

## 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.

**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. 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.

**(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. 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

**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 Chungen 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. 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.

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. 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.

**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. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

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. 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)

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.