<center>Teaching portfolio</center>

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.

I started my career as a teaching assistant (TA) during my doctoral studies at University of Limerick. As a TA, I taught several modules in economics and econometrics. After completion of my doctoral studies, I have been teaching various courses in economics as a lecturer at Aalborg University at both Bachelors and Masters level. I am also a visiting lecturer in macroeconomics (Masters level) at University of Gothenburg. Apart from teaching, my role as a lecturer also involves supervising and examining at both Bachelors and Masters level.

I am qualified to teach in traditional (direct instructions) as well as Problem/Project-Based-Learning (PBL) approaches to teaching. My teaching portfolio includes teaching and supervising in a broad range of courses in economics as follows - a full description of my teaching experience is available on my website: www.hraza.net

Teaching Experience

1.Aalborg University, Denmark (2016-present):

•Financial Instability and Crisis (Masters (10 ECTS)
Description: Financial crises, Finance and growth models, Inequality and crisis, Macroeconomic models of crisis.
Role: Lecturer (lectures, exercises, supervision)
Class size: 15-20
Language: English
Teaching approach: Problem-Based-Learning

•Economic Modelling I and II (Bachelors/Masters 10 ECTS)
Description: Constructing macroeconomic models (with exercises in R studio)
Role: Lecturer (lectures, exercises, supervision)
Class size: 15-20
Language: English
Teaching approach: Problem-Based-Learning

•Statistics (Bachelors 10 ECTS)
Description: Basic Statistics (exercises in R studio)
Role: Lecturer (lectures, exercises)
Class size: 30-35
Language: English
Teaching approach: Problem-Based-Learning

•Econometrics (Bachelor 10 ECTS)
Description: Basic econometrics with cross-section data (exercises in R studio)
Role: Lecturer (lectures, exercises)
Class size: 30-35
Language: English
Teaching approach: Problem-Based-Learning

•Advanced Macroeconomics (Masters 10 ECTS)
Description: Advanced macroeconomics; macroeconomic models - SFC, DSGE (simulation ex-ercises in R studio)
Role: Lecturer (lectures, exercises)
Class size: 15-20
Language: English
Teaching approach: Problem-Based-Learning

2.Gothenburg University, Sweden (Fall 2018):

•Advanced Macroeconomic theory (Masters 7.5 ECTS)
Description: Growth models; Exogenous and Endogenous growth models, RBC, OLG (simula-tion exercises in R studio)
Role: Visiting Lecturer (lectures, exercises)
Class size: 40-45
Language: English
Teaching approach: Problem-Based-Learning

3.University of Limerick, Ireland (2013-2016):

•Financial Economics (Bachelors)
Description: Basic theories
Role: Teaching Assistant (exercises)
Class size: 60
Language: English
Teaching approach: Direct instructions

•Econometrics (Masters)
Description: Time series econometrics (lab exercises in STATA)
Role: Teaching Assistant (exercises)
Class size: 15
Teaching approach: Direct instructions

•Macroeconomics (Bachelors)
Description: Basic macroeconomic theory (lab exercises in Excel)
Role: Teaching Assistant (exercises)
Class size: 120 students (30 per group)
Language: English
Teaching approach: Direct instructions

•Econometrics (Bachelors)
Description: Basic theories (lab exercises in Micro t)
Role: Teaching Assistant (exercises)
Class size: 60
Language: English
Teaching approach: Direct instructions

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.

I have been involved in the planning and implementation of a new Bachelors program in economics. In addition, I have some experience in designing the curriculum for certain courses in the Bachelors and Masters courses.

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

University Pedagogy for Assistant Professors (10 ECTS)

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.

Type your answer here...

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.

I have been actively involved in development and introduction of four modules: i) Financial Instability and Crises, and ii) Economic modelling, iii) Econometrics II (based on time series data), iii) Advanced Macroeconomics

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

I have been the recipient of the best teacher of the year (in economics). Full documentation of my teaching evaluation from my pedagogy supervisor as well as students can be provided upon request.

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)

I view teaching as a complement to research that is beneficial to both teachers and students. I attempt to make my teaching research-based, where my goal is to ensure that students develop the ability to apply economic reasoning to current real-world problems. I prefer to follow a Problem/Project-Based-Learning (PBL) approach to teaching, in which the objective is to use real world problems as the vehicle to promote students learning of concepts and principles.

To achieve the aforementioned objectives, I have developed a particular way of conducting my lecture. I divide my lecture into segments, consisting of short presentations and exercise (problem) sessions, i.e., I begin by giving a short presentation related to a topic, which is then followed by an exercise session in which I give students problems to solve. During the exercise, I encourage students to discuss and work in groups. By the end of the exercise session, I explain the most efficient and suitable approach to solving the problem(s). After the exercise session, I proceed to my formal presentation and cover the next topic in the same way. This way I complete my lecture in steps. This process is very effective and puts less pressure on students for at least two reasons, i) students process the knowledge about every topic in intervals, and ii) students find it easier to remain focused and retain their attention throughout the lecture. The combination of short presentations and exercises also increases students' curiosity about every topic and enhances their ability to think more independently and critically about that subject. Furthermore, the learning process becomes self-directed, and the level of motivation and commitment of students is naturally higher.

As I progress in my career, I constantly learn from my experience and continuously
work on improving my teaching skills, as I believe there is always room for improvement. I obtain feedback on my teaching and the course every semester in a variety of ways, including anonymous surveys and direct discussion with students. My goal is to continue to develop my teaching and guidance skills, and explore new innovative ways of teaching by exploiting the advancements in digital tools.

In terms of my own pedagogical skills, I would like to work on creating an environment in the classroom where all students feel comfortable and gain the confidence of asking questions and engaging in a direct dialogue.

In terms of teaching tools, I plan to familiarize myself with the existing tools, and be particularly aware of any forthcoming innovations. With the rapid technological advancement, I believe that self-learning is becoming more important. Therefore, one of my core objectives is to make students self-dependent. To enhance students' self-learning, I consider it my responsibility to provide them the right platform. In this regard, as also mentioned earlier, I have created my own website where I would like to share latest research, new datasets, and more importantly the codes required to solve different types of models. This will be publicly available to all my students. Moreover, there are a number of other possibilities to integrate different digital tools in teaching, e.g., I am planning to increase the use of quizz apps (such as Kahoot) in my courses.

8. Any other information or comments.

Type your answer here...