

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.

TA for Real-time Control Systems (Aalborg University, Bachelors level)

Concerned use of MATLAB and Simulink Real time systems to control simple mechatronic systems in a laboratory setting with a focus on hands-on experimentation

TA for Cyber-physical systems (University of Southern Denmark and Aalborg University, Masters&Bachelors level)

Concerned the control of various classes of mechatronic systems including mobile robots and their sensing and actuations implementations, with an emphasis on non-linear control and open-source robotics platforms such as iRobot Create.

Development of 2 × Microcredentials

Developed and published two microcredentials based introductory courses on microcontrollers and C++ respectively, to be accessible as self-paced learning for internal students and prospectively external students.

Co-supervision of Masters students

Hyperspectral imaging for mobile agricultural robotics - Masters degree awarded - grade 12

Ultra-wide-band positioning for mobile robotics - Masters degree awarded - grade 7

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.

N/A

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

Course on presentation techniques for teaching purposes (5 ECTS)

Concerned with the use of various presentation techniques with an emphasis on teaching use, including the use of interactive materials in teaching presentations.

Course on general presentation techniques including language use (2 ECTS)

Focus on the use of modern presentation techniques, use of language dependent on audience, the use of presentation technology outside the normal slide-based format

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.

Experimented with the use of microcredentials which involved taking a course on microcredential creation, culminating in creating of two microcredential based courses for AAU students with multi-modal content including videos.

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

Type your answer here...

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)

While teaching is not my primary academic focus; I would like to increase my participation in (co)-supervision of bachelors, masters and group-projects within the field of robotics and mechatronics, in order to maintain my teaching relation to students at various stages of their academic journey.

8. Any other information or comments.

Type your answer here...