

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.

Academic year 2021-2022

Teaching program --- Masters Program in Development and International Relations

Study Board --- Study Board of International Affairs

Teaching language --- English

Teaching methods and facilities: Microsoft Team, Zoom

Teaching activities (7th semester)

- Course: Methodology and Methods

- Lecture A: "Social Science Methodology for Project and Thesis Writing (1)"
- Lecture B: "Social Science Methodology for Project and Thesis Writing (2)"
- Lecture c: "Group assignment exercise"
- Lecture D: "Style guidelines for project writing"

These four lectures cover various aspects in academic research and especially in academic writing. Methodology refers to the broad philosophical underpinning to your chosen research methods. For student project writing, the methodology chapter/section clarifies why particular theories are chosen and why qualitative or quantitative methods are applied, or a mixture of both. Student should be clear about the academic basis for all the choices of research methods that one has made. The lecture aims to introduce students the core components of social science methodology, such as philosophies, terminologies, paradigms, methodologies and methods, and their functions and coherence in project and thesis writing. It is both concise and comprehensive. It synthesizes the application of methodology mainly in the academic fields of political science, IR, IPE, etc. Many examples are taken from students' projects within Development and International Relations and European Studies.

The lecture on "Style guidelines" introduces students to the basic and important elements of reference style in project writing: Citation, quotation and bibliography.

- Course: Chinese Area Studies (7th semester of Masters program in Development and International Relations & European Studies)

- Lecture A: "Chinese Culture and Its Impact on Development"

The lecture introduces students to the basic and fundamental elements of Chinese philosophies, cultures and value systems and their impact on national culture, worldview, and life style. It aims to provide an framework of understanding the role of culture and its impact on individual behavior, societal development and national politics.

- Lecture B: "Chinese Political Culture and Transformation in Comparative Perspectives"

This lecture aims to engage students in the contemporary discussion on some important aspects of China's political culture and their impact on its political system. It specifically presents and analyzes one of the salient features of the Chinese political system - meritocracy - as the ruling legitimacy in the course of China's history, transformation and globalise. The lecture also aims, in a comparative perspective, to enrich and broaden students' critical understanding on a number of complicated and controversial debates brought about by China's rise, such as democracy, human rights, universalism, particularism, the pandemic management, etc.

- Course: Theories of International Relations

- Lecture A: "From political economy to International Political Economy"

The first IPE lecture introduces students the key concepts, questions, major theories, main structure, and important issues of political economy (PE) and international political economy (IPE). It also includes the introduction of the historical evolution of political economy (PE), i.e. the emergence of capitalist mode of production in Europe and its overseas expansion, leading to the IPE. It emphasizes the importance of conceptualizing the capitalist mode of production and its

logic (the power of market/capital and the power of marketization) and of understanding the development of market capitalism in Europe. Through this the lecture students are able to apply major PE and IPE theories and their nexus to evaluate and analyze current events and make clear argument.

- Lecture B: From International political economy to global political economy

The second IPE lecture focuses on the International political economy (IPE) of the world order in the aftermath of the Second World War. It also discusses the transformations of the IPE of the World order brought about by the intensification of globalization and transnational capitalism. Now the world is entering into an era of global political economy(GPE) in which the terrain and parameters of economic and political relations both at the national and the international levels are being shaped and reshaped, exerting pressure on the conventional understanding of the PE and IPE. Through this the lecture students are able to apply major IPE/GPE theories to evaluate and analyze current events and make clear argument as well as conduct further research through collecting, analyzing and organizing information and ideas about what is taking place in global affairs.

- supervising many student project groups
- internal censor for many student project group examinations

Teaching activities (8th semester)

- Course: Rising Powers and Emerging Markets

- Lecture A: The rise of emerging powers: understanding the historical evolution of the existing world order

The first lecture provides a conceptual understanding of the historical evolution of the existing US-led world order, which is important for comprehending, in which way and to what extent, the rise of China and emerging powers is challenging the current world order. It begins with introducing the formation of the world order since the end of the Second World War, and it continues to discuss world order transformations until the US Trump Administration. The message from the lecture is that the historical rise and fall (crisis) of world orders goes hand in hand with the rise of emerging powers.

- Lecture B: The rise of emerging powers: theoretical discussion

The nexus between the US-led/West-based world order and the emerging world order brought about by the rise of China and other emerging powers. The lecture aims to introduce students to different IR and IPE theoretical perspectives and to assess how these theories are conceptualizing and interpreting the transformation of international political economy as well as the emerging world order. For example, it intends to provide students the theoretical framework of "hegemony" in order to understand the nexus between the rise of the emerging powers and the existing world order as an interdependent dynamic process of mutual challenge, mutual constraint, and mutual accommodation.

- Lecture C: The international political economy of the BRICS

The third lecture aims at exploring to what extent the BRICS group is a significant actor challenging the global order. The lecture focuses on the extent and consequence of their global emergence. The BRICS coalition provides a platform to individual BRICS members' foreign policy strategies and potential relevance as leaders in regional and global governance. The lecture's essential approach is to explore the dialectic dynamics of challenges, opportunities and constraints that underline BRICS's cooperation.

- Lecture D: Conceptualizing China-US rivalry: world disorder and reorder

The lecture starts by presenting the current multiple challenges, both internal and external, that the EU is facing, then by introducing Europe's unique historical role in the modern history of international relations and world order. The lectures continue to illustrate the new challenges brought about by the rise of emerging power in general, and China in particular. The EU is facing a number of complicated relationships with the existing and emerging superpowers while the EU is divided over many issues, particular issues concerning China. The situation is testing the EU's foreign policy and unity in dealing with global powers, the US, China and Russia.

- Lecture E: The EU standing in two boats between emerging and existing powers

The lectures start by presenting the current multiple challenges, both internal and external, that the EU is facing, then by introducing Europe's unique historical role in the modern history of international relations and world order. The lectures continue to illustrate the new challenges brought about by the rise of emerging power in general, and China in particular. The EU is facing a number of complicated relationships with the existing and emerging superpowers while the EU is divided over many issues, particular issues concerning China. The situation is testing the EU's foreign policy and unity in dealing with global powers, the US, China and Russia.

Exam: In charge of 48 hour written examination for the course "Globalisation, Rising Powers and Emerging Markets
Supervision: supervising many student project groups

- course: Chinese Area Studies

- Lecture A: The Rise of China and The Capitalist World System: Historical and Cultural Perspectives.

The first lecture emphasizes the importance of understanding China's historical past so as to comprehend how the external capitalist worldsystem forced the shaping of China's internal transformations and how the opportunities and

constraints brought on by China's inner transformations contributed to reshaping the world order.

•Lecture B: the Rise of China and The Capitalist World System: Economic and Political Perspectives

The second lecture discusses and analyzes the economic and political rise of China as well as the dynamics and complexities brought about by the impact of China's global rise to the existing world order both in terms of opportunities, challenges and contradictions.

Teaching activities (9th semesters)

- Course: "thesis preparation process"

• Lecture A: How to write a good thesis

Thesis writing marks the final stage of students' study process. A thesis shows the level of students' academic accomplishment, and it is a perfect way to assess students' capability in refreshing learned knowledge and in operating with theory application, data collection and analysis as an integrated research process. Finding a topic for thesis writing is the first step, which can be a daunting task. Since thesis writing is the final academic paper that students can dive deep into a topic of great interests, how to determine a thesis topic is obviously the first priority for thesis writing students. More importantly, how to choose a thesis topic that will lead to a job career is becoming an indispensable aspect for students to take a serious consideration at the final stage of their university education. Therefore, it is also vital to for thesis writing students to expand their professional horizons beyond meeting the academic requirements. In other words, student should not only think beyond the completion of degree, but also make themselves an attractive asset to public and private employers.

• Lecture B: Thesis proposal exercise

Students are supposed to present their home assignment in interaction with Li Xing. Although there is no compulsory requirement that every student must do his/her presentation, it is in the interest of students to practice the exercise. Eventually the exercise will pave a good foundation for students to submit their thesis proposal/synopsis

- supervising many student internship projects

Teaching activities (10th semester)

- Course: "Thesis seminar"

•Thesis seminar A: The first one intends to give the students an introduction to the various formal aspects of a thesis. It will present some ideas, knowledge and approaches regarding how to write a good thesis. In addition, the first seminar will also base its discussions on some examples of the previous theses in the past years.

•Thesis seminar B (exercise): The second one is designed to be "student-driven". It will be practice-oriented and interaction-based in which students are encouraged to present what they have achieved so far in terms of their problem-formulation, methodological consideration (theoretical and empirical choices), etc. The seminar teacher, playing a role as a "general supervisor", will engage with the students and exchange ideas of how to improve and strengthen the thesis. I believe that these two seminars will benefit the students' thesis-writing process.

- supervising many thesis projects

During these years I have also conducted many international guest seminars to Chinese universities, including phd course in Latin America. A long list of all data regarding my international teaching and research activities is registered in VBN.

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.

Type your answer here...

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

Type your answer here...

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.

Type your answer here...

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...