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.

Supervision
Supervision, sustainable design (2017)
Supervision, bachelor I bæredygtig omstilling (2017)
Supervision, techno anthropology 4. semester (2017)
Supervision, internship, sustainable cities (2016)
Supervision, master thesis, sustainable design (2016)
Supervision, sustainable design (2015)
Supervision,2x techno-anthropology 4. semester (2015)
Supervision, sustainable cities (2015)
Supervision, master I bæredygtig omstilling (2015)
Internal course development
Kreativ Projektledelse (2016, 2017)
Development and execution of "kreativ projektledelse" (5ects) a course on the bachelor semester of the Bæredygtigt
Design education, concerned with how to lead creative and innovative projects in an increasingly complex world.
Planning policy and governance (2015, 2016)
Development of a roleplaying game for a single lecture in the course "planning, policy and governance" simulating the navigational skills required by urban planners to create sustainable planning solutions.
External course development
Climate adaptation and innovation of places (2015, 2016)
Development and execution of "climate adaptation and innovation of places", an innovation course for urban planners from 4 municipalities. Developed in a partnership with Dansk Byplanlaboratorium and Danva.
Borgerinddragelse I praksis (2015)
A series of practice based seminars for urban planners.
Innovation forum (2013)
Development and execution of "innovation forum", an innovation course for urban planners. The course was done as an action learning process, where the participants worked with their own cases from the municipality of Copenhagen.
Guest lecturing
Guest lecturing in the course "innovation og økonomi" on the bæredygtig energy- og miljøplanlægning education. (2015,2016,2017)
Guest lecturing in the course "policy, planning and governance" on the sustainable cities education. (2015,2016,2017)
Guest lecturing at the course "user participation and social innovation" on the Service system design education. (2015,2016,2017)

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.

2017: Kreativ Projektledelse (Bæredygtigt Design)

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

AP - Workshop 3: Design ICT mediated learning activities underpinned by 'activities' and 'resources' in Moodle
AP - Workshop 6: Integration of ICT into PBL teaching/active learning
AP - "Course Module 3: The Use of it and media for Learning and Teaching" in 2017.
Type your answer here...

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Type your answer here...

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.

Type your answer here...

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

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

Philosophy
The foundation for my teaching is a desire to educate new urban practitioners specialized in the sustainable transition of western society. Based on my substantial work with urban planners and other civil servants in Denmark I see a strong need of multidisciplinary engineers able to navigate in and inspire the sociotechnical transformation of cities.

I find that a stronger focus on sociotechnical engineering competences is vital for engineering education as a traditional focus on technology, infrastructures and systems is too limited. I work within a conceptual framework of "navigation" when illustrating the future of urban planning. Navigation requires that engineers are both sensitive to what already exists, able to stage or experiment with possible or potential futures and lastly able to mobilize many different actors behind programmes for new realities.

My particular interest is participating in the education of engineers, who dare to challenge and change the ways we organize our everyday lives fundamentally. This relates to consumption, living, transportation and the daily practices that are these days presented as "reality" – the engineers of the future should be able to show that alternate realities are possible. Programmes such as "sustainable cities" and "sustainable design" at the Department for Development and Planning have the potential of inspiring students to become agents of change for a sustainable future. Problem solving is rarely enough. Sustainable change often requires looking at the framing of the problem and taking part of its reframing.

I am particularly interested in how research intervenes and creates changes in the world outside the university and encourage students to approach the world with a focus on how they can intervene and change the existing frameworks to create a more sustainable world. I am far less interested in teaching facts to students than presenting ways of applying research to challenge the existing realities. This has implications for my course planning, lecturing and supervision.

I want to make teaching activities that enable the students to reflect over their own practice. I am more interested in changing the mindset of the students than delivering knowledge to them, the most important being the exercise of not-knowing – investigating the spaces where there is potential to learn more, rather than seeing knowledge as something fixed and "true".

Supervision
I have primarily supervised students who are used to the "project based learning" approach of Aalborg University, which means that most of the students I supervise have concrete partners in society (municipal administration, electrical car companies, area renewal projects) I usually spend quite some time on the relationship between the student group and the partner. I encourage close contact with the partners and often advice students to make monthly "deliveries" to their partners in the form of fact-sheets, posters, simplified analysis or other elements of their work-in-progress to "put the research at risk" (Stengers 1997) by exposing it to (multiple) audiences and allowing the research to be influenced by these.

I have a strong focus on methodology in my supervision and generally tell my students to apply theory as it makes sense in their research with a strong emphasis on what the theories used contributes with, in the prob-lem solving process. It is core to my teaching and supervision to make scientific theories accessible and usable for students. I find that many students talk about "theory" as something foreign and difficult to handle rather than tools for understanding, describing and analyzing the world.

I enjoy getting actively involved in the project development processes of my students and see myself as an active element in the development of their projects. I don't hold myself back from suggesting potential courses of action that I imagine will make the project more interesting for the students or make a bigger impact on society.

Teaching
In my teaching I emphasize that my students recognize the complexity of the world (by not reducing it to models or talking about absolutes) while at the same time emphasizing agency (that the world is changeable and that the students are potential agents of change) and in that encouraging the ability to see where there is opportunity for change. I am personal in my teaching and value presenting myself as a whole person with both strengths and vulnerabilities rather than as in the role of the teacher. I am also highly political in my teaching and open about both my own perspective on the fields I teach and that I want to enroll my students in wanting to create radical change – this also makes me very present in teaching situations.

When I have had the opportunity (both within and outside of the university) I have found that my preferred teaching style implies "moving into action". My teaching is founded around applied research and "how can we use this for something" is the core that my course designs revolve around. I have had success with an "action learning" approach, where students (at the university as well as urban planners) are asked to use what they learn to structure their own work and develop their own projects further.In this line I tend to focus on applying what the students have already learned (or at least been introduced to) on their own projects with a slightly different framing than what they have seen before. Not taking "theory" so seriously, but rather focusing on what the theories they have read can contribute with in their projects.

I am enthusiastic in my teaching and bring in the subject matter that I myself find inspiring, challenging or controversial. I generally try to move between lecturing, using video (often TED talks), making group exercises and personal reflection. I often bring in my background from performance and improvisational theater to get the students to move, touch or laugh to break up the seriousness of the situation. When doing courses I have a facilitative approach to the teaching and often move into supervision/coaching when the students are doing groupwork.

I find that it is important to adjust the courses I teach to the needs of the students and usually evaluate with my students every day to see if it would make sense to adjust the plan for our next meeting, and if there are specific unmet needs in the group. I don't trust strict course planning, where everything is planned out before the teacher meets the students, but see the good learning process as something that has to be co-created by the participants.

Guest lecturing
When I do guest lecturing I try to take a practice based approach, giving many examples from "real life" based on my experiences working with urban planners, which my students seem to find interesting. I also attempt to establish the lectures more as a discussion in the classroom, rather than me telling them truths about the world and try to open the paradoxes and controversies of the fields for common exploration.

STENGERS, I., 1997. Power and Invention: Situating Science. Minneapolis & London: University of Minnesota Press.

8. Any other information or comments.

Type your answer here...