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.

Courses:
• Advanced Optimization Techniques for Energy Systems Planning and Operation (PhD/Industrial Course, Role: Organizer and Lecturer, Aalborg University, 2020-Present)
• Energy Markets and Analytics (PhD/Industrial Course, Role: Organizer and Lecturer, Aalborg University, 2020-Present)
• Low power Energy Harvesting Technologies and Applications (PhD/Industrial Course, Role: Lecturer, Aalborg University, 2020-Present)
• Models, Methods and Optimization Tools for Energy Systems (PhD/Industrial Course, Role: Lecturer, Aalborg University, 2015-2018)
• Applied Optimization For Energy Systems Engineering :Theory and Practice(Elective Master Course, Role: Organizer and Lecturer, Aalborg University, 2022-Present)

Supervised PhD Projects:
• 09/2022–09/2025– “Cognitive Control and Operation Management of Islanded Microgrids”, Sijia Li (Ph.D. student), Aalborg University.
• 05/2021–04/2024 – “Optimal Allocation of Hybrid Energy Storage Systems for Stackable Applications in Distribution Grid”, Yichao Zhang (Ph.D. student), Aalborg University.
• 02/2021–01/2024 – “Voltage and Frequency Issues of Distributed Grids with Highly-Penetrated Photovoltaic Systems”, Xian Gao (Ph.D. student), Aalborg University.
• 09/2021–04/2024 – "Stochastic coordinated charging scheduling of EVs with multiple charging stations in multi-region transportation system", Pegah Alaee (Ph.D. student), Czech Technical University.
• 09/2022–09/2025– “RE-STEP: Integrative Multi-Criteria Decision Support Suite for Optimal Planning and Socio-Techno-Political Assessment of Renewable Energy Projects”, Saad Arim (Ph.D. student), University of Aveiro.
• 09/2020–05/2024 “Modeling of District Heating and Cooling Energy System for Maximizing the Renewable Energy Share”, Shahab Eslami (Ph.D. student), University of Tehran.
• 09/2019–01/2023 – “Continuous-Time Modeling of Integrated Energy Systems” Ramin Nourollahi (Ph.D. student), Tabriz University.
• 09/2018–01/2022 – “Short Term Scheduling of Decentralized Peer-To-Peer Energy Trading in an Industrial Microgrid Considering the Central Shared Energy”, Ali Aminloo (Ph.D. student), Tabriz University.
• 09/2018–10/2022 – “Energy Management System Design and Integration into Multi-Carrier Energy Hub”, Mohammad Dehghani Sanij (Ph.D. student), Yazd university.
• 09/2019–02/2024 – “Resilient Frequency and Voltage Control of Isolated Microgrids for an Improved Performance Against FDI Cyber-Attacks Using Coordinated SoC of Batteries”, Amir Hossein Solat (Ph.D. student), Amirkabir University of Technology.
• 09/2019–02/2024 – “Coordinated Control of Distributed Virtual Inertia Units to Improve Frequency Stability of Islanded Microgrids”, Mahmood Jafari (Ph.D. student), Amirkabir University of Technology.
• 01/2018–05/2021 – “Optimal Operation of Natural Gas and Reconfigurable Electricity Networks in presence of Interconnected Energy Hubs”, Mohammad Hemmati (Ph.D. student), Tabriz University.
• 09/2018–02/2021 – “Optimal Energy Management of Local Industrial Energy Hubs”, Morteza Zare Oskoei (Ph.D. student), Tabriz University.
• 09/2018–01/2022 – “Optimal Operation of a Multiple Energy Distribution Company Integrated with Emerging Energy Resources”, Mohammad Amin Mirzaei (Ph.D. student), Tabriz University.
• 01/2016–01/2019 – “Energy Management Systems for Shipboard Microgrids”, Muzaidi Bin Othman (PhD student), Aalborg University.

Supervised Master Projects:
• 07/2022-10/2022- "Balancing and Frequency Control of Power Systems in Presence of Wind Farms and Utility-Scale Power-to-Hydrogen Plants", Basel Assaf Salman, Aalborg University.
• 01/2020–05/2020 - “Hybrid Generation Solution for Mining Site: A Real-life Project”, Pedro Zulaica Rey, Gustavo Andres Castro Reitich and Marta Irena Murkowska (Industrial Partner: Blue Power Partners), Aalborg University.
• 02/2018–02/2020 – “Optimal Energy Management of Hybrid Electric Ships Considering Load Un-certainty”, Neda Vahabzad (M.Sc. student), University of Tabriz.

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, BSc Energy (EE6), Aalborg University.

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

- Aalborg University Pedagogy course (Adjunktpædagogikum, 2016-2017)
The training consisted of a number of workshops, teaching experiments, pedagogical supervisors' observations in class, etc. It covered the following five modules:
•Teaching at a PBL university
•Planning and implementation of group instruction
•The use of IT and Media for learning and teaching
•The PBL group-collaboration, process and supervision
•Planning, development and quality assurance of study programs

In addition to the above modules, other elective modules were taken as well:
•Flipped teaching with podcasts
•Working with institutions and companies in project work
•Portfolio methodology as a means to support and assess students' learning and professional competence development.

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.

• Spring 2016, "Basic Course in Pedagogy for University Teachers", AAU Learning Lab, Aalborg.
• Fall 2015, "One-day workshop for PhD supervisors", Department of Energy Technology, Aalborg University.
• Fall 2012, "Half-Day Workshop on Teaching Assistant Training", ECE Department, University of Tehran.

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.

Recently developed courses can be found in Section 1

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

• 2020 ET-AAU Supervisory Award (for outstanding supervision of MSc thesis).

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 teaching instruction is normally formed as in the following:
• I am ***engaging the students from the beginning and sparking their curiosities*** using the first minutes of lectures to explain the objectives for the lecture and to outline learning outcomes. An introductory talk/video/slide to engage, excite, challenge and create expectations is normally used!
• The ***framework and organization*** is always considered following the sequence of materials to make sure that it is presented in a clear and logical manner. My teaching pace is regulated timely to keep the students engaged throughout. Moreover, I try to be fully confident about the content, structure and delivery of the material before I begin!
• By using ***teaching technologies/visual aids*** (where is possible) I am trying to maintain interest and revolutionize the

lecture content with visual stimulation such as educational videos, podcasts, slide casts, polls and padlets, etc.
• I always do my best to ***practice with presentation style***, improve it, avoid fidgeting and keep body language strong and confident.
• This is my desire to ***create an interactive teaching/learning environment*** by using demonstrations that can involve the students directly, posing questions for students to discuss in groups (e.g., using think-pair-share tool), or doing mini-test/hands-on projects, etc.
• I am also ***testing engagement during the lecture*** by having a break (e.g., half way through) in which I can ask questions, ask students to tackle a problem or create a think-tank process.
• I always seek opportunities for ***feedback and evaluation*** at the end of sessions to learn and improve myself for the future.
• I also try my best to ***respect the students' learning style*** having in mind that students will learn differently.
• I normally plan to ***achieve a structured finish for lecture*** by bring the material back to the original questions posed at the beginning, refocus attention and confirm what I will be covering in the next lecture.

8. Any other information or comments.

Type your answer here...