

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

"Reliability" course, M.Sc., mandatory; "Modern Power Electronic Devices and their models" course, M.Sc., elective.
"Design and technology of power devices and modules for traction applications", Ph.D.; "Modern IGBT Gate Driving Methods for Enhancing Reliability of Power Converters", Ph.D.

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Initiator of Erasmus agreement with University of Padua, Italy. Working on the "STEPS" Master (Erasmus Mundus project)

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Italian pedagogical training, before 2013.

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Attending 5-6 international conferences per year, with technical paper presentation or tutorial, over the last 10 years.

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

The above elective M.Sc. course and all the above Ph.D. courses have been initiated by me. All of them are based on problem/project-based learning, with a final assessment of student projects.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

"Teacher of the year at AAU Energy" award, 2020.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Interactive learning: teaching mini-apps for training students during the lecture.

8. Any other information or comments.

I have been technical supervisor of two "adjunktpedagogikum" candidates in 2022, and a couple more before then.