

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

PhD SUPERVISION EXPERIENCE:

1. Ph.D. Co-supervision, Seyed Mojtaba Mirhosseini, System integration, optimization and application of thermoelectric generators.
2. Ph.D. Co-supervision, Sajjad Mahmoudinezhad, Thermal Management of Thermoelectric Generators. University Pedagogy for Assistant Professors, Aalborg University, 2014

COURSE LECTURING:

1. PhD course Teacher, Applied Thermoelectrics, 2014.
2. MSc course Teacher, Analysis of Advanced Thermal Process Systems, Thermal Radiation Heat Transfer lectures, 2014.
3. BSc course Teacher, Analysis of advanced thermal process systems, Thermal Stress lectures, 2015.
4. BSc course Teacher, Analysis of advanced thermal process systems, Thermal Stress lectures, 2014.
5. BSc course Teacher, Thermoelectric lecture, Analysis of advanced thermal process systems, 2011.

PROJECT SUPERVISION:

6. BSc Project Supervision, 3rd semester, Thermoelectric Generators for satellite applications, 2015.
7. BSc Project Supervision, 1st semester, Integrated thermoelectric generator, a technology for future, 2015.
8. BSc Project Supervision, 1st semester, Storage of energy (Oplagring af energi), 2015.
9. BSc Project Supervision, 1st semester, Thermal storage of extra electricity from wind energy (Termisk lagring af overskuds-el fra vind-energi), 2015.
10. MSc final project, 10th semester, Improvement of heat transfer on the air side of a liquid-to-air heat exchanger, Simon Sønderby Christensen, 2015.
11. MSc final project, 10th semester, Thermal Impedance match in thermoelectric generator design for maximum net power, Diego Fraguas Tejero & Gísli Lárusson, 2015.
12. BSc project, 2nd semester, Thermoelectric Generators – Application on a cars exhaust pipe, 2015.
13. BSc project, 2nd semester, TEG for temperature control of barbecue (TEG-forsynet temperaturestyring af grill), 2015.
14. MSc project, 9th semester, Liquid cooling of desktop computers and data center systems- internship at ASETEK, 2014.
15. MSc project, 9th semester, A hybrid model for concentrated photovoltaic-thermoelectric, 2014.
16. MSc project, 7th semester, Rankine cycle analysis for a CSP plant, 2014.
17. MSc project, 7th semester, Integrated photovoltaic thermoelectric system, 2013.
18. BSc project, 1st semester, Waste heat recovery systems, 2014.
19. BSc project, 1st semester, Future energy systems (Fremtidens energisystemer), 2014.
20. BSc project, 2nd semester, Green Livø (Grøn Livø), 2014.
21. BSc project, 2nd semester, Establishment of biogas system in Livø (Etablering af biogasanlæg på Livø), 2014.
22. BSc project, 3rd semester, Cooling of electronic components (Afkøling af Elektroniske Komponenter), 2013.
23. MSc project final project, Considering thermoelectric power generator device thermal performance using microchannel heat sink, Mohammed Muhsen Shamhood Al Ali, 2011.

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

1. Program Leader, Thermoelectric Research Program, Department of Energy Technology, Aalborg University, Denmark (2013-)
2. Organizer, PhD course, Applied Thermoelectric (2014, 2016), Aalborg University, Denmark.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

1. Career development programme, Aalborg University, 2015.
2. Ph.D. supervision course, Aalborg University, 2015.
3. University Teacher Education for Assistant Professors, Aalborg University 2013-14.
4. University Pedagogy for Assistant Professors, Aalborg University, 2014.
5. PBL in Engineering and Science- Development of Supervisor Skills, Aalborg University, 2013.

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

CONFERENCE ATTENDANCE:

1. International conference on Thermoelectrics, ICT2009 & ECT2009, Freiburg, Germany.

2. International conference on Thermoelectrics, ICT2010, Shanghai, China.
3. Fifth European Conference on Computational Fluid Dynamics, ECCOMAS CFD 2010, Lisbon, Portugal.
4. International conference on Thermoelectrics, ICT2011, Traverse City, Michigan, USA.
5. International conference on Thermoelectrics, ICT2012 & ECT2012, Aalborg, Denmark.
6. International conference on Thermoelectrics, ICT2013, Kobe, Japan.
7. International conference on Thermoelectrics, ICT2014, Nashville, TN, USA.
8. 10th International Conference on Heat Transfer, Fluid Mechanics and Thermodynamics, HEFAT2014, Orlando, Florida, USA.
9. International conference on Thermoelectrics, ICT2015 & ECT2015, Dresden, Germany.

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Type your answer here...

6. Teaching awards you may have received or been nominated for.

Type your answer here...

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

In my opinion, the focus of teaching should be preparation and passion as key factors. Helping students, showing passion, and being prepared, organized and ready for any situation, helps me to run a successful classroom. I believe that a successful classroom consists of motivation, enthusiastic students ready to participate in discussion, and work together to achieve a common goal. A classroom where student are seeking guidance and feel comfortable and confident in asking questions is an interactive environment to learn. Without giving students opportunity to succeed, a teacher cannot meet success. By being engaging and by illustrating the value and importance of the material presented helps to transfer and maintenance of knowledge in the classroom. On the other hand, one important way for me to provide high quality teaching is to be prepared for each and every class period. Therefore, I attempt to be prepared by studying the course material. Well preparation is also a helpful technique to have an efficient course and to save time. For the first time that I teach a course, I spend my most efforts and time for preparation. Moreover, I believe that teaching is a learning process and I can improve my teaching methods considering students reflections for the next lectures during that course.

8. Any other information or comments.

Type your answer here...