

Teaching portfolio

1. Teaching CV

A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Courses and supervision at all levels (1. year university level to PhD-level) since 1983.

Focus on mathematical analysis, algebra, geometry, dynamical systems, and topology

External examiner at most Danish universities (mathematics and mathematics within engineering programs)

2. Study administration

A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

Member of study board Mathematics, Physics and Computer Science 1985-88 and 1999-2005

Member of "Faglig landsudvalg for Naturvidenskab" 1987-90

Frequently semester coordinator in relation with the mathematics curriculum

Participant of a working group for a new curriculum for the bachelor programme in architecture and design 2012-13

Convenor of a working group for a new curriculum for the bachelor and the master programme in mathematics, resp. mathematics-economics 2014-15

ERASMUS coordinator at the Department of Mathematical Sciences, Aalborg University

3. University pedagogy qualifications

A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

Supervised four assistant professors in their university pedagogy programme

4. Other qualifications

Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Frequent talks for high school students and high school teachers on various mathematical topics.

Representative of the European Mathematical Society at conference "Friends of Mathematics Education", Berlin 2013

5. Teaching activity development and teaching materials

A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Development of several project areas (recently "Symmetry" for 2nd year mathematics students)

Lecture Notes: Elementary Differential Geometry

Lecture Notes: Visual Interactive Differential Geometry

VIDIGEO: A geometric laboratory

6. Teaching awards you may have received or been nominated for

1993: Teacher of the year, 1. year education, Engineering and Science

2015: Nominated by the students of mathematics for teacher of the year, Mathematics, Physics, and Nanotechnology

7. Personal reflections and initiatives

Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

I have practiced a mild form of flipped teaching over a long period of time, with very detailed lecture plans explaining the main concepts and developments in a non-technical manner. Students are thus expected to have acquired some information on the topics of an upcoming lecture.

Concerning projects, I like to think that they should be well-defined (in particular for young students), but that there should be ample room for all sorts of experiments - in particular, the students should try to explore parts of the area on their own and not just copy what others have written before them. This needs appropriate support and encouragement - of course dependent on the relative strength of a group of students.

8. Any other information or comments

Type your answer here...