

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.

BSc Geography: Department of the Built Environment, Aalborg University, Denmark
Co-teaching in English

-Urban Geography: 3rd-semester, 50 hours of teaching and examination

MSc Transport Planning: Department of the Built Environment, Aalborg University, Denmark
Co-teaching in English

-Applied Statistics in transport planning, 50 hours of teaching and examination

BSc of European Studies Programme; Department of Border Region Studies, University of Southern Denmark.

Co-teaching and co-supervising the following courses in English:

- Economic Geography; 1st-semester course. 175 teaching and examination hours, 35 tutoring/supervision hours, and 70 preparation hours.

*I designed the syllabus for the course and co-taught various topics, e.g. regions and their concepts and typology, etc. I taught quantitative methods in social sciences. The course comprised three parts - theory, workshop, and seminar. **In the theory part** of the course, I taught theoretical concepts within economic geographies, such as key factors and actors in economic development, location theories, socio-economic context, and industrial agglomerations. **In the workshop part** of the course, we introduced quantitative methods. I ensured that students could explore issues, collect and process data from different sources, work with statistical software and construct economic models. **In the seminar part** of the course, students met guest speakers invited from economic development offices, industries, and urban and regional planning units. The students gained an overview of current problems in practice and had a better opportunity to choose their final assignment by involving different actors and using their theoretical and empirical knowledge for problem-oriented projects. I assessed the course assignments and was a co-examinator in the oral exam.*

- Regional Economics and Development; 3rd-semester course. 75 teaching and examination hours, 15 tutoring/supervision hours, and 30 preparation hours.

I participated in designing the syllabus and co-taught and co-supervised the course together with the principal educators. The course covered various topics in regional and urban economics and economic geography, urban policies, urban and regional labour markets, spatial mobility, creative class and human capital, clusters, smart specialisation, international trade and globalisation, local economic growth theories, etc. I assessed the course assignments and was a co-examinator in the oral exam.

Co-supervisor of Master's Thesis at the Department of Food and Resource Economics, University of Copenhagen.

I co-supervised a Master's student, Jonghun Oh, on his thesis titled: "Regional Economic and Environmental Impacts of Renewable Energy Facilities in an Interregional General Equilibrium Framework: The Case Study of Denmark". I was also a co-evaluator of the defence of the Thesis.

ECTS: 30, Grade granted: 10

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.

Currently, I have not had the opportunity to develop or administer a study programme. Therefore, my goal will be to develop and coordinate a study programme in future.

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

Course in University Pedagogical Practice. SUE, University of Southern Denmark.

In 2013, during my PhD program, I received formal training in university pedagogical practices, which provided me with knowledge and skills to apply various aspects of modern teaching methods, approaches and techniques at the universities. I was evaluated based on my final lecture and granted the certificate (The Course Certificate is available on request).

Since then, I have not received any formal education in this regard, as my occupations did not require or offered it. Therefore, my goal is to participate in the additional course in university pedagogy for assistant professors, as well as take PBL courses and workshops and other relevant courses for further gaining formal skills and competencies in teaching, supervision and assessment of university students.

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.

Supervision and mentoring activities for competence development, at the Center for Regional and Tourism Research, DK

During the 2017-2021 years, I supervised and mentored 2 Research Assistants and 2 Student Assistants.

Since 2017, I have been a supervisor for a highly specialized team. I supervised the work of consultants and researchers daily and mentored them to achieve high-quality results. I taught them how to program economic models, and develop new models and empirical methods. Under my supervision, even the student- and research assistants had to process the data, participate in problem-oriented projects and write and disseminate results to the project partners.

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.

BSc of European Studies Programme; Department of Border Region Studies, University of Southern Denmark.

Developed the syllabus, teaching methods and examination types together with co-educators of the following courses:

- *Economic Geography; 1st-semester course.*
- *Regional Economics and Development; 3rd-semester course.*

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

The references about my teaching skills can be obtained from my co-educator Susanne Bygvrå, Associated Professor (Retired). The Department of Business and Economics (IVØ), Former Department of Border Region Studies, SDU. The recommendation letter is available on 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)

My reflections and aspirations as a teacher

What is effective learning? Learning is a process of guidance and mentoring where students can develop the abilities and tools to gain knowledge and solve problems. I teach them to have a creative approach and be open to cross-disciplinary thinking. I observe how my main teaching goal fulfils when students independently explore concrete issues and become actively involved in problem-oriented assignments.

My teaching philosophy comprises four main learning approaches. All four methods are overlapping, and their purpose is to motivate and guide students to have an active and stimulating learning experience.

1) Engaged and interactive learning approach

Interactive learning is a method that engages students in the learning process. I design the lectures, where I combine theories, discussion points and their practical application. Students are encouraged to contribute to the discussion points and use their experiences to recognize and practically apply these theories. I apply techniques, such as polls, Web/technologies, debates, and small quizzes/assignments during the lectures to ensure maximum engagement in the audience (Sessoms, D., 2008; Renkl, A. and Atkinson, R.K., 2007).

2) Active learning approach

The active learning approach is when students are the main actors learning through activities to demonstrate their knowledge, creativity and critical thinking. For example, during the course, I plan colloquiums around the discussion topics and let students explore different theories and methodologies while simultaneously evaluating and giving each other feedback (Braxton, J.M. et al., 2000; Grabinger, R.S. and Dunlap J.C., 1995).

3) Problem-based learning (PBL)

Problem-based learning is a well-known modern teaching method. In my experience as a student, PBL was one of the most stimulating learning experiences. The PBL method is an effective way to develop an ability to collaborate in teams. The students learn how to design and execute problem-oriented projects, utilize each other's strengths, organize the work and practice dissemination of the results and learn from both the process and outcomes. With this method, students can take responsibility for their learning process and at the same time practice how to recognize, strengthen and apply each other's competencies. I have practised the PBL approaches during teaching and with my students and research assistants in applied research projects. Aalborg University is a famous higher education institution that applies PBL methods in teaching.

4) Work-based learning

The work-based learning approach allows students to occupy themselves in a concrete field of practical work and interact with experienced professionals, learning how things work in everyday life. Such learning interaction can help students decide their long-term career goals and gain experiences that strengthen academic teaching. With this method, they learn to apply theories and interdisciplinary approaches to concrete problems in practice. I use my network of public and private actors to collaborate with students on various problem-oriented projects and assignments (Siebert et al., 2009).

8. Any other information or comments.

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