

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.

Teaching Experience (all in English): ♦ 2022 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students at Aalborg campus and DS5/AIE5 students at Esbjerg campus. Videolink system and MS Teams meeting (online participation and lecture recording) are used for lecturing to all students. Lab exercises are prepared for students at Aalborg campus. • *Dynamic models of electrical machines and control systems*: graduate level course for PED1/EPH1/WPS1/MCE1/INTRO students at Aalborg campus. MS Teams meeting (online participation and lecture recording) is used for lecturing; exercises, workshop and lab exercises are prepared. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students at Aalborg campus. Lectures and mini-projects. ♦ 2022 Spring semester: • *Dynamic models of electrical machines and control systems*: graduate level course for OES2/APEL2 students at Esbjerg Campus; MS Teams meeting (online participation and lecture recording) is used for lecturing. • *AC Motor Drives - Converters and Control*: graduate level course for EMSD2 students. Lectures, exercises and lab exercise. • *Understand how to write good papers for high level journals*: PhD course for all PhD students. Lecture and online workshop. ♦ 2021 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students at Aalborg campus and DS5/AIE5 students at Esbjerg campus. Videolink system and MS Teams meeting (online participation and lecture recording) are used for lecturing to all students. Lab exercises are prepared for students at Aalborg campus. • *Dynamic models of electrical machines and control systems*: graduate level course for PED1/EPH1/WPS1/MCE1/INTRO students at Aalborg campus. MS Teams meeting (online participation and lecture recording) is used for lecturing; exercises, workshop and lab exercises are prepared. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students at Aalborg campus and OES3/APEL3 students at Esbjerg campus. Videolink system and MS Teams meeting (online participation and lecture recording) are used for lecturing and mini-projects are planned. • *Actuation and Robotics*: undergraduate level course for MP5/IP5 students. Lectures and exercises are planned. Moodle quiz is used for examination. • *Control of Fluid Power and Electrical Servomechanisms*: graduate level course for EMSD1 students. Lectures and exercises are planned. ♦ 2021 Spring semester: • *Dynamic models of electrical machines and control systems*: graduate level course for OES2/APEL2 students at Esbjerg Campus; MS Teams meeting (online participation and lecture recording) is used for lecturing. • *Understand how to write good papers for high level journals*: PhD course for all PhD students. Lecture and online workshop. ♦ 2020 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students at Aalborg campus and DS5/AIE5 students at Esbjerg campus. Videolink system and MS Teams meeting (online participation and lecture recording) are used for lecturing to all students. Lab exercises are prepared for students at Aalborg campus. • *Dynamic models of electrical machines and control systems*: graduate level course for PED1/EPH1/WPS1/MCE1/INTRO students at Aalborg campus. MS Teams meeting (online participation and lecture recording) is used for lecturing; exercises, workshop and lab exercises are prepared. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students at Aalborg campus and OES3/APEL3 students at Esbjerg campus. Videolink system and MS Teams meeting (online participation and lecture recording) are used for lecturing and mini-projects are planned. ♦ 2020 Spring semester: • *Understand how to write good papers for high level journals*: PhD course for all PhD students. Online lecture and workshop. ♦ 2019 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students. Lectures, exercises and lab exercises. • *Dynamic models of electrical machines and control systems*: graduate level course for PED1/EPH1/WPS1/MCE1/INTRO students. Lectures, exercises, workshop and lab exercises. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students at Aalborg campus and OES3/APEL3 students at Esbjerg campus. Videolink system is used for lecturing and mini-projects are planned. ♦ 2019 Spring semester: • *Understand how to write good papers for high level journals*: PhD course for all PhD students. Lecture. ♦ 2018 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students. Lectures, exercises and lab exercises. • *Dynamic models of electrical machines and control systems*: graduate level course for PED1/EPH1/WPS1/MCE1/INTRO students. Lectures, exercises, workshop and lab exercises. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students at Aalborg campus and OES3/APEL3 students at Esbjerg campus. Videolink system is used for lecturing and mini-projects are planned. • *Modern electrical machine and drive systems*: PhD course for energy engineering students. Lectures. ♦ 2018 Spring semester: • *Understand how to write good papers for high level journals*: PhD course for all PhD students. Lecture. ♦ 2017 Autumn semester: • *Electrical machines*: undergraduate level course for EE5/ME5/MED5 students. Lectures, exercises and lab exercises. ♦ 2016 Autumn semester: • *Electrical machines 2*: undergraduate level course for EE5/ME5/MED5 students. Lectures and exercises. • *Modern electrical drives*: graduate level course for MCE3/PED3/EPH3/WPS3/EMSD3 students. Lectures. • *Modern electrical machine and drive systems*: PhD course for energy engineering students. Lectures. ♦ 2014 Autumn semester: • *Modern electrical machine and drive systems*: PhD course for energy engineering students. Lectures. **Project Supervision (all in English):** ♦ Graduate level: Have supervised >30 Masters programme student projects. ♦ Undergraduate level: Have supervised 5 Bachelor programme student projects. ♦ PhD level: Have co-supervised 4 PhD projects. ♦ 2022 Autumn semester: 5 master programme student projects (INTRO-MCE/MCE2/MCE3/EMSD3/PED4), 1 bachelor programme student project (ME5). ♦ 2022 Spring semester: 5 master programme student projects (PED2/MCE2/EMSD2). ♦ 2021 Autumn semester: 1 master programme

student project (MCE3), 1 bachelor programme student project (ME5). ♦ 2021 Spring semester: 2 master programme student projects (MCE2). ♦ 2020 Autumn semester: 1 master programme student project (INTRO-PED). ♦ 2020 Spring semester: 4 master programme student projects (PED2/MCE2/MCE4). ♦ 2019 Autumn semester: 1 master programme student project (PED1). ♦ 2019 Spring semester: 3 master programme student projects (PED2/MCE2/PED4). ♦ 2018 Autumn semester: 1 master programme student project (PED1/PED3). ♦ 2018 Spring semester: 2 master programme student projects (PED2/MCE4). ♦ 2017 Autumn semester: 1 master programme student project (PED2/PED3), 2 bachelor programme student project (EE3/EE6). ♦ 2017 Spring semester: 3 master programme student projects (PED2/PED4), 1 bachelor programme student project (EE6). ♦ 2016 Autumn semester: 2 master programme student project (PED3). ♦ 2016 Spring semester: 2 master programme student projects (PED2).

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.

Semester coordinator on the INTRO semester (Master level) of all electrical specializations. 2017 - onwards. Semester coordinator on the second semester (Master level) of EMSD specialization. 2022.

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

Completed the course "University Pedagogy for Assistant Professors at Aalborg University" (Adjunktpædagogikum), January 2019 - August 2020

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.

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.

Development of teaching material for all the above mentioned courses. Teaching material include: ♦ Slides ♦ Extensive solutions to problems ♦ Notes ♦ Lab exercise setups

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

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)

8. Any other information or comments.