

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.

More than 20 years of teaching experience (courses, supervision, censoring) at both bachelor and candidate/master levels in the following studies and programmes: Chartered Surveyor (Bc. and M.Sc. in Planning, Surveying and Land Management), Master in Land Management, SPLM, Civil engineer in Urban, Environment and Energy Planning Studies, Master in Urban Planning and Management, Master in Environmental Management, Geography, Human Ecology and Livslang uddannelse. Has also been teaching in several PhD courses.

Teaching topics and themes: Spatial development, governance and planning processes. 'Place-making', in particular in local and regional contexts. Focus on place-sensitive approaches and innovation in development of appropriate governance and planning spaces in both urban and rural areas. Spatial development and planning cultures, and how cultural and social aspects play an important part of 'the capacity to act' and to transform places. This includes attention to the role of different types of trust relations in development, governance and planning processes. More specific themes are coastal development, urban and business regions, urban-rural relations and integration, regional and local innovation, tourism and experience economy, environmental policy integration, mobility and transport policy, as well as interactive research approaches.

A primary and current focus on teaching the courses:

- Urban Governance and Planning (Bypolitik og planlægning): Bachelor 3rd semester for students at both Chartered Surveyor in Planning, Surveying and Land Management and Civil engineer in Urban, Environment and Energy Planning Studies. A mixture of lectures, 2-2 assignments, PBL-oriented group work, plenary discussions and role play.
- Spatial Planning and Governance: Master 2nd semester for students at Chartered Surveyor in Planning, Surveying and Land Management. A mixture of lectures, 2-2 assignments, PBL-oriented group work, plenary discussions and student presentations.

Supervision and censoring at many semesters in the studies mentioned above. Supervision of more than 100 groups of students at all levels.

Part of two national censor-teams within geography and planning

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.

Member of the Study Board 2009-2019: Establishment, revision and administration of study programmes concerning surveying, planning and land management and also Urban, Environment and Energy Planning Studies as well as Geography. This has also entailed the production of learning objectives at many semesters and in many courses. Has participated in and lead working groups and commissions in relation to development of studies.

Has taken part in "Aftager paneler" and accreditation processes.

Many years of experience as semester coordinator at various semesters in study programmes concerning Surveying, Planning and Land Management and also Urban, Environment and Energy Planning Studies. In particular at 3rd semester bachelor and 2nd semester master levels.

Has particular experience in coordination across and between the study programmes Surveying, Planning and Land Management and Urban, Environment and Energy Planning Studies.

Experienced course coordinator of many courses. Currently focus on:

- Urban Governance and Planning (Bypolitik og planlægning): Bachelor 3rd semester for students at both Chartered Surveyor in Planning, Surveying and Land Management and Civil engineer in Urban, Environment and Energy Planning Studies.
- Spatial Planning and Governance: Master 2nd semester for students at Chartered Surveyor in Planning, Surveying and Land Management.

Has initiated and coordinated several international PhD courses. Last time in August 2022 in Aalborg as coordinator of the

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

Has taken part in and passed the Aalborg University Pedagogical course for Assistant Professors ("Pædagogikum"). This included collegial guidance and supervision, a written assignment, testing interaction with students in lectures, etc.

Has also acted as supervisor in the Aalborg University Pedagogical course for Assistant Professors ("Pædagogikum").

Participated in AAU Learning Day in 2022.

Participated in the International PBL Conference in Lima, Peru, July 17-24 2006.

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.

Du, Xiangyun ; Hansen, Carsten Jahn (2006) Developing Intercultural Competencies in a PBL Environment. / I: PBL at Aalborg University : contributions to the International PBL Conference in Lima July 17-24. red. / Anette Kolmos. Aalborg : Technology, Environment and Society. Department of development and Planning, Aalborg University, 2006. s. 39-48 (Working paper; 13). Forskning: Bidrag til videnskabelig bog/antologi

Du, Xiangyun ; Hansen, Carsten Jahn (2006) Developing intercultural competencies in a PBL environment. I: Connecting learning to the real world : International Conference PBL 2006 ABP. Lima : Pontificia Universidad Católica del Perú, 2006. 12 s. Forskning: Konferenceartikel

Hansen, C. J. & Du, X. (2006) PBL in a Multicultural Environment – experiences from a Master's Programme. International Conference PBL-2006-ABP, in Lima, Peru. Also published in Kolmos, A. (2006) PBL at Aalborg University, working paper 13 in Technology, Environment and Society at the Department of Development and Planning, Aalborg University.

Hansen, C. J. (2004) Kan ingeniører være samfundsfaglige? Article (in Danish) in Samfundsfagsnyt nr. 156.

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.

See publications and activities above.

In addition, CJH has in particular focussed on developing the following in teaching courses:

-The use of individual 'written reflections' as a form of examination, uploaded after each session and collected in a portfolio at the end of the course. In the reflections, the students reflect on core arguments and lessons learned in each session by providing their own perspectives based on the literature, instructor and student presentations, assignments and plenary discussions.

-Using student presentations of course readings to enable dialogue on readings.

-Has introduced a 'role play' to help create insight into actor and interest positioning and participation challenges in spatial development and planning processes

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Student evaluations of CJH's teaching has consistently shown an average in the range of 'satisfactory' and 'very satisfactory' concerning supervision and the courses in Urban Governance and Planning (Bypolitik og planlægning) and Spatial Planning and Governance.

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)

My aim is basically to search for, and facilitate students in, finding ways to become self-reflective and active in pursuing learning objectives and in creating a personal professional identity.

8. Any other information or comments.

Type your answer here...