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.

2021 Fall

Bachelor project supervision:
BAIT3, Digitalized Restaurant Ordering System, in English
BAIT3, P3 Meal Planner, in English
BAIT3, Whiskey Traders, in English
SW5, Route Planning, in English

Master project supervision:
SW9, Deep Learning for Brain-computer Interface, in English

PhD supervision:
Xuanhao Chen, a visiting PhD student, in English
Hao Miao, in English (co-supervisor, main supervisor is Christian S. Jensen)

2022 Spring

Courses
Data Mining (DV6, Bachelor), in English

Bachelor project supervision:
SW8, Route Deviation Detection, in English
SW8, Navigation System and Meals on Wheels, in English

Master project supervision:
SW9, Deep Learning for Brain-computer Interface, in English

PhD supervision:
Hao Miao, in English (co-supervisor, main supervisor is Christian S. Jensen)

2022 Fall

Bachelor project supervision:
BAIT3, Car Rental Management System, in English
BAIT3, On-wheel Meal Ordering System, in English
BAIT3, Pet Business, in English

PhD supervision:
Hao Miao, in English (co-supervisor, main supervisor is Christian S. Jensen)

2023 Spring

Courses
Data Mining (DV6, Bachelor), in English

Bachelor project supervision:
SW8, On-wheel Meal-ordering System, in English
SW8, Digital Whiteboard for Remote Teaching, in English
DAT6 (3 groups), Outlier Detection in Time Series, in English

PhD supervision:
Hao Miao, in English (co-supervisor, main supervisor is Christian S. Jensen)

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.

Yan Zhao is a member of Bait UG.

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

Pedagogical courses:

2022 Spring, UP AAL - Course module 1: Teaching at a PBL University (2022)
2022 Spring, UP AAL - Course module 2: Planning and Implementation of Group Instruction (2022)
2022 Spring, UP AAL - Course module 3: The Use of IT and Media for Learning and Teaching (2022)
2022 Spring, UP AAL - Course module 4: The PBL Group – Collaboration, Process and Supervision (2022)
2022 Spring, UP AAL - Course module 5: Planning, Development and Quality Assurance of Study Programmes (2022)
2022 Fall, UP AAL - Electives (2022)
2022 Fall, UP AAL - Information room (2022)
2022 Fall, UP AAL - For supervisors (2022)

Assessment (form two supervisors):
We have supervised Yan Zhao over the year during which she participated in the course in university pedagogy for assistant professors. We observe the following progression:

Yan Zhao (hereafter referred to as YZ) participated in the University Pedagogy for Assistant Professors course during 2022, where she attended the required elective and mandatory courses, participated in collegial meetings with other assistant professors from Department of Computer Science, and had teaching activities observed by both supervisors. She submitted her project report for evaluation on December 8, 2022.

During 2022, YZ met several times with both supervisors or each of the supervisors individually, where we discussed and reflected on her supervisor work, her teaching role in a PBL environment, and impacts on students learning. Having no prior experiences of PBL either in teaching or in learning, YZ felt particularly challenged by the roles of teaching in a PBL environment focusing on how to engage students in an online supervisor setting. Following this, she worked on a project report titled 'Using Research-focused PBL to Support Computer Engineering Students' Learning Engagement in A Systemic PBL Environment'. In this process, she read a good amount of literature focusing on computer science teaching and learning, in addition to the courses and workshops she took part in. During our meetings, she was eager to take advice and to try this out in her actual practices, and she reflected on what helped and what may deserve further attention.

According to the University Pedagogy framework of provisions, YZ fulfilled the objectives set for the project report and for the participation of the overall program. In her report, she did not only document her change in teaching philosophy based on her journey of learning about teaching – she also reflected on her focus on student learning as the driver for her engagement to trying out new teaching practices. It was also highly positive that she documented the feedback of her students on her using a research-focused PBL approach. It is also noteworthy that she developed the report into a submission to an educational conference on PBL (IRSPBL 2023). In addition, she expressed her wellness to engage into future pedagogical development work, and she identified areas to further work on after the learning achievement from the AAU UP program.

Given the above, we find that YZ fulfils all requirements and has passed successfully the university pedagogy course for assistant professors.

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.

Participation in conferences on pedagogy:

A pedagogical paper, title Using research-focused PBL to support computer engineering students' learning engagement in a systemic PBL environment, is accepted by an educational conference on PBL (IRSPBL 2023).

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.

Yan Zhao developed a new course, Data Mining, for DV6.

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

In 2022, Yan Zhao received the AAU certification in English and the UP diploma. In 2023, Yan Zhao received the AAU Pedagogy Prize.

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 teaching principle of Yan Zhao is "Mutual Learning with Students", and she plans to develop more effective pedagogical methods to enhance student's learning engagement.

8. Any other information or comments.

Type your answer here...