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.

For an updated list of my courses, see the online list at:
http://people.cs.aau.dk/~srba/cv.html
I am also a regular group supervisor, mainly on the semesters SW5, DAT6, DAT7, DAT9, SW9, DAT10, SW10 (master thesis projects).

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.

Coordinator on DAT7 (finished in 2016) and 9th and 10th semester students (presently).

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

•PhD Supervisor Course, Aalborg University, Denmark. April 2009.
•University Teacher Education for Assistant Professors (Adjunktpædagogik), Aalborg Uni- versity, Denmark. Autumn 2004 to Spring 2006.
•Introduction to Problem Based Learning - The AAU Way, Aalborg University, Denmark. Autumn 2003, three day course.
•University state-exam in Upper Secondary School Teacher Training, specialization Infor- matics, Masaryk University, Brno, Czech Republic. Fall 1996 - Spring 1998.
Selection of courses: Philosophy of Science I and II (autumn 1995, spring 1996), School Pedagogy (autumn 1996), Exercises in Practical Education for Primary Schools (au- tumn 1996), Didactics for Informatics I and II (spring 1997, autumn 1997), Psychology (spring 1997), Exercises in Practical Education for Secondary Schools (autumn 1997), General and Alternative Didactics (spring 1998).

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

Participated in EU projects FETCH and TRICE (site coordinator) to support education in computer science.

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.

I have been forming (updating) the courses SV, CC, aSV, PDK (VIT) and contributed mainly by introducing group exercises in a classroom. I have co-authored one book (Reactive Systems) that we use in our SV course and that is nowadays used at more than 20 other universities around the world.

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

Three times awared the teacher of the year (last time in 2015).

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.

I can clearly see that my professional life as a scientist is closely related to my teaching. Most apparently this is the case in my supervision of master students. They work on topics that are related to my preset research activity. This brings mutual benefits both to the students and also to me. I believe that I can better motivate the students when we discuss topics that are of high interest to me. I can also provide faster and more accurate feedback to their research. On the other side, their work is motivating for me too. It makes me to read new literature and be more creative and illustrative in communicating science to non-experts. Sometimes some students' comments or questions can bring new ideas into my own research. In fact, several master thesis and other projects ended up in a joint publication with the students at different workshops but also at international conferences. Setting up a goal of writing a publication and submitting it to a conference can be a highly motivating factor for the students. The students explicitly name that they enjoy my engaged supervision where they

were faced with challenges.
The connection between lecturing and my own research is not that direct for some of the introductory courses but I can still feel that explaining computer science topics to the students helps me to better formulate my own ideas also in my scientific work. The recently introduced course on advanced topics in Semantics and Verification gives me the change to bring my research much closer to the students during my lecturing.

I was working on written exam forms and constructive alignment in CC course and introduced supervised peer learning methods in exercises for most of my courses that I have given. Recently, I have been involved in the preparation of new online tool for teaching concurrency theory (currently submitted to publication):
http://caal.cs.aau.dk

8. Any other information or comments.

I have published a paper on group supervision techniques at CompSysTech'10 (focusing on organization of meetings, time planning and information sharing) and currently we have a paper submitted about the new tool caal.cs.aau.dk for teaching equivalence and model checking techniques on the process algebra CCS.