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 give lectures to Biomedical engineering students during their Master's program and to the students of Robotics during their Bachelor's and Master's education. I also regularly supervise student groups at different semesters in these programs. I have participated as an organizer and teacher in several Ph.D. courses offered by the Health science and technology department.
Human Bionics, Robotics masters (ROB8), coordinator and teacher
Rehabilitation technology, Biomedical engineering masters (ST8), teacher (2 lectures)
Robots in the health care system, Robotics masters (ROB8), teacher (2 lectures)
Robotics sensing, Robotics bachelor (ROB4), teacher (3 lectures)
Robot dynamics, biomechanics and biological actuators, Robotics bachelor (ROB3), teacher (3 lectures)
Fundamentals of EEG, Ph.D. course, one of the organizers and lecturers
Advances in the neural control of movements, Ph.D. course, one of the organizers and lecturers
Neuromechanics of human movements, Ph.D. course, one of the organizers and lecturers

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.

For several years, I have been the semester coordinator for the 3rd-semester Robotics bachelor. I actively participate in the development of the curricula for bachelor's and master's programs in Robotics education. r here...

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

I have extensive experience in teaching activities and supervision. Right after obtaining my bachelor's diploma, I have been working as a Research and Teaching Assistant at the Faculty of Technical Sciences, University of Novi Sad, where I have been responsible for organizing practical exercises. During my Ph.D. education, I have given several lectures and was involved in the co-supervision of student groups together with my then Ph.D. supervisor (Prof. Dejan Popovic). While I was working at the Institute of Neurorehabilitation Systems, I co-supervised several Ph.D. students. Since 2017, I am actively involved in teaching and supervising biomedical engineering and robotics students.

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.

Not applicable.

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.

I actively participate in the planning and organization of curricula in Robotics education for bachelor's and master's degrees. When I arrived at HST to start working as an Associate Professor, this was still a relatively young education. The program has been already up and running, but we wanted to ensure that the curricula are continuously adapted and evolved based on the student feedback to improve the overall quality and student satisfaction. In that period, we conducted fine-tuning of course materials to minimize overlap and introduce the missing points to address the student and project needs. Finally, a larger modification of the bachelor's program has been discussed and agreed upon by all

departments involved in education, and the bachelor's program is now running according to this plan. One of the major interventions was to concentrate the content related to health robotics in a single semester (ROB5).
I am the coordinator and main lecturer in the course Human Bionics, which is running in the 8th semester of the robotics master's education. The course learning goals have been defined before I have taken the coordination, but the actual content (lectures) and the structure of the course have been planned from scratch. The course teaches the students about some advanced aspects of health robotics and comprises a general lecture to introduce a topic, which is then followed by practical demonstrations from our own projects (hence, research-driven education). In the second part of the course, we have several external lectures presenting fundamental concepts from the human motor control and computational neuroscience, and then I show the students how those topics can be translated into robotics (series named "From humans to robots").

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)

The wish to teach was one of the motivating factors for me to stay in academia, and I still enjoy it. Initially, the inspiration came from my own experience with both negative and positive teaching styles that I encountered during my own student days. At that time, my colleagues and I particularly appreciated the teachers that radiated enthusiasm about the topics they lectured and who knew how to explain the material so that we could understand and integrate it with the knowledge and experience we had at that particular point in our education. These are still the main principles that I follow in my approach to teaching today. I strive to present the material in an interesting, motivating, and yet clear manner. I try to engage the students and I particularly enjoy when the lectures are interactive, hence I encourage students to ask questions and discuss actively during the lecture.
The problem-based learning was a radically new concept for me when I just arrived in Aalborg to get my Ph.D. degree. I have finished my basic education following the classical approach, with a lot of theory and less practice. Integrating the concepts of PBL was therefore a process that took some time, but now I have acquired extensive experience in applying the model and I fully appreciate its advantages. I enjoy discussing and advocating the model with my colleagues from other universities. In my supervision work, I promote and facilitate student ownership of the project, organization of the work, creation of a positive working environment, peer learning, setting of ambitious yet realistic goals, etc.

8. Any other information or comments.

Not applicable.