

Teaching Portfolio

Hugo Mulder
Adjunkt
Institut for Teknologi og Innovation
SDU Civil and Architectural Engineering
E-mail: hmm@iti.sdu.dk



Pedagogical view: Educational practice - Basis / values

First in secondary education in The Netherlands, later at university, and thereafter also in engineering practice, I have been teaching extensively. This was always without formal training, intuitively transferring what I knew—and knew what to do—to other students, sometimes well above my age. I believe this has been generally successful because I have always tried to understand things from first principles, and it seems to me that only from a deep understanding one can teach convincingly. Teaching has also taught me to keep learning, and I think teaching probably is a form of learning, which is humbling, because it puts me in a similar position as the students I am teaching.

The two key aspects of my teaching I have developed through teaching education at the IT University and later at SDU are (1) structuring programmes and courses, and (2) active learning.

The established concept of constructive alignment started to make sense to me while teaching courses of my own design. Since 2020, I have been involved in the development of a new BSc. Programme for Civil and Architectural Engineering. I am teaching two introductory courses that I have developed from scratch. Both within those courses, but also on programme level, I have noticed the way that learning goals correspond to the organisation of the sessions, and to the exercises and exam, affects the overall understanding and engagement of the students. I have also experienced that this will probably never be perfect, but it is worth to keep striving for further alignment.

Active learning, to me, is about understanding that learning is something one has to actively do. It ties in with the enactive view of cognition, which claims that to perceive the world, you have to actively engage with it. Even though there is a place for verbal or written instructions, the actual learning occurs once students engage with the material, make their own mistakes, and find their own ways of applying it. Guiding such processes can be intensive, because it requires following and understanding individual learning paths.

Teaching experience (from 2016)

2022	International BSc. project supervision (SDU)
2021–now	Building Technology (SDU, 5 ECTS)
2020–now	Design Studio 1 (SDU, 10 ECTS)
2016	Digital Experience and Aesthetics course (ITU)
2016	Creative Digital Practice course (ITU)
2016–2017	MSc. Project supervisions (ITU)

Formal pedagogical training

2020–2022	Lecturer Training Programme SDU
2016	Pedagogical teaching development course for PhDs at ITU
2016	TeachIT: Use your Voice
2016	Introductory Teacher Development Programme for PhDs

Other activities related to teaching and teaching development

Developing a new BSc in Civil and Architectural Engineering

From 2019 I have been involved in the development of a new programme that started the next summer. Through a series of workshops, we developed the programme and its outline content from scratch around three fundamental principles: digitalisation, sustainability and design.

I have personally developed two courses in the first year that I am now teaching and refining: Design Studio 1 (10 ECTS) and Building Technology (5 ECTS).

Spearhead Project

In 2021 Roberto Naboni, Nebojša Jakica and I won an internal grant of 330k DKK from SDU's Centre for Teaching and Learning to do a so-called Spearhead Project for the use of Mixed Reality in our studio teaching. A paper publishing the results of the project is forthcoming.