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.

02/2020 – 03/2023Level: Bachelor StudentAalborg University, Denmark
Course: Industry IoT
 Teaching method: class teaching
 Language: English
02/2020 – Level: Master StudentAalborg University, Denmark
Course: Business Intelligence & Analytics
 Teaching method: class teaching
 Language: English
02/2019 – Level: Bachelor StudentAalborg University, Denmark
Course: Grundlæggende optimering og programmering
 Teaching method: class teaching
 Language: English
12/2022 – Level: PhD StudentAalborg University, Denmark
Course: Applied AI in Mechanical and Manufacturing Engineering
 Teaching method: class teaching
 Language: English

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.

02/2022 - 03/2023 Course Coordinator for Industrial IoT course
04/2022 - 09/2023 Design and development of two Microcredential Courses
06/2022 Design the course syllabus of Data capture and analysis
2019 - Planning teaching activities of Grundlæggende optimering og programmering
2020 - Planning teaching activities of Industry IoT, Business Intelligence & Analytics
2022 Planning teaching activities of Applied AI in Mechanical and Manufacturing Engineering

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

2019 completed University Pedagogical Programme at Aalborg University

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)

Skriv dit svar her...

8. Any other information or comments.

Evaluation statemen from Chen Li's pedagogical supervisor, Thomas Ditlev Brunø, Department of Materials and Production, and Jens Myrup Pedersen, AAU Learning Lab.

We have supervised Chen Li over the year that he participated in the course in university pedagogy for assistant professors and observed the following progression: Chen Li joined AAU coming from a different university not applying the PBL principles, and thus had to learn this from the bottom, which he did in an excellent way, taking on this task in both teaching and supervision. During pedagogical program Chen Li taught and was supervised in three courses within the computer science domain. Chen Li worked intensively on maximizing the learning outcomes of the students in these courses, which a times is challenging due to the students being within operations management and have little programming experience. One problem addressed by Chen Li was how to deliver a balanced teaching for students with various backgrounds, which was particularly a challenge in the Business Intelligence and Analytics followed by three different master programs, however also a challenge in the other courses. Chen Li addressed this problem by reviewing the students' backgrounds to understand their starting point for learning, followed by carefully selecting the right materials for the students given their backgrounds. Chen Li also worked on designing collaborative lectures, engaging directly with the students during the lectures with discussion and small exercises which allowed the students to apply their learnings in different tools. Also, Chen Li worked on designing examples and exercises which were within the context of the students' programs, making them understand the relevance and how to apply the methods and tools taught. Chen Li carefully reviewed feedback from the students during the course and after each semester, reflected on the feedback and adjusted the content and teaching style accordingly. As a result, the formal feedback from the students to Chen Li on the teaching in the courses was great. During the Pedagogical Program, Chen Li displayed great interest and enthusiasm for improving teaching and trying different teaching styles, reflecting on outcomes and adjusting accordingly. Also, Chen Li has proactively sought student feedback and feedback from peers to further improve his teaching.