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.

Course organisation and lecturing:
2022. User Experience. Bachelor (Interaction Design - English)
2020-2022. Selected Topics in HCI / Social Computing. Master elective (Datalogi, Computer Science, Interaction Design - English)
2021. Crowdsourcing Human Insight at Scale. PhD Course (English)

Project supervision:
2022. Project supervisor, Agile Systems Development Across Projects (DSNBAITB510)
2021. Project supervisor, Development of Software Applications +
Theoretical Investigation of Software Applications (DSNIDAK321)
2020-2022. Master thesis supervision.
2020-2022. Bachelor thesis supervision.
2020. Project supervisor, Interactive physical design (DSNIXDB501)
2020. Project supervisor, Design with users (DSNIXDB301)
2020. Project supervisor, Design Studio 2 (DSNIXDK201)

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.

Semester coordinator:
2021-2022. Bachelor in IT, technology track (Semester 5)

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

2020. Pedagogy Course for Assistant Professors
Basic courses:
- Teaching at a PBL 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 Programmes
Electives:
- Enable your students' creativity during your teaching
- Supervising groups in conflicts
- Copyright and plagiarism

2020. Certification Programme in English for University Instructors

2018. Melbourne Teaching Certificate (University of Melbourne)

2017. Tutor Training and Development (University of Melbourne)

2016. Basics of University Pedagogy (University of Oulu)

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.

Scientific articles (co-authored)
- K. Sharma, K. Mangaroska, N. van Berkel, M. Giannakos, V. Kostakos, "Information Flow and Cognition affect each other: Evidence from Digital Learning", International Journal of Human-Computer Studies, vol. 146, 2021, 102549.
- G. V. Georgiev, M. Oja, I. Sanchez, M. Pyykkönen, T. Leppänen, J. Ylioja, N. van Berkel, J. Riekki, "Assessment of Relatedness to a Given Solution in 3D Fabrication and Prototyping Education", in Proceedings of the International Conference on Design Creativity (ICDC'16), 2016.

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.

Development of new courses:
- Social Computing elective for Master students.
- Crowdsourcing course for PhD students.

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

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)

8. Any other information or comments.