

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.

Courses:

- Optimisation Theory and Reliability (Master Course, Role: Lecturer, Aalborg University, 2023-Present)
- System Identification and Diagnosis (Master Course, Role: Lecturer, Aalborg University, 2023-Present)
- Reliability of Power Electronic based Power Systems (PhD/Industrial Course, Role: Organizer and Lecturer, Aalborg University, 2021-Present)
- Reliability Assessment in Electric Power Systems (PhD/Industrial Course, Role: Organizer, Aalborg University, 2021-Present)
- Power Electronics for Green Transition, (Ph.D. Summer school, Role: Organizer and teacher, Aalborg University, 2022)
- BSc Course Teacher: Fundamentals of Electrical Engineering II – Electrical Machinery, (BSC Course, Role: Lecturer, Sharif University of Technology, 2014-2015)
- BSc Course Teacher: Fundamentals of Electrical Engineering I – Electric Circuit Theory, (BSC Course, Role: Lecturer, Sharif University of Technology, 2014-2015)

Supervised/Co-supervised PhD Projects:

- Integrated Design for Reliability of Motor Drives in High-Power High-Speed Machines, Soroush Ahooye Atashin, , Aalborg University, 2024-2027
- Integrated Design of Microgrids Considering Reliability and Stability, Ali Azizi, Aalborg University, 2021-2024
- Optimal Sizing and Placing of energy Storage in Distribution System, Yichao Zhang, Aalborg University, 2021-2024
- Reliability Oriented Design of Microgrids, Monika Sandelik, Aalborg University, 2020-2023
- System-Level Reliability Modelling and Evaluation in Power Electronic Based Generation Systems, Amiali Davoodi, Aalborg University, 2019-2022
- Improving the Direct Switching Method for High Voltage Applications to Improve the Load Voltage Waveform, Mostafa Zarghani, Sharif University of Technology, 2018 – 2023
- Improving Power Management System in More-Electric Ships, Saman Nasiri, Sharif University of Technology, 2016 – 2021

Supervised/Co-supervised Master Projects:

- Reliability and Risk Assessment for Design of Denmark's Energy Islands, Rikke Jespersen and Christine Meyer, Aalborg University, 2025.
- Reliability-oriented Reactive Power Control in Power Electronic based Low Voltage AC Microgrids, Daniela Pagnani, Aalborg University, 2019.

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.

- Power Electronics for Green Transition, (Ph.D. Summer school, Role: Planning, Coordinator, organizer and lecturer, Aalborg University, 2022)
- Chair of Conference for Energy Students - master (CES) at AAU Energy Department, Aalborg University (responsibilities, training how to write abstract and full paper, planning, Coordinator, and organizer)

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

Type your answer Aalborg University Pedagogy course (Adjunktpædagogikum, 2022)

The training consisted of several workshops, teaching experiments, pedagogical supervisors' observations in class, etc. It covered the following five modules:

- Teaching at a PBL university
- Planning and Implementation of Group Instruction
- Development and Quality Assurance of Study Programmes
- The PBL Group – Collaboration, Process and Supervision
- The Use of IT and Media for Learning and Teaching

In addition to the above modules, several elective modules were taken as well:

- Copyright and plagiarism
- Research Integration
- Teaching Portfolio - Assessment of teaching competence and a tool for professional development here...

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.

- Basic Course in Higher Education Pedagogy, AAU Learning Lab, Aalborg University, 2020.
- Supervisor Workshop, Aalborg University, Aalborg University, 2020.

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.

Recently developed courses can be found in Section 1

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

Teaching evaluation for my PhD course at Aalborg University is available.

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)

My teaching instruction is formed as follows:

- I engage students from the beginning in the introduction part, asking their expectations from the course, and then highlighting the course objectives, outlines, and evaluation.
- My teaching style is combination of lecturing and group works to actively engage students in learning process. In lecture part, I try to create an interactive teaching/learning environment by using demonstrations that can involve the students directly, posing question... . In the group works, I use exercises that can smartly teach new concept where students can discuss in small groups and I help them to approach the goals.
- I use combination of PowerPoint slides, black(/white) board and digital tools, e.g., educational videos, podcasts, slide casts, polls and padlets, for lecturing that provides active and attractive environment to take full attention of the students over the scheduled time.
- I continuously and indirectly ask the students feedback for different parts to adapt the content, pace of teaching, exercises, ... based on their expectations having in mind that the students will learn differently.
- I ask if they follow and understand directly and indirectly by smart questions, and I repeat several times in different ways to be sure that the concept is clearly understood.

8. Any other information or comments.

None