

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.

Have **very solid, truly knowhow-based teaching expertise in almost all the core courses in Thermal/Fluids science and engineering on all the different levels (i.e., bachelor, master and PhD)**, which include

- Computational Fluid Dynamics (CFD)
- Biomass Gasification/Combustion and Modelling
- Advanced Computational Fluid Dynamics (CFD)
- Multiphase Flow
- Fluid Mechanics
- Aerodynamics and Flow
- Heat Transfer (mainly conduction and convection)
- Advanced Heat Transfer (mainly thermal radiation and its modeling)
- Combustion Theory
- Practical Combustion Technology
- Thermodynamics
- Turbulence and Modelling

Have **completed many supervision tasks on all the different levels (i.e., bachelor, master and PhD)**.

Also have rich experiences as external examiner, e.g., **opponent as PhD defense in different countries**, such as

- Austria (e.g., TU Graz)
- Denmark (e.g., DTU)
- Singapore (e.g., NTU)
- South Africa (e.g., Stellenbosch University)
- Sweden (e.g., Linnaeus University, Lund University), and so on.

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.

- (1) **Semester coordinator of TEPE9 & TEPE10** (i.e., 9th & 10th semester in Thermal Energy & Process Engineering).
- (2) **Academic Evaluator** for applications to the TEPE Master Programme.
- (3) **Coordinator of quite a few courses/modules** I am involved.
- (4) Participation in revising study curriculum for master programme

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

Successfully completed the mandatory 10-ECTS Aalborg University Adjunkt

ædagogikum, including the required English Language Assessment Certificate C1 of the Common European Framework of Reference for Languages (CEFR). The completion of the 10-ECTS university pedagogy course was concluded by the supervisor team in the final Evaluation Statement: "*the work undertaken by Chungen Yin during the participation in the Aalborg University Adjunkt

ædagogikum was excellent.*"

Also participated & completed many other university pedagogy courses, workshops, PBL courses and so on organized/given by Aalborg University for University teachers, PhD tutors and PhD supervisors.

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

Also participated & completed a course in university pedagogy for new university lecturers organized/given by Zhejiang University (China) when working there as an Assistant Professor during the period of 06/1998 - 12/1999.

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.

Have **developed from scratch more than 5,000 high-quality slides for over 10 different courses and many research & teaching presentations**. More importantly, keep updating and refining these slides for the courses which are still being taught nowadays, mainly based on own reflections and students' feedbacks.

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

Have consistently received positive feedbacks from the students in the semester evaluation reports for teaching & supervision.

- **Winner of the "Teacher of the Year" for several times**, both on the M- or E-Study Board level and on the Faculty level
- **Nominee of the "Teacher of the Year" for some other times**

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.

I consider teaching as a very interesting process of aiding students to acquire the relevant technical knowledge and to gain the skill and competence in proper use of the knowledge in the relevant areas. Meanwhile, I also view teaching as a super opportunity for myself to systematically organize my knowledge in the topics under teaching and to secure a thorough understanding of them. As a result, I am totally able and all willing to teach any other courses in Thermal/Fluids science and engineering at top quality.

During my teaching, I always keep in mind and implement as much as possible Paul Ramsden's six principles of effective teaching in higher education. Although I describe myself as an experienced teacher and supervisor, I am fully aware that my teaching and supervision can be further improved in various aspects.

For example, how to better motivate the students in active learning and discussion is always a topic in higher education. From my side, I will consistently assure the constructive alignment among the learning objective, teaching (contents), and exam. Anyway, **improving teaching is a continuous and lifelong process. Teaching is audience-adapted.**

Teaching is also a two-way business, which needs efforts from both lecturer and students sides. Students at least need to glance through the lecture slides in advance and bring questions (if any) to the lectures.

8. Any other information or comments.

No.