

Teaching Portfolio

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Pedagogical view: Educational practice - Basis / values

Already as a high-school student I have been involved in teaching, initially in bringing an adult up to level in physics to pass his entry exam at an institution for adult education. As a student in civil engineering I have been teaching technical drafting and was later involved in setting up a new course for computer modelling.

Later I also taught structural engineering design courses, which contained theory and practice. When I started working in an engineering practice, I have regularly been invited to architecture schools as a visiting critic, or as a technical specialist advising on and grading student projects.

My teaching philosophy leans therefore on two pillars.

The first is about learning, developing and exploring along with students. Especially in higher education, teaching in my opinion should be more about guiding students, rather than providing them with polished and delimited chunks of information. This may stem from my background in design, which is always an explorative process, for everyone involved.

The second pillar is that of being an expert and adviser. This is very much in line with the consultancy work I have been doing, but it provides an expertise that the students do not yet have, or may never seek, but they should learn to use to their advantage. Based on these pillars, and with new insights provided by educational training I seek to create a learning studio where I ask questions, where students work independently and seek support when they see fit.

Teaching experience

2016	Digital Experience and Aesthetics
2016	Creative Digital Practice
2016	Project supervision

Formal pedagogical training

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

Lecture plan - was discussed as part of the PhD teaching training