

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

In former employments I have given internal and external lectures to colleagues, customers, and suppliers. Further I have given lectures to universities and high schools.

Lectures given: During my previous employments, I have been involved in the following teaching-related activities:

a) I have over time given a large number of:

Teaching lectures within:

- Energy Technology
- Differential Equations
- Numerical Methods
- Differential Algebraic Systems•Boiler technology
- Thermodynamics

Examining (Bachelor & Master Projects)

- Critique/feed back
- General examination

Presentations

- Conference presentations
- Key-note speaker
- Company presentations
- Product presentations
- Board presentations

General lectures

- High school level
- Knowledge dissemination, e.g. Ph.D. defence

Press

- Interviews with technical magazines
- Interviews with press

b) Teaching form has been lecturing/dialogue – depending upon size of class.

- Hands-on training/exercises have been face-to-face.
- Supervision of projects has been in smaller groups.

c) Slides from presentations

- Examples can be forwarded on request

d) Pedagogical and didactic choices

- For most teaching and presentation tasks the pedagogical and didactic methods have been given – to the extent possible I have tried to include practical examples and focus on dialogue with the audience

e) Students evaluations

- Nominated "Teacher of the Year" 2015

f) Statements from study board etc

- Nominated "Teacher of the Year" 2015

g) I have regularly participated in a number of conferences, both as organizer, reviewer and as speaker.

- Participation in conferences and seminars on education, teaching, pedagogy and didactics

h) I have over the years given a number of lectures as part of courses and participated in (carried out) planning of the courses

- Conference organizer (SIMS 2014)

### 2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

NA

### 3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

I have finalized Adjunktpædagogikum, 2014

### 4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

I have participated in the following international conferences:  
2014 SIMS (Organizer)  
2016 ICMNE 2016 : 18th International Conference on Marine and Naval Engineering  
2016 The First Pacific Rim Thermal Engineering Conference.

## **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

During my employment as associate professor at AAU, Institute of Energy Technology I have given lectures in:

- Energitekniske Grundfag (3th)
- Heat Exchangers (5th sem)
- Termodynamiske Systemer & Maskiner 2 (6th sem)

Student (individual/group) supervision activities at AAU, ET:

M.Sc. student projects supervision:Projects at all semesters

Other activities:

- Chairman and internal opponent of PhD Defences
- Project manager of «Det Blå Nordjylland»

## **6. Nominering til og/eller modtagelse af undervisningspriser.**

Nominated "Teacher of the Year" 2015

## **7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v.**

Reflections on teaching:

During years of practical involvement in execution of numerous development and order execution projects.

I see the problem-based group organized project work as the best and most efficient approach to solving problems.

This counts both for competence-development (learning) and for more ordinary order execution projects.

The research/teaching interaction offers a number of opportunities to improve teaching to include latest results and have strong academic discussions as input for the future research activities.

To the extent possible moving from monologue to dialogue enforces this interaction, i.e. stronger at the last part of the education (smaller no of students in lectures).Longer term experience with HR responsibility has taught me a lot about team-work, coaching, etc.

## **8. Andet.**

Skriv dit svar her...