

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

Skriv dit/In this first part of the portfolio my experiences with teaching and supervising are summarized.

#### 1.1 Courses

The bullets below shows selected engagement in courses in the programmes at the Department of Planning at AAU during the period 2007-2022. The activities marked with \* are current and running in 2021/2022.

- Bachelor in Urban, Energy and Environmental Planning, 1st semester, Planning frameworks and practice: Danish planning system, SEA and public participation
- Bachelor in Urban, Energy and Environmental Planning, 2nd semester, Natural resources and society: The nature and management of natural resources, perspectives on nature, holistic spatial planning.
- Bachelor in Urban, Energy and Environmental Planning; Geography; Building and Construction 5th semester, Planning and regulation: planning and regulation of water environment, regulation of agriculture
- Bachelor in Urban, Energy and Environmental Planning, 5th semester, Environmental assessment and scenarios: Environmental assessment procedures and tools, scenario development, decision making theory.\*
- Bachelor in Urban, Energy and Environmental Planning, 6th semester, Environmental assessment and climate change: SEA, EIA, climate change in IA, decision-making, risk theory
- Bachelor in Urban, Energy and Environmental Planning, 6th semester, Aspects and effects of climate change: Risk, risk society, climate change
- Bachelor in Urban, Energy and Environmental Planning, 6th semester, The theories and tools of the planner: Planning theory, roles of the planner and planning ethics.\*
- Master in Sustainable Cities, 2nd semester, Water and climate change: Impact assessment related to water and climate change\*

Besides from these main tasks, I have participated in arranging and giving courses for professionals on:

- Assessment of significance in impact assessment and SEA for beginners. These courses have been part of the yearly DCEA conference Environmental Assessment Day
- Social impacts, public participation and conflict at the professional master in Environmental Impact Assessment

As part of the courses I have worked with a variety of methods including: assignments and group work, lecturing, dialogue and discussions, role play, field trips (short and long), teaching via videolink and online

#### 1.2 Supervising

The bullets below shows selected supervising tasks in the programmes at Department of Planning at AAU during the period 2007-2022. The activities marked with \* I have undertaken in 2021/22.

Bachelor Programme in Urban, Energy and Environmental Planning

- 1st: Development and planning\*
- 2nd: Planning and natural resources
- 4th: Sustainable infrastructure\*
- 5th: Sustainable strategies for rural areas
- 6th: Bachelor project\*

Master Programme in Sustainable Cities

- 1st: The role of organisations and business in developing sustainable cities
- 2nd: Sustainable cities from an institutional and societal perspective
- 3rd: Professional development (internship)\*
- 4th: Master's thesis

For more information see my PDF teaching portfolio at <http://personprofil.aau.dk/profil/104245#/filer> svar her...

### 2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

#### 2.1 Semester and course coordination

Apart from the more traditional teaching through lecturing and supervising, I have participated in a number of coordination tasks. Here are listed the main ones (The activities marked with \* are current and running in 2022):

- Course coordinator of the Planning frameworks and practice course at the 1st semester of the Bachelor Programme in Urban, Energy and Environmental Planning (Copenhagen)

- Course coordinator of the Natural resources and society course at the 2nd semester of the Bachelor Programme in Urban, Energy and Environmental Planning (Copenhagen)
- Course coordinator of the Environmental assessment and scenarios course at the 5th semester of the Bachelor Programme in Urban, Energy and Environmental Planning\*
- Course coordinator of the Environmental assessment and climate change course at the 6th semester of the Bachelor Programme in Urban, Energy and Environmental Planning
- Course coordinator of the Aspects and effects of climate change course at the 6th semester of the Bachelor Programme in Urban, Energy and Environmental Planning
- Course coordinator of the Theories and tools of the planner course at the 6th semester of the Bachelor Programme in Urban, Energy and Environmental Planning\*
- Semester coordinator for the 2nd semester of the Bachelor Programme in Urban, Energy and Environmental Planning
- Semester coordinator for the 6th semester of the Bachelor Programme in Urban, Energy and Environmental Planning \*
- Semester coordinator for the 1st semester of the Master Programme in Sustainable Cities

## 2.2 Programme coordination

During my work at Aalborg University, I have been particularly involved in the coordination of two programmes.

For the Master Programme in Sustainable Cities I was part of the coordination group behind the accreditation and planning of the new programme mainly during 2011. As part of this I was a main author on the accreditation report. Since the accreditation and the implementation of the programme I have coordinated, taught and supervised on different semesters. Also, I am part of a team of two people who evaluates applications for the programme.

In late spring 2014 I was appointed programme coordinator of the Bachelor Programme in Urban, Energy and Environmental Planning. I was chosen for this appointment due to my comprehensive and long-term involvement in the programme.

From 2014 I have also been part of the Study Board for Planning and Surveying at the Department of Planning, AAU.

## **3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.**

### 3.1 Courses, workshops and supervision of teaching

As a Ph.D. I participated in the following course:

- PBL in engineering and science – development of supervisor skills. A Ph.D. course organised by the International Doctoral School of Technology and Science at Aalborg University in 2008

In 2012 I participated in Aalborg University's professional teacher training for assistant professors (pædagogikum), which is a 10 ECTS course. Here I participated in the following workshops:

- Teaching portfolio – Supervision and further development of teaching. By Lone Krogh and Annette Lorentsen, Aalborg University, March 2012
- Facilitation in a PBL Environment. By Jette Holgaard, Aalborg University, April 2012
- PBL in engineering education. By Annette Kolmos, Aalborg University, April 2012
- How to make learning happen: Alignment, reflection, and development of teaching and assessment strategies. By Phil Race, May 2012
- Evaluation of teaching and assessment for and of learning. By Per Lauvås, Oslo and Akershus University College, October 2012

As part of the professional postgraduate teacher training I had two supervisors assigned: Søren Løkke (academic supervisor) and Pia Bøgelund (pedagogical supervisor), both Aalborg University. My supervisor observed my teaching on two occasions and we had meetings to discuss my teaching practice and development. During the professional postgraduate teacher training I was also part of a group of participating assistant professors who met on a couple of occasions during the course to discuss and give each other feedback on teaching.

### 3.2 Pedagogical development day

In August 2012 I was involved together with other assistant professors in my section in arranging a pedagogical development day internally in the section. The goal was to take a day to discuss teaching and quality of teaching and to exchange experiences. We arranged presentation as a point of departure, on the basis of the work we were doing in the professional postgraduate teacher training, and thus I gave a presentation on my work on cross-campus teaching.

### 3.3 Peer review of teaching

In the DCEA research group we have implemented peer-review of teaching, where I have both reviewed my peers and been reviewed by my peers. The plan is to continue this element, in order to develop our teaching skills, and to learn from and inspire each other.

#### **4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.**

In 2021-2023 I am part of an EU Erasmus research project, where we are collaborating with international colleagues to build capacity for teaching strategic environmental assessment at six universities in Laos, Bangladesh and Vietnam. The specific role of AAU is to build capacity on PBL.

In 2021, together with colleagues I contributed a chapter to the book Teaching impact assessment, edited by Angus Morrison-Saunders and Jenny Pope and published by Edward Elgar Publishing. The topic of the chapter was teaching impact assessment using PBL.

#### **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

I have participated in the following main activities concerning development of programmes and courses:

- For the Master Programme in Sustainable Cities I was part of the coordination group behind the accreditation and planning of the new programme mainly during 2011.
- I participated in different working groups in the re-organisation of the bachelor programme in Urban, Energy and Environmental Planning, which resulted in new study regulations in 2010
- I participated in a working group of seven teachers drafting the new study guidelines of the bachelor programme in Urban, Energy and Environmental Planning during 2014-15. In 2020-2021, I headed a group of four reviewing and adjusting the study guidelines for the same programme. The task involved e.g. workshops among the group members, developing learning goals and competence profiles, coordinating with other programmes, and facilitating participation by students, colleagues and recruitment panels.
- Together with colleagues I have developed and re-developed a number of courses on all levels and with different topics.

#### **6. Nominering til og/eller modtagelse af undervisningspriser.**

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#### **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.**

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#### **8. Andet.**

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