

## 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.**

2013-14 Study: Communication and Digital Media Activity: Master's Thesis Seminar Feedback to Master's students' synopsis on their master's thesis Level: Master's Education Language: Danish Activity: Lecturing on bachelor and Master's level in: •PBL •Discourse Analysis •Ethnographic Methods •Intercultural Communication Level: Bachelor and Master Language: Danish Activity: Project Supervision on the following semesters: •1st Semester: Written Communication Products •2nd Semester: Interpersonal Communication Processes •3rd Semester: Discourse Analysis •4th Semester: Communication and the Individual Level: Bachelor Language: Danish Activity: Internal Censor on the following semesters: •1st Semester: Written Communication Products •3rd Semester: Discourse Analysis Level: Bachelor Language: Danish 2014-2016: Language and International Studies Activity: Project Supervision on 2nd Semester Discourse Analysis in 2014 and 2015 Level: Bachelor Language: English Activity: Lecturing in course on Discourse Analysis Level: Bachelor Language: English Activity: Internal Censor on 2nd Semester Discourse Analysis Level: Bachelor Language: English 2014-2016: English Activity: Project Supervision on 2nd Semester Discourse Analysis in 2015 and 2016 Level: Bachelor Language: English Activity: Internal Censor on 3rd Semester Discourse Analysis Level: Bachelor Language: English Technoanthropology 2017-2021 Activity: Project Supervision on the following semesters: •1st Semester: Technoanthropological Case Analysis •4th Semester: Design of an Intervention •5th Semester: Technological Innovation through intervention •6th Semester: Bachelor Project Level: Bachelor Language: Danish PBL 2018-2020 Study: Global Business Systems Activity: PBL Supervisor on 1st Semester Level: Bachelor Language: Danish Study: Health Technology Activity: Course Lecturer Level: Bachelor Language: Danish PBL Spring 21 - Workshops Workshop: Conflict Management Studies: •Computer Science •Software and Software CPH •Data Science and Machine Learning •Interaction Design Level: Bachelor Format: Microsoft Teams Language: English Workshop: Interdisciplinary Problem Spaces Studies: Sustainable Cities Level: Bachelor Format: Microsoft Teams Language: English Workshop: Interdisciplinary Collaboration Studies: Technoanthropology Level: Bachelor Format: Microsoft Teams Language: Danish Workshop: Competence Workshop Studies: •Medialogy •Sustainable Design •Lightning Design •Sound and Music Computing •Architecture •Industrial Design •Urban Design •Cyber Security •Innovative Communication Technologies and Entrepreneurship •Sustainable Cities •Sustainable Design •Surveying and Planning (Aalborg & Copenhagen) •Surveying, Planning and Land Management (Aalborg and Copenhagen) •Technoanthropology (Aalborg & Copenhagen) •Urban Energy and Environmental Planning •By Bolig og Bosætning •Ledelse og Informatik i Byggeriet •Energy Engineering •Advanced Power Electronics •Sustainable Energy Engineering •Bioengineering •Chemical Engineering Level: Master Format: Microsoft Teams Language: Danish & English PBL Autumn 21 - Workshops Workshop: Conflict Management Studies: Sustainable Design Level: Bachelor Format: Physical Presence Language: Danish Workshop: PBL Intro at Master's Level: Studies: •Technoanthropology •Sustainable Design •Lightning Design •Medialogy •Service System Design •Sound and Music Computing •Surveying, Planning and Land Management •Sustainable Cities •Sustainable Design •Cyber Security •Innovative Communication Technologies and Entrepreneurship Level: Master Format: Microsoft Teams Language: Danish & English PBL Autumn 21 Activity: Lecturer on PBL 1st Semester Studies: •Technoanthropology •Sustainable Design •Computer and Cyber Technology •Software •Medialogy •Applied Industrial Electronics (Esbjerg) •Byggeri og Anlæg (Esbjerg) •Chemical Engineering (Esbjerg) •Energi (Esbjerg) •Kemi og Bioteknologi (Esbjerg) •Maskinteknik (Esbjerg) Format: Physical Presence Language: Danish & English PBL Spring 22 - Workshops Workshop: Interdisciplinary Problem Design Studies: By, Energi og Miljøplanlægning Level: Bachelor Format: Physical Presence Language: Danish Workshop: Professional Communication Studies: Landinspektør, Teknoantropologi Level: Bachelor Format: Physical Presence Language: Danish Workshop: Knowledge Sharing Between Groups Studies: Technoanthropology Level: Bachelor Format: Physical Presence Language: Danish Workshop: Group Dynamics Studies: Sustainable Design Level: Bachelor Format: Physical Presence Language: Danish Workshop: Problem-Based Project Planning Studies: By, Energi og Miljøplanlægning Level: Bachelor Format: Physical Presence Language: Danish Workshop: Intro PBL Studies: Ledelse og Informatik i Byggeriet Level: Master Format: Physical Presence Language: Danish Workshop: Competence Profile Studies: •Cyber Security •Lightning Design •Medialogy •Service and Systems Design •Sound and Music Computing •Surveying and Planning •Surveying, Planning and Land Management •Sustainable Cities •Sustainable Design •Technoanthropology Level: Master Format: Physical Presence Language: Danish & English E22 - PBL Workshops Workshop: Conflict Management Studies: Sustainable Design Level: Bachelor Format: Physical Presence Language: Danish Workshop: Competence Screening Studies: Sustainable Design Level: Bachelor Format: Physical Presence Language: Danish Workshop: PBL Intro: Studies: •Technoanthropology •Sustainable Design •Lightning Design •Medialogy •Service System Design •Sound and Music Computing •Surveying, Planning and Land Management •Sustainable Cities •Sustainable Design •Innovative Communication Technologies and Entrepreneurship Level: Master Format: Physical Presence Language: Danish & English Autumn 22 - PBL 1st Semester: Activity: Lecturer on PBL Course 1st Semester Studies: •Cyber og Computerteknologi •Software •Applied Industrial Electronics (Esbjerg) •Byggeri og Anlæg (Esbjerg) •Chemical Engineering (Esbjerg) •Energi (Esbjerg) •Kemi og Bioteknologi (Esbjerg) •Maskinteknik (Esbjerg) Level: Bachelor Language: Danish Autumn 22 - Continuing Education Activity: Lecturer Study: MIL (Master in IKT and Learning) Level: Continuing Education Language: Danish Spring 23 - PBL Workshops

Workshop: Project Planning in Networks  
Studies: Medialogy  
Level: Bachelor  
Format: Physical Presence  
Language: Danish

Workshop: Motivation

Studies: Medialogy

Level: Bachelor

Format: Physical Presence

Language: Danish

Workshop: Interdisciplinary Problem Design Studies: By, Energi og Miljøplanlægning Level: Bachelor Format: Physical Presence Language: Danish

Workshop: Professional Communication Studies: Landinspektør, Teknoantropologi Level: Bachelor Format: Physical Presence Language: Danish

Workshop: Problem-Based Project Planning Studies: Landinspektør Level: Bachelor Format: Physical Presence Language: Danish

Workshop: Interdisciplinary Problem Design Studies: Technoanthropology Level: Bachelor Format: Physical Presence Language: Danish

Workshop: Competence Profile Studies: •Cyber Security •Lightning Design •Medialogy •Service and Systems Design •Sound and Music Computing •Surveying and Planning •Surveying, Planning and Land Management •Sustainable Cities •Sustainable Design •Technoanthropology Level: Master Format: Changed to a Hybrid Format for the first time. Language: Danish & 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.**

2013 Role: Semester Coordinator Study: Communication and Digital Media 1st Semester 2017 Role: Semester Coordinator Study: Technoanthropology 1st Semester 2021, 2022 & 2023 Role Course Coordinator & PBL Teaching Coordinator in Copenhagen Studies: •Technoanthropology •Sustainable Design •Computer and Cyber Technology •Software •Medialogy •Applied Industrial Electronics (Esbjerg) •Byggeri og Anlæg (Esbjerg) •Chemical Engineering (Esbjerg) •Energi (Esbjerg) •Kemi og Bioteknologi (Esbjerg) •Maskinteknik (Esbjerg)

**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**

Ph.D. is in PBL and Social Learning Theory Type your answer here... Started the University Pedagogy Program in Spring 2023

**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.**

Ph.D. is in PBL and social Learning Theory. Conference Contributions and Publications within the field: Velmurugan, G. (2019a). Student Centered Problem Construction. PBL2019 Immersive Virtual International Conference, Virtual. Velmurugan, G. (2019b). Student Centered Problem Construction—Presented in Panel. PBL2019 Immersive Virtual International Conference, Virtual. Velmurugan, G. (2022). Problem Construction in Problem-How Students Makes Decisions when Constructing the Problem in Problem-Based Learning. Aalborg University. Velmurugan, G., Dahms, M. L., Holgaard, J. E., Kolmos, A., & Ryberg, T. (2018). Active Learning On-Line – a challenge explored. PAEE + ALE Project Approaches in Engineering Education, 223–231. Velmurugan, G., Pedersen, J. M., & Spliid, C. M. (n.d.). Multicultural Group Work. Velmurugan, G., Stentoft, D., & Davidsen, J. (2021). Disagreeing about the Problem in PBL: How students negotiate disagreements regarding the Problem in PBL. Journal of Problem-Based Learning in Higher Education, 9(1), 42–62. 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.**

Designed International SDG Projects with students from University of Brasilia and Aalborg University

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

During our work on fostering these projects I came to see Kalle as a hardworking Ph.D. student with a great entrepreneurial drive and ability to make things happen - Professor Jens Myrup Pedersen, Ph.D, 2021 On a personal level, I have enjoyed my relationship with Giajenthiran and have come to appreciate the dedication he showed to his students and this program. He is a professional and responsible individual. We wish him the utmost of success in his future - Jacques Stearn Executive Director IB Japan As coordinator and co-teacher, I have seen at close hand his dedication to excel as a teacher and student group supervisor at university level. In my experience, he is a diligent and competent teacher, and he thrives on the personal contact with the students - Professor Paul B. McIlvenny, Ph.D, 2015 it was clear that not only could he make use of his academic skills but that also in that job he benefitted from his ability to connect to people. Professor Pirkko Raudaskoski, Ph.D, 2015

**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)**

Type your answer here...

**8. Any other information or comments.**

Type your answer here...