

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

1. COMTEK Program:

- Supervised 1 first-semester bachelor group.
- Language of instruction: Danish.
- Teaching Method: Mixture of supervision and examination.

2. MATTEK Program:

- Supervised 2 fifth-semester bachelor groups.
- Supervised 1 8th-semester master group.
- Language of instruction: Danish and English.
- Teaching Method: Mixture of supervision and examination.

3. ES Program:

- Supervising 2 8th-semester master groups.
- Language of instruction: Danish and English.
- Teaching Method: Mixture of supervision and examination.

4. Stochastic Systems Course:

- Taught twice in English.
- Targeted audience: Master/bachelor level.
- Teaching Method: Exercise and examination.

All teaching and supervision tasks were focused on statistical signal processing within the context of radar applications.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Skriv dit svar her...

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

As an individual who deeply appreciates the pedagogical approach at Aalborg University, rooted in group-organized project work and problem-based learning (PBL), my teaching philosophy is deeply influenced by this methodology. Having experienced the effectiveness of PBL firsthand as a student, I am committed to translating this approach into my teaching practices.

One of my ongoing reflections centers on the challenge of teaching essential engineering methods that may not be explicitly covered in the curriculum. Recognizing the importance of equipping students with these skills for their future careers, I have been actively engaged in discussions with my supervisor, Troels Pedersen, to explore effective teaching strategies. However, I acknowledge the complexity of this task and the need for further exploration.

My pedagogical objectives revolve around facilitating student learning by bridging the gap between theoretical knowledge and practical application. I strive to create an engaging learning environment where students are encouraged to critically analyze problems, collaborate effectively in groups, and develop innovative solutions.

In terms of pedagogical development, I am committed to continually refining my teaching methods based on feedback and evaluation from students. While I have not yet had the opportunity to implement and assess the changes discussed with my supervisor, I am eager to do so in the future.

Overall, my pedagogical activities are guided by a deep understanding of the principles of PBL and a commitment to fostering student-centered learning experiences. I am dedicated to empowering students with the necessary skills and knowledge to excel in their academic pursuits and beyond.

8. Andet.