

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.

My teaching was from 2018 to 2023 devoted to the Master's of Science programmes in – Cand. Tech Construction Management and Building Informatics and Cand. Polyt Construction Management. I have in addition been teaching Building Information Management and Computer Aided Design for BSc students in Structural and Civil Engineering.

Since 2024 I have been responsible for the course: Project management and project economy at the Surveying Planning and Land Management (SPLM) and EMSS2, SEPM2, as well as the "Project Management for Planners" course, for EMS, SEP, CiSu and UPM students at the Department of Sustainability and Planning.

I am also (2022-2026) an external examiner for "Civilingeniøruddannelsernes Censorkorps" for bachelor-, Master's of Science and (part time)master's education.

I currently teach courses or have recently taught course in:

Implementation of IT-based systems in Organisations (DK/UK)

Frame conditions of Construction, focusing on Work Environment Legislation and Practices (DK/UK)

Project Management and Economics (DK/ UK)

Project Management for Planners (DK/ UK)

Development of Quality, Risk, and Project Management systems (DK)

Byggeriets Styringsområder (DK)

Autodesk Revit (DK/UK)

Design af byens infrastrukturer og mobilitet (DK)

Finally i have been credited with the supervision of 5 master's projects, and 8 semester projects at the master's of science level.

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.

Program responsible for:

Implementation of IT-based systems in Organisations (2019-2024)

Project Management and Project Economy (2023-2024)

Project Management for Planners (2024)

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 hereIntroduction to the PhD Study (0,5 ects)

Applying the Danish Code of Conduct for Research Integrity to your Research (1 ects)

Writing and Reviewing Scientific Papers (2020) (3,75 ects)

Academic Information Searching, Publishing and Management (2020) (2 ects)

Introduction to Qualitative Methods for a non-social scientist (2020) (5 ects)

Perspectives of Industry 4.0 (2020) (e ects)

Learn how creative thinking can transform your research (online) (2021) (2 ects)

Basic course in Higher Education Pedagogy - social science (2021) (2 ects)

PBL and digitalisation – near-future models of PBL (2021) (3 ects)

Interdisciplinary Research Design (2022) (4 ects)

Participation in "Klimatopmøde" 2023 and 2024 in Klimatorium, Lemvig.

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... Involved in the supervision of PhD projects of Lasse Hedegaard Hansen (credited in thesis) and Dansani Vasanthan Muttuvelu, with focus on Social Sciences, Qualitative Research, and writing of scientific papers. etc...

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.

Since 2019-2022 I have been responsible for the course: Implementation of IT-based Systems in Organisations. I have taken part in developing the courses: Implementation of IT-based systems in Organisations (DK/UK), Frame conditions of Construction (DK/UK), Project Management and Economics (PM part only), Development of Quality, Risk, and Project Management systems (DK), Autodesk Revit (DK/UK), Byggeriets Styringsområder (DK).

In 2023- 2024 I have developed lectures for courses in Project Management and Economics, Project Management for Planners, and Design af byens infrastrukturer og mobilitet.

I have been part of the Planning and management committee for the Digital Days (2018-2022), a collaborative interdisciplinary short-term PBL-event, conducted by UCN, AAU and EUC Nord. I have, furthermore, have been part of developing and teaching at BLOXhub - Tværfaglige byggeskole (2020-2022).

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)

Since 2019 I have designed my lectures based on discussion-based teaching, and using real life problems as a foundation for discussions with the students. I have, additionally, tested out various formats of teaching both synchronous and asynchronous, as well as using short-term PBL events as a means for developing employability competences for students in higher education. This was e.g. done through using the Digital Days as a exploratorium for students enrolled in the course: Implementation of IT-based systems in Organisations, allowing the students a realistic scenario, in a safe-to-fail setting, in which they could test out what they learned at the course (theory) in practice.

8. Any other information or comments.

Type your answer here...