

## 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.**

I have been teaching three courses at Aalborg University at both bachelor and master levels. The problem-based learning models have been extensively used in my teaching. I also supervise bachelor semester project, master semester project and master thesis in the field of chemical process systems engineering. Based-on the contents of different courses, the written exam, oral exam and project-based exam are used to evaluate the performance of the students. All the lectures and supervisions are carried out in 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.**

I have been semester coordinator for the 2nd semester master students and 5th semester bachelor students.

**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**

1. Kaufman Teaching Certificate Program (KTCP) at Massachusetts Institute of Technology.  
2. PBL-based Pedagogical Training Program at Aalborg University

**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 have supervised 6 master students from China, Norway, USA, Denmark and Hungary.  
Two of the master students published journal paper based on their master thesis.

**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.**

Collaboration with professors from NTNU and DTU on new topics in the course process simulation and design.

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

Type your answer here...

**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 will structure my lectures and assignments to reinforce a problem-solving methodology in my future teaching. I strongly believe that it is important to incorporate computing elements into the classroom. Modern engineers are often expected to have basic coding skills and familiarity with simulation software.

In addition to developing technical skills, it is important for students to learn to understand different points of view and work effectively in teams. Through team-based assignments and projects, I will help students to learn about team dynamics (stages of team development, leadership roles), to interact with classmates from different backgrounds (gender, race, ethnicity, technical ability, etc.), and to utilize diverse viewpoints to find creative and effective solutions. In-class discussions will encourage students to reflect on effective communication skills.

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

Type your answer here...