

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

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. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

NA

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

I have finalized Adjunktpædagogikum, 2014

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

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. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

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. Teaching awards you may have received or been nominated for.

Nominated "Teacher of the Year" 2015

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

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. Any other information or comments.

Type your answer here...