

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

TEACHING EXPERIENCE AND COMPETENCE

Teaching, Supervision and Examination

A2022Project-supervision, 2 groups, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2022Project supervision (3 students) + Course-examination, MSc03-level, Architecture, Architecture & Design, AAU, project module: 'Academic Internship'

A2022Project-study tour, 55 students, MSc01 ARC, Architecture & Design, AAU

A2022Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'AST – Advanced Integrated Design I: Sustainable-tectonic Design with Integration of Structure, Site and Climate Conditions', AOD, AAU

A2022Project-study tour, 120 students, BSc01-level, Architecture & Design, AAU

A2022Project-supervision, 3 groups, BSc01-level, Architecture & Design, AAU

Project module: 'An Art Residency'

A20223 lectures, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

A20221 lecture, MSc01-level, Urban Design, Architecture & Design, AAU

Course module: 'Analyzing Urban Transformation'

S2022 WEEKSHOP 2022, workshop 09 "Stedets Fortælling – undersøgt gennem håndtegning og animation", BSc02-BSc06 level, AOD, AAU

S2022 Project supervision, 8 students, MSc04-level, Architecture, Architecture & Design, AAU

Project module: 'Master Thesis'

S2022Workshop + Course-examination, BSc04-level, Architecture & Design, AAU

Course module: "Den integrerede design-ingeniørs historie: på tværs af teknologi, samfund og formgivning".

S20225 lectures + workshops, MSc02-level, Architecture, Architecture & Design, AAU

Course module: 'SSHW- Social Sustainability, Health and Wellbeing'

S2022Semester coordinator MSc02: "Explorations and Experiments in Sustainable-Tectonic Architectural Design".

A2021Project-supervision, 2 groups, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2021Project-supervision, 2 groups, BSc01-level, Architecture & Design, AAU

Project module: 'An Art Residency'

A2021Project supervision (4 students) + Course-examination, MSc03-level, Architecture, Architecture & Design, AAU, project module: 'Academic Internship'

A2021Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'ISTA – Integrated Sustainable Tectonic Architecture'

A20213 lectures, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

A2021HFO SUMMER SCHOOL: "Back to Basics – Material Cultures and Corporeal Explorations", 30 students, BSc04 + BSc06 level, AOD, AAU

S2021 Project supervision, 7 students, MSc04-level, Architecture, Architecture & Design, AAU

Project module: 'Master Thesis'

S2021Workshop + Course-examination, BSc04-level, Architecture & Design, AAU

Course module: 'TSA2 – Technology, Society and Architectural History'

S20214 lectures + workshops, MSc02-level, Architecture, Architecture & Design, AAU

Course module: 'AHW- Architecture, Health and Wellbeing'

S2021Semester coordinator MSc02: "Explorations and Experiments in Sustainable-Tectonic Architectural Design".

A2020Project-examination, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2020Project-examination, BSc01-level, Architecture & Design, AAU

Project module: 'An Artnest'

A2020Course-examination, MSc03-level, Architecture, Architecture & Design, AAU

Course module: 'Academic Internship'

A2020Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'ISTA – Integrated Sustainable Tectonic Architecture'

A20203 lectures, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

S2020 Project supervision, 8 students, MSc04-level, Architecture, Architecture & Design, AAU

Project module: 'Master Thesis'

S2020Workshop + Course-examination, BSc04-level, Architecture & Design, AAU

Course module: 'TSA2 – Technology, Society and Architectural History'

S20204 lectures + workshops, MSc02-level, Architecture, Architecture & Design, AAU

Course module: 'AHW- Architecture, Health and Wellbeing'

A2019Course supervision + Workshop, MSc/PhD Level, "CRAFT", Venice

Themes: 'Problem Based Learning' + 'Integrated Design Thinking'

A2019Project-examination, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2019Project-examination, BSc01-level, Architecture & Design, AAU

Project module: 'An Artnest'

A2019Course-examination, MSc03-level, Architecture, Architecture & Design, AAU

Course module: 'Academic Internship'

A2019Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'ISTA – Integrated Sustainable Tectonic Architecture'

A20193 lectures, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

S2019 Project supervision, 7 students, MSc04-level, Architecture, Architecture & Design, AAU

Project module: 'Master Thesis'

S2019Workshop + Course-examination, BSc04-level, Architecture & Design, AAU

Course module: 'TSA2 – Technology, Society and Architectural History'

S20191 Lecture/field trip, 35 students, MSc02-level, Architecture & Design, AAU

Project module: 'Sustainable Healthcare Architecture'

S20193 lectures + workshops, MSc02-level, Architecture, Architecture & Design, AAU

Course module: 'AHW- Architecture, Health and Wellbeing'

A2018Course supervision + Workshop, MSc/PhD Level, "Case Competition", Copenhagen

Themes: 'Problem Based Learning' + 'Integrated Design Thinking'

A2018Project-examination, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2018Project-examination, BSc01-level, Architecture & Design, AAU

Project module: 'An Artnest'

A2018Course-examination, MSc03-level, Architecture, Architecture & Design, AAU

Course module: 'Academic Internship'

A2018Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'ISTA – Integrated Sustainable Tectonic Architecture'

A20183 lectures, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

S2018Project supervision, 4 students, MSc04-level, Integrated Food Studies, AAU

Project module: 'Master Thesis'

S2018Workshop + Course-examination, BSc04-level, Architecture & Design, AAU

Course module: 'TSA2 – Technology, Society and Architectural History'

S20183 lectures + workshops, MSc02-level, Architecture, Architecture & Design, AAU

Course module: 'AHW- Architecture, Health and Wellbeing'

S20185 lectures + workshops, MSc02-level, Integrated Food Studies, AAU

Course module: 'Mapping Foods and their Structures'

A20171 lecture + Workshop, MSc/PhD Level, "Growing Food CPH – Bootcamp", DTU

Theme: 'Design Thinking in Food Innovation'

A2017Project-examination, MSc01-level, Architecture, Architecture & Design, AAU

Project module: 'Sustainable Architecture'

A2017Course-examination, MSc01-level, Architecture, Architecture & Design, AAU

Course module: 'ISTA – Integrated Sustainable Tectonic Architecture'

A2017 Project supervision, 20 students, BSc01-level, Architecture & Design, AAU

Project module: 'An Artnest'

A20173 lectures + workshops, BSc01-level, Architecture & Design, AAU

Themes: 'Architectural History' and 'User Perspectives/Personas'

A20175 lectures + workshops, MSc03-level, Integrated Food Studies, AAU

Course module: 'Food Concept Design: Mapping strategic and service-oriented possibilities within food businesses'

A20175 lectures + workshops, MSc01-level, Integrated Food Studies, AAU

Course module: 'Mapping Meals and their spaces'

S2017Project supervision, 13 students, MSc04-level, Integrated Food Studies, AAU

Project module: 'Master Thesis'

S2017Project supervision, 5 students, MSc02-level, Integrated Food Studies, AAU

Project module: 'Foodscape Enterprises – Public Health & Wellbeing'

S2017Course-examination, BSc04-level, Architecture & Design, AAU

Course module: 'TSA2 – Technology, Society and Architectural History'

S20175 lectures + workshops, MSc02-level, Integrated Food Studies, AAU

Course module: 'AHW- Architecture, Health and Wellbeing'
 A2016Project-examination, MSc03-level, Integrated Food Studies, AAU
 Project module: 'Food Innovation and Entrepreneurship'
 A20165 lectures + workshops, MSc03-level, Integrated Food Studies, AAU
 Course module: 'Food Concept Design: Mapping strategic and servie-oriented possibilities within food businesses'
 A20165 lectures + workshops, MSc01-level, Integrated Food Studies, AAU
 Course module: 'Mapping Meals and their spaces'
 S2016Project supervision, 4 students, MSc04-level, Integrated Food Studies, AAU
 Project module: 'Master Thesis'
 S20165 lectures + workshops, MSc02-level, Integrated Food Studies, AAU
 Course module: 'Mapping Foods and their Structures'
 2015/2016MATERNITY LEAVE
 S2015Project supervision, 8 students, MSc04-level, Integrated Food Studies, AAU
 Project module: 'Master Thesis'
 S20155 lectures + workshops, MSc02-level, Integrated Food Studies, AAU
 Course module: 'Mapping Foods and their Structures'
 A2014Project-examination, MSc01-level, Integrated Food Studies, AAU
 Project module: 'Welfare Mealscapes'
 A20145 lectures + workshops, MSc03-level, Integrated Food Studies, AAU
 Course module: 'Food Concept Design: Mapping strategic and servie-oriented possibilities within food businesses'
 A20145 lectures + workshops, MSc01-level, Integrated Food Studies, AAU
 Course module: 'Mapping Foods and their Structures'
 A20142 lectures + workshop, MSc03-level, Water & Soil, School of Civil Engineering, AAU
 Theme: 'Visual Communication' and 'Design Thinking'
 A2014Project supervision, 25 students, MSc01-level, Integrated Food Studies, AAU
 Project module: 'Welfare Mealscapes'
 A2014Course-examination, BSc03-level, Architecture & Design, AAU
 Course module: 'Tectonic Design and Structural Details'
 A2014Course supervision + Workshop, BSc01-level, Architecture & Design, AAU
 Course module: 'Tectonic Design'
 A2014 Course supervision + Workshop + Workshop, MSc/PhD Level, "Feed Europe", AAU
 Themes: 'Problem Based Learning' + 'Integrated Design Thinking'
 S2014Project supervision, 8 students, MSc04-level, Integrated Food Studies, AAU
 Project module: 'Master Thesis'
 S2014Project supervision, 8 students, MSc04-level, Architecture, Architecture & Design, AAU
 Project module: 'Master Thesis'
 S2014Project supervision, 11 students, MSc02-level, Integrated Food Studies, AAU
 Project module: 'Foodscape Enterprises – Public Health & Wellbeing'
 S20145 lectures + workshops, MSc02-level, Integrated Food Studies, AAU
 Course module: 'Mapping Foods and their Structures'
 A20135 lectures + workshops, MSc03-level, Integrated Food Studies, AAU
 Course module: 'Food Concept Design: Mapping strategic and servie-oriented possibilities within food businesses'
 A20135 lectures + workshops, MSc01-level, Integrated Food Studies, AAU
 Course module: 'Mapping Meals and their spaces'
 A2013Course-examination, BSc03-level, Architecture & Design, AAU
 Course module: 'Tectonic Design and Structural Details'
 A2013Course supervision + Workshop, MSc/PhD Level, "ReCALL", Trondheim
 Themes: 'Problem Based Learning' + 'Integrated Design Thinking'
 S2013HAND-IN PhD THESIS
 A20125 lectures + workshops, MSc01-level, Integrated Food Studies, AAU
 Course module: 'Mapping Meals and their spaces'
 A2012Workshop supervision, 12 students, MSc01-level, AAU
 Theme: 'Birdhouses'+ 'Problem Based Learning' + 'Integrated Design Thinking'
 A2012Course supervision + Workshop, MSc/PhD Level, "ReCALL", Venice
 Themes: 'Problem Based Learning' + 'Integrated Design Thinking'
 A20121 Lecture/field trip, 120 students, BSc01-level, AAU
 Theme: 'Birdhouses'+ 'Problem Based Learning' + 'Integrated Design Thinking'
 S2012RESEARCH VISIT CANADA
 A2011Project-examination, MSc01-level, Architecture, Architecture & Design, AAU
 Project module: 'Living Bridge'
 A2011Course-examination, BSc01-level, Architecture & Design, AAU
 Course module: 'Tectonic Design'
 2011MATERNITY LEAVE
 A20101 lecture, MSc03-level, Architecture, Architecture & Design, AAU
 Theme: 'Research Methodologies in Architecture'
 A20103 lectures + workshop, BSc05-level, Architecture & Design, AAU

Theme: 'Architectural Diagrams' + 'Design Concepts' + 'Architectural Drawing'
 A2010Project-examination, MSc01-level, Architecture, Architecture & Design, AAU
 Project module: 'Living Bridge'
 A2010Workshop, BSc03-level, Architecture & Design, AAU
 Project module: 'Metamofoser'
 A2010Project supervision, 12 students, BSc05-level, Architecture & Design, AAU
 Project module: 'An Art Museum'
 S2010Course-examination, MSc02-level, Architecture, Architecture & Design, AAU
 Course module: 'Urban Design'
 S2010Project supervision, 12 students, BSc04-level, Architecture & Design, AAU
 Project Module: 'Community Housing'
 S20102 Lectures, Folkeuniversitet/Public University Aalborg, Aalborg
 Themes: 'Architectural History - Riccardo Dalesi' + 'Architectural History - Carlo Mollino'
 A20093 Lectures, Folkeuniversitet/Public University Aalborg, Aalborg
 Themes: 'Historic Restaurant Design' + 'Coffee and Food Design' + 'Opening keynote: The Food Design of the Future'
 A20091 Lecture, BSc01-level, Architecture & Design, AAU
 Theme: 'A Danish Architect: Claus Bonderup'
 A20093 Lectures + workshop, BSc01-level, Art & Technology, AAU
 Course module: 'Tectonic Design in Art'
 A20091 Lecture, BSc. Level, Copenhagen University
 Theme: 'Molecular Gastronomy and Food Design Thinking'
 A2009 1 Lecture + Workshop, Aalborg Kunstgrundskole (BKG)/ Aalborg Art School, Aalborg
 Theme: 'Design Thing and Art'
 2008 3 Lectures + workshop, Copenhagen University + Meyers + Tech College Aalborg
 Theme: 'Molecular Gastronomy and Food Design Thinking'

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

PROGRAM ADMINISTRATION AND COORDINATION

2022Weekshop 2022, Workshop co-responsible, BSc02-BSc06 level, AOD, AAU
 2021 -AD WEEKSHOP, planning group, BSc02-BSc06, AOD, AAU
 2021HFO Summer School, Module responsible, BSc04+BSc06 level, AOD, AAU
 2021 - Semester coordinator MSc02: "Explorations and Experiments in Sustainable-Tectonic Architectural Design"
 2020- ACE Network (Architecture and Neuroscience Center of Education)
 2018 - Course responsible and coordinator for Architecture, Health and Wellbeing course: MSc02 semester, Master in Architecture, AOD, AAU
 2018-2021HFO International Talks, Planning group responsible, AOD, AAU
 2018-2020Head of Board of Studies, leading revision of entire study curricula in Architecture & Design, AAU
 2017 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, IFS, AAU
 2016 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
 2015 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
 2014Co-responsible and co-coordinator for "Feed Europe Summer School 2014", School of Planning and Development, AAU.
 2014 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
 2013Semester co-coordinator, framework for extended master thesis, 8 master students, Architecture and Design, AAU.
 2013Course responsible and coordinator for Food Design courses: 1 + 3 semester, Master in Integrated Food Studies, AAU
 2012-2013 Workgroup on new MSc Educational Curriculum, Integrated Food Studies, School of Planning & Development, AAU (as part hereof writing course material on 3 Food Design courses for accreditation)
 2010Workgroup on revising entire BSc Curriculum, School of Architecture & Design, AAU (as part hereof writing course material for 3 Tectonic courses for accreditation)
 2010Semester co-coordinator, framework for 5th semester, BSc level, Architecture and Design, AAU.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

PARTICIPATION IN SEMINARS

On education, teaching, pedagogy and didactics
2019"AAU Teaching Day", Aalborg University
2018"AAU Teaching Day", Aalborg University
2017"Create Research Seminar – Integrated Design", Aalborg University
2016"Create Teaching Day", Aalborg University
2014Completed University Pedagogy Course for Assistant Professors, AAU
2014 "Module 4: Students, Teaching Methods and Learning Environment, Sustainability, Evaluation and Assessment – a change project", 3 ECTS, Assistant Professor's University Pedagogic Course, Aalborg University
2014 "Module 3: Project Work and Supervision", 2 ECTS, Assistant Professor's University Pedagogic Course, Aalborg University
2014 "Module 2: Teaching Methods and Learning Processes", 2 ECTS, Assistant Professor's University Pedagogic Course, Aalborg University
2013-S2014 "Module 1: Teaching Portfolio as a Method to Further Develop Teaching and Supervision", 3 ECTS, Assistant Professor's University Pedagogic Course, Aalborg University
2014"AAU Teaching Day", Aalborg University
2012"PBL", by Teaching Associate Professor Claus Monrad Spliid
2010"PBL in Engineering and Science-development of supervisor skills", 2ECTS, PhD course, by Professor Anette Kolmos, Aalborg University

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

2022 Faglig Adjunktvejleder (2 personer), Arkitektur & Design, AAU
2018-2020 Studienævnsformand, Architecture & Design Educations, TECH faculty, AAU

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Type2021 -AD WEEKSHOP, planning group, BSc02-BSc06, AOD, AAU
2021HFO Summer School, Module responsible, BSc04+BSc06 level, AOD, AAU
2021 - Semester coordinator MSc02: "Explorations and Experiments in Sustainable-Tectonic Architectural Design"
2018 - Course responsible and coordinator for Architecture, Health and Wellbeing course: MSc02 semester, Master in Architecture, AOD, AAU
2018-2021HFO International Talks, Planning group responsible, AOD, AAU
2018-2020Head of Board of Studies, leading revision of entire study curricula in Architecture & Design, AAU
2017 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, IFS, AAU
2016 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
2015 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
2014Co-responsible and co-coordinator for "Feed Europe Summer School 2014", School of Planning and Development, AAU.
2014 Course responsible and coordinator for Food Design courses: 1-3 semester, Master in Integrated Food Studies, AAU
2013Semester co-coordinator, framework for extended master thesis, 8 master students, Architecture and Design, AAU.
2013Course responsible and coordinator for Food Design courses: 1 + 3 semester, Master in Integrated Food Studies, AAU
2012-2013 Workgroup on new MSc Educational Curriculum, Integrated Food Studies, School of Planning & Development, AAU (as part hereof writing course material on 3 Food Design courses for accreditation)
2010Workgroup on revising entire BSc Curriculum, School of Architecture & Design, AAU (as part hereof writing course material for 3 Tectonic courses for accreditation)
2010Semester co-coordinator, framework for 5th semester, BSc level, Architecture and Design, AAU.
2012 Visiting researcher, Professor Marco Frascari, Azreli School of Architecture & Urbanism, Carleton University, Ottawa, Canada (01.01.2012 -31.03.2012)
TEACHINGMATERIAL PREPARED

Tvedebrink, T.D.O. (2022). "Arkitektur og Design-ingeniørens Historie", LectureNotes, AD Files, Department of Architecture, Design and MediaTechnology, Aalborg University [manuscriptin writing]

Tvedebrink, T.D.O. (2022). "Course Programme: On Social Sustainability,Architecture, Health and Wellbeing", Lecture Notes, ADFiles, Department of Architecture, Design and Media Technology, AalborgUniversity [manuscript in writing]

Tvedebrink, T.D.O. (2017). "Modulaktivitet 6: Mennesker og Arkitektur - Atforstå brugeren/ Project Module 6: People and Architecture – understanding theuser perspective", Lecture Notes, AD Files, Department ofArchitecture, Design and Media Technology, no. 111, Aalborg University, 14pages

Tvedebrink, T.D.O. (2017). "Course Programme: FoodConcept Design, Mapping Strategic and Service-Oriented possibilities within Food Businesses, IFS-MSc03 – REVISED EDITION", Lecture Notes, AD Files, Department of Architecture, Design and Media Technology, no. 110, Aalborg University, 28 pages

Tvedebrink, T.D.O. (2017). "Course Programme: Mapping Meals and their Spaces, IFS-MSc01 – REVISED EDITION", Lecture Notes, AD Files, Department of Architecture, Design and Media Technology, no. 109, Aalborg University, 29 pages
Tvedebrink, T.D.O. (2017). "Course Programme: Mapping Food and their Structures, IFS-MSc02 – REVISED EDITION", Lecture Notes, AD Files, Department of Architecture, Design and Media Technology, no. 104, Aalborg University, 17 pages

Tvedebrink, T.D.O. (2016). "Course Reader: Food Concept Design, Mapping Strategic and Service-Oriented possibilities within Food Businesses, IFS-MSc03", Lecture Notes, AD Files, Department of Architecture, Design and Media Technology, no. 97, Aalborg University, 35 pages

Tvedebrink, T.D.O. (2016). "Course Programme: Mapping Food and their Structures, IFS P2", DCE Lecture Notes no. 41, Aalborg University, 19 pages

Tvedebrink, T.D.O. (2015). "Course Programme: FoodConcept Design, IFS P3", DCE Lecture Notes no. 38, Aalborg University, 15 pages

Tvedebrink, T.D.O. (2015). "Course Programme: Mapping Meals and their Spaces, IFS P1", DCE Lecture Notes, no. 37, Aalborg University, 19 pages

Fisker, A.M., Hvejsel, M.F. and Tvedebrink, T.D.O (2014). Workshop Assignment Feed Europe Summer School 2014: 8 Urban Farming Scenarios, DCE Lecture Notes, no. 36, Aalborg University, 6 pages

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.

Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Contact me for those private informations :-)

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

REFLECTIONS ON TEACHING ISSUES

Where do I teach?

I have been teaching at Aalborg University since 2004. First, it was as a Teaching Assistant, when I was a student in the education of Architecture & Design (A&D). Later, with my employment as a PhD student in the autumn 2009, I became supervisor, teacher, semester co-coordinator, and course responsible. Finally, in 2018-2020 I served as Head of Board of Studies in the Educations of Architecture & Design at Aalborg University. With this position, I got the chance to play a much larger role in the quality assurance of the various course- and project modules, become part of the everyday administration and management of the different educational programmes, as well as developing the entire curriculum. Something, which I enjoyed very much and deeply appreciated to participate in. Because teaching and that of developing educations, throughout the years, has become a very strong passion of mine. I consider teaching and that of interacting with students across all semesters a beneficial opportunity to continuously develop my own professional and academic competences. Hence, also broaden and develop my research perspectives.

Throughout the past years, I have primarily been teaching in two educations at Aalborg University. One is the educational programme called 'Architecture & Design' (A&D) in Aalborg University related to the department of Architecture, Design & Media Technology. The other is the educational programme called 'Integrated Food Studies' (IFS), also part of Aalborg University, but related to the Department of Planning.

The education of 'Architecture & Design' covers both a Bachelor Program (6 semesters) and a Master Program (4 semesters). Common to both the BSc and MSc curriculum is an integrated design thinking, merging the knowledge areas of structural- and indoor environmental engineering with architectural- and urban design. The program is furthermore split into three overall specialisations: Architectural Design, Industrial Design and Urban Design. As a teacher and supervisor, I mainly relate to the Bachelor in Architecture and Urban Design, as well as the Master in Architectural Design. However, I have also been involved in activities in Urban Design. The 'Integrated Food Studies' education was only a Master Program (4 semesters), with one specialization based on the integration of three research perspectives often referred to as 'Public Health Nutrition', 'Food Policy & Governance', and 'Design Thinking'. Because of the integration of these three different research perspectives, the education enrolls students from a broad range of bachelor programmes – varying from areas of public health nutrition, food science, sensory science, policy and governance, food sociology to food communication and marketing.

In addition to my teaching in the above two educational programmes, I have had a series of minor teaching activities in two other educational programmes at Aalborg University called: 1) 'Arts & Technology' related to the Department of Communication & Psychology; and 2) 'Civil Engineering in Water & Soil' related to the Department of Civil Engineering. Finally, I have been invited to give a series of external lectures at, among others, 'Folkeuniversitet Aalborg/Public University Aalborg', Copenhagen University, and a series of Tech Colleges in Denmark. Also, in a series of summer schools/workshops in the Venice Art Biennale, Venice Architecture Biennale and for the Danish Ministry of Environment and Food.

Teaching strategy and goals

Having studied at the educational programme, Architecture & Design at Aalborg University myself, I am the result of a hybrid education, which is highly based on a problem-based and project-oriented approach to learning, teaching, and doing research. Problem-based Learning (PBL) is as such at the core of my knowledge, skills and competences. Therefore, I find the PBL approach a key element in developing my own teaching strategy and pedagogical goals. Relative hereto, it is a particular interest and important goal of mine to increase the ability of the students to critically address the complex interdisciplinary connections intersecting architectural design theory and design practice with diverse fields as civil engineering, anthropology, neuroscience, psychology, and public health. Furthermore, it is equally important to increase the students' ability to address the intersection of theory and practice, which is often crucial when working across architecture, civil engineering and public health. Here, it is my observation that the utilization of PBL teaching principles forms a particular potential in training interdisciplinary collaboration. But particularly in teaching topics, such as 'Sustainability' and 'Wellbeing' as these topics entails an engagement with current and future challenges of the practice of these fields.

I find, engaging with professional practice can be extremely rewarding for the students in both understanding the real world and meet different human perspectives. Also, in developing an analytical approach and in developing the strength to push the boundaries by always engaging critically and hands-on. As an example, this teaching strategy is reflected in my courses where I pursue a systematic linkage of the development of the students' critical ability to analyse existing real-world examples and engage with various real user-groups and their specific contexts. This with the intention to develop the students' ability to apply the knowledge gained through such on-site analyses and user-oriented/participatory processes in a specific design task.

Teaching methods and materials

As lecturing is a crucial point in disseminating knowledge – but a difficult one to keep the students involved and awake - it is my observation that our ability as teachers to present our material in a viable and engaging manner plays a significant role in maximizing the learning potential for the students. Therefore, in my courses/lectures I mainly use workshops (distributed on 2 x 3 full days) combined with a series of double lectures (2x45 min.) in the weeks before and after the workshop. Personally, the task of teaching in workshops for larger or smaller groups of students is a task which I feel natural and motivated to fulfil.

In the workshops, I encourage the students to work hands-on with the theory, methods and creative tools provided in the lectures through different small exercises and creative assignments. These exercises are both specific and open. Specific in the way that they require the use of a certain methodology presented in the previous lecture, but open in the way they encourage the students to figure out by themselves how to apply the method and answer the given question/problem. This sort of exercises in the workshop is based on my goal of teaching the students by implementing some of the problem-oriented learning paradigms into the course. By alternating between theoretical input and exercises students with different interests and abilities are stimulated and motivated to seek at deeper understanding of the course material. Furthermore, interpretation and understanding of the methodology is easier when they see examples of how it is done and work hands-on.

Therefore, with the exercises handed out during the workshop I relate the students to studying real-life problems/examples. In practice this means I bring the students to the healthcare related facilities/ restaurants to observe and experience the place themselves and talk with the various user groups. The point is that I try to encourage the students to discuss contemporary issues and real cases, and as part hereof use best-practice case studies and field study trips (visiting these real cases) to gain empirical and practical knowledge about the theory and methodology I am providing them during the lectures. And on that background perform their user analysis, and develop a concept/proposal for a solution.

Whom and how do I supervise?

Since 2009, I have supervised students across levels of BSc01, BSc04, BSc05, MSc01-MSc04. Even though the educational purpose and knowledge level of the MSc04 semester and BSc01 semester is very different, from a pedagogical point of view I very much enjoy the possibility to follow students from the very early start of their education until their final graduation. There is a great reward in following their individual growth, help spark their curiosity and grow their mind-set. My pedagogical aim is always to try to teach the students how to handle complex interdisciplinary assignments by working with programs and concepts themselves. This means the group must formulate the detailed assignment, as well as decide on specific design theory, methods and investigations, and use their knowledge, skills and competencies to develop a proposal that encompass this. Relative hereto, the students are highly encouraged to use sketching, illustrations, and models early in their work process to develop their proposals, as well as support their analysis and considerations. However, in general the integrated designerly ways of thinking are often rather difficult to comprehend for many of the students, because there are no single solutions or answers to the design problems/semester projects. Project supervision is therefore very much about both supporting and encouraging the students to be creative, innovative and think in new ways by teaching them certain basic design methods and tools to help facilitate the design process. However, in the end the groups themselves must develop and come up with a good proposal/solution and be able to argue for their specific choices. Hence, the students must mature and find their own role in the teamwork, with deep respect for different personalities and capacities. In addition, I often think of myself more as a 'coach' that try to nurture

student's intrinsic motivation, rather than the goal of good grades.

MY INTENTIONS FOR THE FUTURE

How I further will develop my teaching and supervisor skills

In continuation of the above, in the future, I would like to put an extra effort into using didactic and pedagogical tools, which can make the students more aware of how to use the research-findings and design analytical models taught in my lectures to develop and evaluate the quality of their own design concepts. This closely links to – and is aligned with – my increased research interest in the topic of 'research-to-practice'.

I see some of the same challenges and potentials in linking collaborations with industry and design practice to explore and experiment with this. Finally, throughout my past 1½ year as Head of Board of Studies, I have increasingly experienced students suffering from stress, anxiety and depression. As Head of Board of Studies, as well as a teacher and project supervisor, I want in the future to pay much more attention to how to improve the different structural conditions and teaching culture around the A&D educations to reduce these tendencies.

8. Andet.

Skriv dit svar her...