

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.

My teaching tasks and experiences have included the following:

- Undergraduate course: Problem Based Learning (CBT1, AIE1) Esbjerg E22
- PhD course: PBL and Mixed Methods (2022); Mixed methods research and interdisciplinary inquiry (2023)
- International activities on teaching and learning development: PBL-based pedagogical training program for the CSC group (2018); PBL-based pedagogical training program for the NEU groups (2018 & 2019); PBL-based pedagogical training program for the India group (2023)

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.

Not for the moment.

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

During my PhD study, I completed seven PBL courses. As a member of the Aalborg UCPBL Center, I have also participated in several PBL-based pedagogical training programs as a co-organizer as well as a learner since 2018.

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.

PBL and pedagogical development is one of my key research interests. I attended the IRSPBL 2018 conference and presented an article of Chinese engineering educators' learning experiences and learning outcomes in a PBL-based pedagogical training program. Two journal articles related to academic faculty pedagogical development have been published. Together with the research team, I am working on a systematic literature review on pedagogical development in engineering education, and exploring university educators' professional development through pedagogical training.

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.

Collaborating with colleagues in Aalborg UCPBL Center, we have been organizing pedagogical training programs for university educators from India, Asian countries, and African countries, aimed to promote educational changes towards innovative learning methods such as PBL in their home institutions.

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

Not for the moment.

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)

Teaching and learning are my core research interests, and I will keep my passion for researching the field of pedagogical development. Meanwhile, I am trying my best to join in more teaching activities to accumulate more teaching experiences and reflections, which could benefit me with a deeper understanding of the responsibility of an educator as well as a researcher.

8. Any other information or comments.

Not for the moment.