Gao* The Role of Indicators in Strategic Environmental Assessment Experience from Chinese Practice Supervisor Cooperation with Chinese Government and Beijing Normal University *Anja Wejs* Climate for Change? Integrating Climate Change into Cities Planning Practices Main supervisor Main supervisor

**4. MASTER THESIS SUPERVISION** *Supervision of master students* At the master's level, I have supervised more than 50 projects on the 1st, 2nd and 3rd semesters of Environmental Management and Sustainability Science within topics such as strategic environmental assessment, EIA, public involvement, evaluation, decision-making, organization, health, climate change.

**5. ADULT AND CONTINUING HIGHER EDUCATION** **Ministerial approved continuing higher education** Professional EIA training programme (2016 - ) I am leading a 10 ECTS national professional education programme within environmental impact assessment for practitioners, having a relevant master and minimum of 2-year work experience in the field. The goal is a world-class continuing education that raise competencies, critical reflection upon practice and strengthen the professional national networks and thereby increase the quality of the Danish EIA work. More information here: <http://www.dcea.dk/vvmuddannelsen/>

**Other training and teaching for professionals** Through-out the last 25 years, I have engaged in numerous workshops, seminars and courses and provided professional discussions to partners and stakeholders within impact assessment. I have taught municipalities, regions, and networks within the field of impact assessment and planning, primarily concerning: Environmental Impact Assessment (EIA), Strategic Environmental Assessment, health in impact assessment, climate mitigation and adaptation, and public involvement.

**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.**

Course coordination and semester coordination.

**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 the 10 ECTS course in university pedagogy for assistant professors (2000 – 2002) at Aalborg University Learning Lab. The course, which is a research based pedagogical competence development course, provided me with a pedagogical and didactic foundation. Problem Based Learning (PBL) is the pivot and point of departure in the course, through which I developed and ensured pedagogical competences required to undertake class teaching, supervision, course planning and examinations in university courses. The university pedagogy course was organised as a combination of course modules and feedback on attendees' own teaching and supervision provided by academic and pedagogical supervisors. Assessed by the two supervisors, the overall characteristic of me as a teacher is as follow: "Lone Kørnøv is a competent course teacher and supervisor. She is very familiar with problem-oriented teaching and has great empathy in the student's work situation. In addition, she exhibits critical self-reflection and openness that enables her to experiment and implement serious development of the teaching's academic and educational organization and progress". Extension of the course and the pedagogical assessment can be requested.

**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.**

1. INTERNATIONAL CURRICULA DEVELOPMENT Initial project manager on ERASMUS project, 'Strategic Environmental Assessment for Capacity Development in Higher Education in Asia' (2020-2023). In the project I am part of developing PBL-based new curricula for 6 universities in Vietnam, Laos and Bangladesh concerning environmental assessment. 2. **COMBINED STEM AND SSH APPROACHES TO TEACHING WITHIN THE FIELD OF SUSTAINABILITY** Since 2016, I have explored ways in which arts and engineering can complement each other for sustainability. This transdisciplinary exploration has e.g. led to: 2016: Participation in the AAU-led project 'Construction and Emergence' in which I together with students collaborated with two artists: Pelle Brage and Mogens Otto Nielsen 2017: Joint course seminar 'Art & Sustainability' in which students from Art&Technology and Environmental Management and Sustainability Science were brought together for solving a sustainability challenge. 2017: partner in 'Aalborg Experiment 2017' in which I together with Artist Pelle Brage and Professor Falk Heinrich made an installation at the art museum Kunsten and held workshops for school classes. 3. **MENTORING** Mentor in the AAU mentor programme 2020. 4. **SCIENTIFIC PUBLICATIONS INVOLVING PBL**

Henrich, F. and L. Kørnøv. 2021. Art and Higher Education for Environmental Sustainability: A Matter of emergence? *International Journal of Sustainability in Higher Education*. 23(3).

Kørnøv, L., Johannsen. H.H. and E. Moesby. 2007. Experiences with Integrating Individuality in Project-oriented and Problem-based learning POPBL. *International Journal of Engineering Education*. 23(5).

Moesby, E., Johannsen, H.H., and L. Kørnøv. 2006. Individual activities as an integrated part of project work – and innovative approach to project oriented and problem-based learning POPBL. *World Transactions on Engineering and Technology education*. 5(1).

**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.**

See section 1.5 and section 4.

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

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**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)**

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

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