

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

AMONG THE WORLD'S 100,000 TOP-SCIENTISTS ACROSS ALL FIELDS, BASED ON THE CAREER-LONG CITATION IMPACT. See the "Updated Science-wide author databases of standardized citation indicators" by Elsevier - Stanford University for the complete list. (<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/5>).

EQUALLY EXPERIENCED IN TEACHING & SUPERVISION. Very rich, truly knowhow-based teaching expertise in many core courses in Thermal/Fluids science and engineering on all the different levels (i.e., bachelor, master and PhD), which include

- (1) Computational Fluid Dynamics (CFD),
- (2) Biomass Gasification/Combustion and Modelling,
- (3) Advanced Computational Fluid Dynamics (CFD),
- (4) Multiphase Flow,
- (5) Fluid Mechanics,
- (6) Aerodynamics and Flow,
- (7) Heat Transfer (mainly conduction and convection),
- (8) Advanced Heat Transfer (mainly thermal radiation and its modeling),
- (9) Combustion Theory,
- (10) Practical Combustion Technology,
- (11) Thermodynamics,
- (12) Turbulence and Modelling.

HAVE COMPLETED MANY SUPERVISION TASKS ON ALL THE DIFFERENT LEVELS, e.g., supervise/co-supervise some bachelor thesis projects, 100+ master semester or thesis projects, and 10+ PhDs & Post-Docs.

RICH EXPERIENCES AS EXTERNAL EXAMINER, e.g., opponent as PhD defense in different countries, such as (1) Austria (e.g., TU Graz), (2) Denmark (e.g., DTU), (3) Norway (e.g., NTNU), (4) Singapore (e.g., NTU), (5) South Africa (e.g., Stellenbosch University), (6) Sweden (e.g., Linnaeus University, Lund University), and so on.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

(1) SEMESTER COORDINATOR of TEPE9 & TEPE10 (i.e., 9th & 10th semester in Thermal Energy & Process Engineering);

(2) DEVELOPMENT OF EDUCATIONAL PROGRAMS, e.g., discussing/revising study curriculum for TEPE master programme;

- (3) ACADEMIC EVALUATOR** for applications to the TEPE Master Programme; and
(4) COORDINATOR OF SEVERAL COURSES.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Successfully completed the mandatory 10-ECTS Aalborg University Adjunktpædagogikum, 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 Chungeng Yin during the participation in the Aalborg University Adjunktpædagogikum 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. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

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. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

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. Udtalelser om undervisningskompetencer fra foresatte og kolleger.
Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

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

(1) Winner of the "Teacher of the Year" for several times, both on the M- or E-Study Board level and on the Faculty level; and

(2) **Nominee of the "Teacher of the Year" for some other times.**

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

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. Andet.

No.