

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.

Since 2022 Spring I have actively involved in various teaching activities as a lecture, case facilitator, and supervisor. My teaching and supervision are mainly targeted on the undergraduates and graduates who major in the Medicine & Medicine with industrial specialization. The courses and projects are directly related to my medical background and biomedical research background, such as "somatic stem cells", "inflammation and healing" (courses), and "the direct comparison of cell attach materials on the growth and immunophenotypes" (project), etc.
Lectures are given in English, but the cases, projects and exams are carried out in both English and Danish, as the students wish.

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.

I Participate in the planning and optimizing of the study curriculum for the "Almen Pathologi" course.
I am the Module coordinator (4.3, 2023-ongoing) for the Medicine and Medis.

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

Basic course in higher education pedagogy, AAU, 2021
Case facilitator course, AAU, 2021
University pedagogy for Assistant Professor, AAU, 2023-ongoing
UP - Certification Programme in English for AAU University instructors (2023-ongoing)
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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.

I Participated in the university Teaching Day, where different teaching strategies and solutions are discussed(2022)

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.

Not applicable

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

Not applicable

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)

1. Critical-thinking/deep-learning:

All the teaching activities were based on the PBL model at AAU. The problem is the starting point that triggers students' interests and motivations. I usually respond to the students' questions by asking new ones until they conduct a critical and deep thinking on their own. During my course I always elicit a question session.

For the project, when they have questions about either background knowledge, experimental methodology, or scientific writing, I won't just give an answer. Instead, I will try to direct them on the correct track by posing new questions. For example, when they inquired about the statistical test, I did not tell them the answers directly. On the contrary, I ask students what statistical tests they know, how they differ, and what the conditions are for each statistical test. As such, I believe, the students will learn thoroughly.

2. Self-learning:

The traditional role of teachers is to deliver knowledge, however, in most situations, students accept the knowledge passively. Notably, there are also so much knowledge that teachers may not know as well. The best teaching method would be the teachers use the own expertise and knowledge to activate the students to explore the field by themselves. Students, on the other hand, should not simply wait for the teachers to "feed" them but take the initiatives to engage more in the learning process.

3. Freedom for both sides:

When I was a student, I was taught by sitting in the classroom and listening to the teachers for the entire lesson.

Therefore, initially, I cannot get used to or understand the teaching model here. However, by a continuous learning from both the university and experienced colleagues, I gradually understand that more freedom for both teaching and students are quite critical. Teachers have the freedom to guide the students in many ways, and students have the freedom to learn the knowledge as they prefer.

8. Any other information or comments.

Type your answer here...