

Teaching Portfolio

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1. Pedagogical view

FUNDAMENTAL PEDAGOGICAL VIEW AND DESCRIPTION OF PRACTICE

Here a brief outline of the key education principles I have been able to develop continuously during the past 15 years of teaching experience. I am firmly dedicated to continuously improve and test my teaching methodology and contents, using as frame the work developed by UNESCO particularly with reference to the Education for Sustainable Development programme.

In the past years I had the opportunity to work with both face to face and online formats, confronting with different teaching approaches and methods in 10 countries, collaborating with colleagues from over 15 countries in Europe and Latin America.

I have been designing courses and lectures in Spanish, Italian and English, delivering them and supporting the work of students from over 20 countries and the most different cultural and education backgrounds.

More specifically I can give my contribution based on transdisciplinarity, internationalization and online/distance learning, constantly interlinking the education programmes to research activities and cooperation for development real life projects.

I have further developed the teaching work and approach, also experimenting on the potential of online formats in conjunction with onsite one; furthermore being cutting edge because bringing together the knowledge deriving from academic research with real life projects, involving also a number of public and private organization experts, giving the opportunity to the students to confront themselves with the complex socio-technical-environmental challenges of real life situations, through project based group work.

I have not had the possibility until now to have formal pedagogical training, but I am willing and looking forward to undertaking such training in the next future, aware of the importance of it in further structuring and enhancing my educational skills and ability.

On the basis of previous experience, on national and international education funding/exchange programmes, I am willing to explore the possibility of establishing/increasing Erasmus+ exchanges and programmes in EU and Latin America, define recruitment of early stage researchers through Marie Curie Individual Fellowships and/or Marie Curie Innovative Training Networks ITN.

Research based education: It is of fundamental importance to interlink the research and the lecturing activities, also in order to give the students the possibility to engage with latest knowledge development and familiarize with research methodology and challenges, developing also critical and analytical skills.

Design based education: The use of living laboratories is fundamental to be able to use the full innovation potential of a design based approach. The living labs can bring together a classic workshop setting, typical of the schools of architecture, with a more contemporary co-design and co-evolution approach, involving directly the end users within the design creation process.

Theoretical foundations: It is fundamental to ground the course work on a solid and clear theoretical base, in order to give both background and structure.

Methodological foundation: Epistemology, as well as research and research methodologies are of utmost importance. This should include methods to structure both research and project based work, data/information collection and analysis and integrated evaluation.

Project based education: Due to my past experience, particularly with architecture and engineering students, I am normally structuring teaching activities through project workshop and work group. Projects should be based on real cases, and where possible, including field work that is facilitating the understanding of the importance of the context. Sometimes I have been using some role play techniques favoring the understanding of the roles of the different actors normally

involved in a project. Often I involve student in urban development projects I am involved

Experts involvement: By experience I know how important it is to have invited speakers, form academia, but also from public and private organization, to help the students to achieve a more complete understanding of real life situations and challenges.

Systemic approach: To have a systemic approach to education is fundamental in order to be able to address our world socio-technical and environmental complex challenges; having as twilight reference the work of Edgar Morin prepared for UNESCO

Internationalization: To organize and finance student incoming and out-coming exchanges is fundamental for education at all levels. Due to my experience I can guarantee the successful acquisition of such funds.

Motivation and support: The core of the teaching activity should be the improvement of students, maintaining them motivated, and as learned in UK, providing pastoral care and support

Clarity of evaluation: Clarity of teaching structure and evaluation criteria are of fundamental importance for any teaching activity.

2. Teaching experience

TEACHING EXPERIENCE: FULL COURSES

2018: **Urban Resilience Planning** (Advanced MSc course) (to be confirmed)

University of Cordoba (AR)

Co-ordinator/ Lecturer

MSc

Evaluation of group work/projects and group/individual presentations.

Intensive research workshop for selected international MSc candidates. The course will include a series of international lecturers. The course is addressing cutting edge challenges for urban resilience research, and it requires the development of final urban project/solutions for Cordoba selected cases..

2017: **Urban Resilience**

Pontifical Bolivarian University, Monteria (CO)

Co-ordinator/Lecturer

MSc students and public administrators / professionals

Evaluation of group work/projects and group/individual presentations.

Intensive course with one week onsite and two weeks online tutoring. The course included theoretical thought part and group work simulating a participatory urban resilience planning using a process design technology. The students had to role play impersonating key stakeholders.

2016: **Urban Resilience**. High Formation PhD School

Onsite.

Lecturer.

Technical University of Turin (IT)

PhD

A certificate is given upon satisfactory participation based on individual performance and group work

Intensive research workshop for selected PhD candidates. The course will have a limited number of key note speakers and guest lecturers of high international reputation. The course is addressing cutting edge challenges for urban resilience research.

2014-2015: **Engineering Project Feasibility Study**

University of Bradford (UK)

Lecturer/tutor

Re-design of the study field trip support the organization and on-site management of the field activities.

BSc students, last year.

Report and project group are evaluated as both group and individual contributions.

Onsite lectures, project assignment and field work. The objective is to give basic insight of feasibility analysis of engineering projects, including sustainable development variables, in a urban environment using Whitby UK as case study

2013-2015: **Design and Planning Processes**

University of Bradford (UK)

Lecturer

Re-design course objectives and assignments, delivering lectures and designing student's assignment

BSc students, first year.

Report and project group are evaluated as both group and individual contributions.

Onsite lectures, project assignment and field work. The objective is to give basic insight of urban planning process and undertake a project exercise for health facilities. The course is managed through Blackboard online platform.

2012: Human Geography

University of Bradford (UK)

Lecturer

Delivering lectures and designing student's assignment

MSc students, first year.

Individual report based on literature and field work/observations.

Onsite with ad-hoc workshop and study trip/exercises. The objective is to give basic insight of human geography and related methodologies. Designing lectures, course exercises and organization of study visit. The course was managed through Blackboard online platform.

2009/10: EU Erasmus LLL. ATOMS&BITS

University IUAV of Venice (IT)Co-coordinator and lecturerCo-responsible for the course structure and content design, and the relation with the partners.University IUAV of Venice, Technical University of Catalonia, Technical University of Denmark, Technical University of Delft, University of Sofia.MSc (70%) and PhD students (30%). Competitive selection within partner institutions.Project work in group, assessing both group and individual performances.Online learning 6 months, using blog-moodle-forum, onsite intensive workshop 2 weeks.The theme of the course is sustainable urban innovation, aimed to the re-qualify the former port area and oil industrial cluster in Venice mainland.

2007/09: EU Marie Curie ITN. WISE Waste in a Social Environment

University of Aachen and other locations.

Course co-organizer, docent and mentor

Co-responsible for the courses structure and content design. Member of the steering committee.

University of Aachen, Technical University of Catalunya, Wroclaw university of Technology, University of Essen

PhDs and post-docs. Participants selected internationally through highly competitive procedure.

A certificate was give upon satisfactory participation based on individual performance and group work

The trans-disciplinary training course coupled research based lectures, with practical intense team work, coordinated by a team leader, on emerging world issues and specific local issues, in collaboration with local administrations. The trainings have been organized coupling socio-technical perspectives.

The course was preceded by structured study work, and followed by specific activity, including research students mentoring and career development.

2005/08:EU Marie Curie ITN. STAR-City Science, Technology, Research: the green city of the future

All partner's institutions.

Courses co-organizer, docent and team leader

Co-responsible for the courses structure and content design

University of Duisburg-Essen, New Castle University, Technical University of Lisbon, Technical University of Athens, University IUAV of Venice, Technical University of Catalunya

PhD and post-docs. Participants selected internationally through highly competitive procedure

A certificate was give upon satisfactory participation based on individual performance and group work

The trans-disciplinary training courses (10 days each) coupled research based lectures with practical intense team work, coordinated by a team leader, on emerging world issues and specific local issues, in collaboration with local administrations. The trainings have been organized under four key topics: waste, transport, energy, urban planning/eco

buildings. The course was preceded by structured study work, and followed by specific activity, including research students mentoring and career development.

2007:EU Marie Curie ITN. EASY-ECO Evaluation of Sustainability

UNDP/Romanian National Centre for Sustainable Development. (RO)

Tutor and lecturer

Co-responsible for the integrated evaluation case study on river restoration in Switzerland

Vienna University of Economics, Saarland University, Regional Environmental Centre for Central and Eastern Europe, Stockholm Environment Institute, Romanian National Centre for Sustainable Development, Manchester University, Lund University, Free University of Brussels

PhDs and post-docs. Participants selected internationally through highly competitive procedure

A certificate was give upon satisfactory participation based on individual performance and group work

The trans-disciplinary training courses (14 days) coupled with lessons on specific issues, with practical intense team work on specific case studies. The course was preceded by structured study work, and followed by specific activity, including research students mentoring and career development

1999-02: Urban Planning

University IUAV of Venice, Faculty of Architecture.

Teaching assistant

Lecturing, support to the didactic structure and students work supervision

MSc students

Based on final project assessment and individual oral examination

The courses (6 months every year) addressed key issue as: urban and regional planning with particular reference to urban design, innovation dynamics, sustainable development, governance.

1999-02: Evaluation

University IUAV of Venice, Faculty of Architecture. (IT)

Teaching assistant

Lecturing, support to the didactic structure and students work supervision

MSc students

Based on final project assessment and individual oral examination

The courses (6 months every year) addressed key issue as: urban and regional economics, evaluation of sustainability, urban processes management, environmental impact assessment, and resources management.

1999: **Strategic Planning**

Venice International University. (IT)

Teaching assistant

Lecturing, support to the didactic structure and students work supervision

MSc students

Based on final project assessment and individual oral examination

The courses (6 months) addressed key issue as: process design, urban design, urban management, public participation, urban governance

1998: **EU TEMPUS. Environmental Information Systems and GIS**

University IUAV of Venice, (IT)

Co-organizer and teaching assistant

Co-organization, lecturing, support to the didactic structure and students work supervision

University IUAV of Venice, University of Sofia, University College London.

MSc students, competitively selected in partner institutions.

Based on final group project, assessing both group and individual performances

The course, organized as a summer school along 1 month, aimed to address issues of design and plan of urban development, with particular attention to sustainable development and environmental issues, with reference to ICT and through the use of advanced GIS technologies and applications to support decision making processes

3. Formal pedagogical training

FORMAL PEDAGOGICAL EDUCATION

No formal education training, as not required for the previous positions hold and/or countries' specific normative; although strong intention to undertake appropriate formal training.

4. Experiences from pedagogical functions

Please refer to Teaching Experience above for functions related to all specific lecturing activities, spanning from tutor to course coordinator.

5. Teaching experience: Invited short teaching courses

18/11/2015 **Planning Urban Resilience Transition**, MSc-PhD, University of Leeds, UK

22/10/2015 **Planning and Process Design for Urban Resilience** (in Spanish) MSc University College of Cauca, CO

04/2015 **Urban Resilience and Climate Change Adaptation: A Circular Metabolic Approach** (in Spanish). BSc-MSc University of Cauca, CO.

11/2014 **Urban Transitions** (in Spanish), MSc-PhD, National Autonomous University of Mexico, MX.

04/2104, **Circular Economy and Territorial Development** (in Spanish), BSc-MSc, Technical University of Antioquia, CO

02/2014 **Circular Economy and Territorial Development**, MSc, Technical University of Catalunya, ES

12/2013 **Urban Resilience Transition**, Erasmus Lecture, MSc-PhD, Technical University of Lisbon PT

11/2013 **Planning Sustainable Urban Development through Participative Future Scenarios**. MSc Federal University of Bahia, BR.

12/2011 **Time and Social Perception of Climate Change** (in Spanish) MSc State University of Bahia BR,

12/2011 **Managing Ecosystem Services: Toward a Resilient Society** (in Spanish) MSc Federal University of Bahia BR,

10/ 2008 **Evaluation of Sustainable Urban Development** PhD Technical University of Lisbon, PT

03/ 2008 **Future Scenarios for Sustainable Urban Development** MSc-PhD Technical University of Denmark -DK-

11/ 2007 **Values and Perceptions of Waste** MSc-PhD University of Sofia, BL

09/ 2007 **Taking a Stand on Urban Sustainable Development** MSc-PhD, University IUAV of Venice, EU STaR, -IT-

6. Conferences

NA

7. - 8. Pedagogical development projects and contribution

Pedagogical development was part of the EU Marie Curie ITN on which I participated: WISE, STAR-City and Easy-Eco, please refer to Teaching Experience above for details.

9. Informal Courses about teaching and pedagogy

NA

10. Other courses and work with pedagogical relevance

NA

12. Additional pedagogical experiences which are not covered under the above points

I have matured additional pedagogical experience organizing and delivering several training and capacity building course, for public administrations and private organizations; these courses included also team building activities, and were delivered along several years, also through individual consultancy activities with Future Dynamics.

12. Description of practice

Description of the practice which characterises your teaching, including

See Pedagogical view above

Teaching content and learning objectives

See Pedagogical view above

Teaching and evaluation methods, including consideration of strengths and weaknesses in the methods chosen.

For teaching methods see section 1, for evaluation methods my preferred one is final course report and oral presentation/exam either individual or in groups. This method is more time consuming than written texts or opting for written report or oral exam alone, but it guarantees an higher evaluation consistency and strength,

Examples of produced teaching resources

Samples are attached as publications, please refer to publication list and attachments

How your fundamental pedagogical view influences your teaching

See Pedagogical view above