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.

Aalborg University (AAU)
oSustainable Biomass Resources and Technology Pathways for Biogas and Biorefineries for PhD Students (2018-present)
oFermentation Technology for Masters (2020 – Present)
oModeling and Simulation of Biological Processes for Masters (2020-Present)
oChemical Reactors and Combustion Technology for Masters (2020- Present)
oFundamental Energy Systems Physics and Topology for Undergraduates (2019- Present)
oHeat transmission, Fluid Mechanics and Thermodynamics for Undergraduates (2018-2019)

Southern Denmark University (SDU)
oRenewable and Sustainable Energy Systems (2022- Present)
oResource Characterization and Conversion Technologies and Resources for Masters (2017 – 2021)
oEnergy Technology for Undergraduates (2019)

All coures are taught in person in a lecture style.
Mode of communication for all courses is in English.

Role of Supervision	Number of Students
Semester Project Supervisor	8 (groups)
B.Sc. Thesis Supervisor	1
B.Sc. Thesis Co-Supervisor	1
M.Sc. Thesis Supervisor	11
M.Sc. Thesis Co-supervisor	8
PhD Co-Supervisor	7
Research Assistant Supervisor	4

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 for:
- Masters in Sustinable Energy Engineering, PECT Specialization, Semester 9, 2019 and 2020
- Masters in Sustinable Energy Engineering, PECT Specialization, Semester 8, 2022 and 2023
- Masters in Bioengineering, Bioenergy Specialization, Semster 8, 2020 - present
- Bachelors in Energy Engineering, Semester 1, 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

- Awarded the English Teaching certification at C1 level on the Council of Europe's CEFR (Common European Framework of Reference for Languages) Scale.
- Diploma in Adjunktpedagogy (University Pedagogy course)

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.

- Preparing a NEW course (Fermentation Technology) as part of the MSc in Bioengineering Program for Fall 2020
- Redesigning ½ of the Fundamental Energy System Physics and Topology course
- Course Coordinator for PhD course taught at Aalborg University, Esbjerg, 'Sustainable Biomass Resources and Technology Pathways for Biogas and Biorefineries'
- Course coordinator for Resource Characterization and Conversion Technologies and Resources taught at Southern Denmark University (SDU) at Esbjerg
- Course coordinator for Resource Characterization and Conversion Technologies and Resources taught at Southern Denmark University (SDU) at Esbjerg
- Curriculum desiner and course coordinator for Renewable and Sustinable Energy Systems taught at Southern Denmark University (SDU) at Esbjerg

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

Evaluation from Professor Mette Hedegaard Thomsen and Torben Ulf Rosenørn, AAU Learning Lab

" We have supervised Tanmay Chaturvedi over the years that he participated in the course in university pedagogy for assistant professors and observed the following progression:
• Improved in the preparation of teaching portfolios
• Improved his in-classroom instructions with the feedback given
• Improved his group supervision with the instructions given
• Worked and wrote a reflective report on Asynchronous Flipped Classroom learning

Teaching background
Tanmay Chaturvedi has in the period 2018-2020 been involved in teaching at courses, lecturing and supervi-sion tasks.
Tanmay Chaturvedi has given the following courses:
At Aalborg University (AAU)
• Sustainable Biomass Resources and Technology Pathways for Biogas and Biorefineries (2018- present)
• Fermentation Technology for Masters (2020 – Present)
• Modeling and Simulation of Biological Processes for Masters (2020-Present)
• Chemical Reactors and Combustion Technology for Masters (2020- Present)
• Fundamental Energy Systems Physics and Topology for Undergraduates (2019- Present)
At Southern Denmark University (SDU)
• Resource Characterization and Conversion Technologies and Resources for Masters (2017 – Present)
He has also been giving supervision both on undergraduate and graduate level. He has also supervised M.Sc. students.

Pedagogical and technical supervision:
Tanmay Chaturvedi has received supervision during lectures and supervision sessions.
His work has be characterized by meticulous planning using Moodle as communication platform. His information to the students in relation to the lectures we have supervised has been timely and of a very good quality. His lectures we supervised were well planned but, in the beginning, Tanmay Chaturvedi's interest for the subjects he is teaching and for the students' learning combined with his excellent communication skills are highly motivating for the students when this takes place face to face as well as when the teaching takes place via Teams.

The pedagogical supervision of Tanmay Chaturvedi's interactions with the students started with a planning meeting, followed by the activity with the students and finally the outcome was discussed in a meeting between Tanmay Chaturvedi and the pedagogical supervisor. The input from these discussions were later successfully implemented in the teaching activities.All the teaching activities were professional and with good 2 ways communication between student and Tanmay Chaturvedi. Tanmay Chaturvedi has made a project about the problem: Experience and benefits of Asynchronous Flipped

Classroom learning
which is very interesting reading even for experienced teachers."

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)

Developing fundamental concept vidoes to supplement courses.

8. Any other information or comments.

Type your answer here...