

## 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.**

*Aalborg University, Denmark Teaching* -----Ph.D. level ♦ *Automated Planning Tools for Intelligent Decision Making (1 / 3 ECTS)* : Design and teach lectures for planning and scheduling problem solving with Operations Research techniques Master level ♦ *Development of Quality, Risk, and Project Management Systems 1 & 2 (1.5 / 5 ECTS for each semester)* : Design and teach lectures for the project management part mainly covering relevant planning and scheduling problems ♦ *Advanced Operations Management (1.5 / 5 ECTS)*: Design and teach lectures for the modeling and simulation concept and techniques ♦ *Flexible Manufacturing (1.5 / 5 ECTS)* : Design and teach lectures for decision-making problems in flexible manufacturing system design and operation Bachelor level ♦ *Global Logistics System (1.5 / 5 ECTS)* : Design and teach lectures for optimization problems in logistics including localization, min (max) flow, and routing problems **Supervision** ----- Supervised master students in "Operations and Supply Chain Management" and "Mathematics-Economics" programs

**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.**

None.

**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**

*Finished the University pedagogy program in 2020 - Courses* Teaching at a Problem-Based Learning University Planning and Implementation of Group instruction The use of IT and Media for Learning and Teaching The PBL group - Collaboration, Process and Supervision Planning, Development, and Quality Assurance of Study programs Copyright: Teaching and publishing PBL in Engineering and Science Teaching portfolio Research integration - *Completed Certification program in English as a medium of instruction (C1 of CEFR)*

**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.**

None.

**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.**

See above.

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

None

**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 believe that the ultimate goal of teaching and supervision is to inspire students to learn and study. Upon the belief, as a teacher and supervisor, I see my task as sharing excitement of study and relevant achievements in any forms with students. Based on that I set my teaching and supervision objectives as follows. First, I teach and supervise students, highlighting links between learning topics and their applications to real world situations. Next, I listen to students' opinion and ideas, figuring out feasibility, potentials, and expected outcomes of their proposals. Last but not least, I present cutting edge research to students, continuing my commitments as a researcher.

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

None