

## 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.**

In 2023, I started to teach courses on Criminological Theory (Bachelor & Master level), Quantitative Research Methods, Qualitative Research Methods, and Current Criminology (Trending Topics) at Aalborg University. The courses include both lectures and exercises. Here are the details of two exemplary courses taught by me, which are all conducted in English:

**1. Module 2 Criminological theory:**

This course is designed for bachelor's students in sociology and master's students in Criminology. The mainstream criminological theories are introduced in class-teaching lectures. Student swill take exams at the end of the semester. The course designed for master's students in criminology will include more knowledge about theory testing in empirical studies. I am open to supervise master students to conduct empirical studies, analyze research data (especially Youth Profile Survey in Denmark), and write thesis.

**2. Module 3 Quantitative methods and evaluation:**

This course is for master's students in criminology, and I am the coordinator of this course. The basic statistical methods (e.g., univariate analysis, bivariate analysis, linear regression) are taught and practiced in lectures and exercises. Students will conduct statistical analyses in R Studio and take exams at the end of the semester. Students will acquire quantitative skills which facilitate them to be a more competitive job seeker or researcher in criminological-related fields.

**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.**

My course coordination work includes course content design, preparation of course materials (e.g., reading materials, students' answer scripts/works, exam question papers), management of the course learning portal (e.g., organizing online meetings and uploading course-related materials to Moodle), and assessing students' assignments and examination papers.

The curriculum design of five courses includes lectures in Criminological Theory (Bachelor & Master level), Quantitative Methods and Evaluation, Qualitative Methods and Evaluation, and Current Criminology (Trending topics).

**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 attended the University Pedagogy courses for Assistant Professors at Aalborg University in 2024, in which I received training as a teacher in the Problem-Based Learning (PBL) Model, attended AAU Learning Day 2024, passed the language test (English as a medium of instruction to level C1 of the Common European Framework of Reference for Languages), and obtained my Pedagogy Certificate in 2025.

**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 attended more than ten conferences and been invited for talks in several countries such as the Netherlands, Sweden, Canada, the United States, and China. These knowledge exchange activities keep me updated on the cutting-edge research topics in my field and offer me opportunities to communicate with scholars from different academic and cultural backgrounds.

I am now supervising master's students in Criminology and work with them on crime and deviance issues in Nordic countries. I supervised ten bachelor's students to collect research data on drug use when I conducted field trips in China. In a thesis writing course for bachelor's students in Sociology (in Hong Kong), I co-supervised 20 bachelor students with the instructor in research design, data collection, data analysis, and thesis writing.

**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.**

Problem-Based Learning (PBL) is an essential part of my teaching activities. I strive to motivate and guide my students to conduct empirical research to investigate the social issues they are interested in. As such, field trips are an important element of my teaching, which can facilitate students to explore their research topics.

I apply a variety of interactive teaching and seminar-styled discussion strategies in my classrooms to enhance students' understandings of criminological concepts, theories, and methods. To keep students alert and make exercises as communicative as possible, I ask questions that recall concepts and theories from selected readings or ask students to reflect on tutorial material by giving examples. In seminar-styled discussions, I also aim to strengthen students' oral skills by assigning them to sub-groups with three to four persons. Each sub-group will lead the discussion at least once in a semester. Students are required to deliver a formal presentation of their own research project as if in an academic conference, and each group member should present a specific part of the presentation. Other students and I will raise questions and offer constructive comments for further improvement of their research paper writing.

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

At Aalborg University, my university pedagogical supervisor is Lone Krogh, and my department pedagogical supervisor is Rasmus Munksgaard in the Department of Sociology and Social Work.

**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)**

During my journey to be an educator, I have been told that college graduates who aspire to become an educator fall into two categories. There are those who were taught and led by good teachers, and those taught by bad teachers who want future generations to have a better education experience. I am very fortunate to be a member of the former. I am following the path of my teachers. I would like to be a scholar who excels at research and teaching and is also concerned about the holistic development of my students.

The Criminology program at Aalborg University is a great platform for me to teach a range of courses related to criminological theories and research methods (e.g., Criminological Theories and Quantitative Research Methods). I am also ready to design and develop other new courses. Last, but certainly not least, I believe teaching is the best way of learning. Courses and supervision activities are the place where I can rethink and redevelop my research. Meanwhile, I will also produce more high-quality research outputs and strengthen my teaching by including more up-to-date scientific findings from my research.

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