

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.

Language of instruction is english.

Spring 2021 - Anvendt matematik - bachelor level, exercises development, examination

Spring 2021 - Anvendt statistik for erhvervs - bachelor level, exercises development, examination

Fall 2021 - M1: Applied Data Science and Machine Learning - master level, co-examination

Fall 2021 - M2: Network Analysis and Natural Language Processing - master level, co-examination

Fall 2021 - M3: Deep Learning and Artificial Intelligence for Analytics - master level, co-examination

Fall 2021 - Anvendt matematik OMPRØVE - bachelor level, examination

Spring 2022 - Anvendt matematik - bachelor level, examination

Fall 2022 - Applied Quantitative Methods - bachelor level, class teaching (workshops), exercises development, supervision, co-examination

Fall 2022 - BDS - Data Handling, Exploration & Applied Machine Learning - master level, class teaching (workshops), exercises development, supervision, co-examination

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.

Type your answer here...

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

Basic Course in Higher Education Pedagogy

Basic course with focus on PBL

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.

Fall 2022 - Applied Quantitative Methods - developing Python notebooks and exercises in compliance with the text book.

Fall 2022 - BDS - Data Handling, Exploration & Applied Machine Learning - development of Introduction to statistics

Python notebook, participation in subcourse development on Linear Algebra.

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

Daniel S. Hain, Roman Jurowetzki, Hamid Bekamiri, Parasuram Balasubramanian, Louise Hviid. (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)

At the moment, I have experience in developing and conducting workshops for two courses: Applied Quantitative Methods (Statistics) for bachelor students and Introduction to Linear Algebra for Business Data Science master students. Both courses I teach in English and Python. Based on these two experiences, I would like to execute more systemic approach to select and structure course contents and especially exercises. I can see several ways how these courses could be improved. I suppose both require more realistic time-planning, some contents polishing, better visualization techniques in terms of ease of student's application. I would also opt to develop tests for monitoring the general level of Python-related skills with auto-grading capabilities. (using Moodle test facilities and some special Python packages). Exercise-wise, I'm planning to suite them more for group work and base exercises on regional data to make more connection to Aalborg. As well as to utilize research produced in Business School to make teaching more AAU connected.

With my colleague, we also introduced optional extra curricular workshops for Business Data Science master students for eliminating the blanks in Python-programming knowledge.

Regarding my personal further pedagogical development, I would like to diversify my teaching portfolio with economics-related courses, on a bit more qualitative side.

Regarding my reflections on teaching process, I can mention the following issue. Sometimes I experience a mismatch of the level of student's experience and course material I'm presenting (both for bachelors and masters). I think that is because of the dual objective we are trying to achieve: to teach the concepts and to teach concepts' representation in Python. I reckon it's a proper approach but needs more effort and time from both: students and teachers, than provided by current course schedule.

8. Any other information or comments.

Type your answer here...