

## 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

pedagogikum, 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

pedagogikum 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.