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Pedagogical view

As a teacher, I aim to provide my students with analytical skills and develop competences
useful in addressing environmental engineering projects in real-world settings. I believe that a primary role of university teachers is also to inspire students, so that the necessity to learn about the particular topic comes/evolves to an extent naturally. However, this is not self-sufficient and needs to be complemented with relevant and up-to-date information/content and tools. Teaching must be organized so that it ensures active engagement and participation from the students. In our field, this can be achieved by blending lectures with more practical work sessions (e.g. industry site visits, group work), and projects/cases where concepts taught in class are applied. To ensure that learning objectives are achieved, it is first important to align and clarify expectations. In my case I experienced that open class discussion and a close engagement from the teacher during practical work sessions can help monitor progress towards learning objectives.|

Courses

2018-	Waste Management: from waste to resources (10 ECTS – MSc. level). Role: Course responsible, lecturer in 2018-2019 and from 2021-; assistant lecturer in the course between 2015 and 2017. Offered at the Faculty of Engineering, University of Southern Denmark
2021-	Eco-efficient engineering (10 ECTS – MSc. level). Role: Course responsible, lecturer. Offered at the Faculty of Engineering, University of Southern Denmark
2017-2019	Solid Waste Processing and Recycling (5 ECTS – MSc. level). Role: Course responsible, lecturer between 2017-2019. Offered at the Faculty of Engineering, University of Southern Denmark

Supervision

PhD students

2023-	Green transition of the healthcare system in the Region of Southern Denmark
2018	Life Cycle Assessment of current and prospective waste management systems in Brazil. Role: co-supervisor. Universidade de São Paulo