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Teaching Portfolio

My teaching philosophy

Why do I love teaching? I think this a critical question to answer. I was impressed by some of my teachers' philosophy about learning and their devotion to teaching while I was a student. Remembering this has greatly influenced my perception of teaching as the ideal profession. It is just not like an ordinary profession to where you support your own livelihood, but you are also responsible for leading others along the right track towards the world of knowledge, which in turns serves the society by producing skilled manpower. Teaching at university level provides a working environment without any strong hierarchy, which gives me much more freedom in thinking and authority to perform the responsibilities. I believe that university teaching gives me freedom not only to teach the students but also offer ample opportunities to me to obtain new knowledge by continuous reading of books, journals and attending seminars and workshops. It also provides immense possibilities to build network with intellectuals of different countries. Intellectual development of the students is my prime concern. Therefore, I seldom like the traditional way of teaching: when the teacher does all the talking and the students have to listen. Being student at graduate and undergraduate level, I felt bored when the teacher taught in a traditional manner. My experience as a student has helped me to think how to make the lecture more informative, attractive and coherent to the students. I believe interactive teaching is the best way to retain the students' interest and to motivate them in learning. Teaching should be student oriented rather than teacher oriented as this ensure the interactive learning strategy. I also believe that at university level, teaching should be a two-way learning process where both students and the teachers can actively take part in the class. Therefore, to ensure the deep learning process, I always encourage open discussion in the classroom, which facilitates the process of involving the students in a scholarly debate. I usually use participatory tools like envoy, forum-theater, snowball etc. to make the lesson more interactive; group work in class and outside class are integral parts of my teaching.

My lecture style and examination plan

The lecture plan of my courses is usually uploaded in the Blackboard and Moodle digital systems at least two weeks before the lecture starts. To promote the deep learning process, I am not only talking in the classes but also show the students in class how to solve the exercise and after that provide them similar types of problem which may be solved in class (I encourage them to work in group as it helps to share their understandings) or at home. To catch students' attention and engage them in discussion I usually use video clips, provocative cartoons, pictures, role play method etc. I also use several e-learning tools like wikis, blogs and discussion board forums. I find these tools are the most powerful tools to connect the student with each other and with me even from outside of the class. Assignments (individual and group) or class reports are other tools of teaching, which I use the most. I think group assignments support the students in sharing their knowledge and understanding of the subject, which in turn supports them with their exam preparation. Students are well-informed on the exam questions, which will be largely grounded on class exercises, assignments, group presentations and the literature provided during the course. I always try to set some critical questions where students are needed to think deeply to provide the answers. This strategy helps me to judge the student's capacity to absorb the key issues deeply and their ability to use the knowledge which they have gathered from my course after word in professional lives.

Integration with the students from diverse cultural and multi-disciplinary educational backgrounds

Students in my courses are coming from different nationalities with diverse cultural and multi-disciplinary educational backgrounds. Therefore, when I teach, I also think about the level of their understanding, their socio-cultural and other background issues. This information helps me to prepare the lecture so the message, which I want to deliver in the class, is easily accessible to all of the students regardless of their individual backgrounds. To facilitate the students to the deeper learning, I encourage the students to discuss the issues (related to the course) from their own countries, so that the participants have the chance to acquire broader knowledge on the issues of different countries and culture. I like to interact with students on all possible platforms. I encourage the students to communicate with me personally if they want more support. They are welcome to arrange personal meetings or to communicate with me via email or twitter.

Integrating research into teaching

Research based teaching is important to strengthen the learning skills of the university students. Therefore, I often bring my research output into my lectures. I usually present the research projects, which are relevant to the course. As a multi-disciplinary researcher, it is easy for me to bring the research results, which fit with the students of different educational background. I noticed that students became more encouraged with this as they could have the opportunities to have examples from field or practical life.

Reflection on own teaching, my role as a continuous learner

I strongly believe that a successful teacher must be dynamic, curious to know the new teaching tools and always be willing to reflect on her/his teaching. It is vital to know whether the students are learning actively. I always tried to be awarded what I am saying in class and what are the students learning or is there any gap between students' expectations and the teaching content. With this issue in mind, I always try together students' feedback on my teaching. Students are encouraged to fill-out the feedback form. They can also express their opinions on how I could improve my teaching or the sessions. Sometimes I also discuss my teaching materials and tools with senior colleagues for their feedback. Generally, during my teaching career, I received very positive and constructive evaluation and follow-ups. Depending on students' evaluations, I always improve my teaching style and develop new strategies to involve the students in active learning.

For the continuous development of my teaching skill, I regularly follow new pedagogic methods and take participation in new pedagogic courses. I also try to keep in touch with my ex-students and to find out what are their current professions. I encourage them to communicate with me at least by email and some of my graduate students are still in touch with me. This communication helps me understand whether the education they obtained from my classes is useful for them in their professional lives and whether I am reaching my teaching objective.

Pedagogical degree

To become a proficient university teacher, I have successfully achieved the diploma in "Lecturer Training Programme" in 2014, organized by University of Southern Denmark (SDU) which assisted me in developing the skills to lecture in more interactive ways so as to encourage the students to participate in the lecture actively.

Teaching of tomorrow will be vastly dependent on digital technologies. Therefore, to increase my level of expertise in e-learning process, I have completed a diploma degree called "Joint e-learning Course for Lecturers in Higher Education Institutions-Teaching for Tomorrow", organized by the German-Danish cross-border e-learning network in 2014-15.

Teaching experience

I have more than 17 years of teaching experience at university level. I have started teaching at SDU since 2013 and I teach following courses at SDU and University of Aalborg (AAU);

- Risk Management at MSc level, SDU (course responsible and teacher)
- Emergency Management at MSc level, AAU (course responsible and teacher)
- Green Business at MSc level, SDU (course teacher, share with a colleague)
- Understating and Managing Stakeholders at BSc level, SDU (course responsible and teacher)
- Risikomanagement i energiindustrien at BSc level, SDU (course responsible and teacher)

Outreach international teaching activities

I have been fortunate to have had the opportunity to teach in several universities. Some of those are stated below;

- April (18-19), 2017, I delivered a lecture on "Risk Management in natural resource management" at Vilnius University, Lithuania.
- In May (23-27), 2016, as a guest lecturer, delivered lecture on "Risk Management Strategies in offshore Energy" at University of Tyumen's new educational program "STEP in Russian Energy: Society, Technology, Environment, Policy".
- I delivered lectures on "Stakeholder involvement in corporate strategic decision-making process" for the international BBA students of the Department of Business Administration, University Middle East Technical University, Turkey in 5-7 October 2015.
- As an external lecturer, I taught a short course on "Coastal resource use and conflicts" for the participants of "Advanced International Training Program on Integrated Sustainable Coastal Development" in March 5, and August 30, 2015. The program is being offered by University of Gothenburg, SIDA and NIRAS, Sweden.

Supervision of MSc theses

Supervisor of the student's research projects is one of my principle duties. I regularly supervise MSc theses at University of Southern Denmark and University of Aalborg. I have supervised more than 60 MSc theses in nearly two decades of teaching career at University of Southern Denmark, University of Aalborg, University of Dhaka, Bangladesh and University of Battambang, Cambodia.

Activities at PhD level

Supervision: Co-supervisor of two PhD students at Cambodia.

2019- Kirirom Cheav, PhD in Management, National University of Management, Cambodia

2018- Kaing Khim, PhD study in Environmental Planning and Development at Royal Agricultural University, Cambodia

Organizing PhD course

2019-Project design: how to write a scientific proposal at Thammasat University, Bangkok

2019-Field Research - Qualitative Methodologies in Social Science, National University of Management, Cambodia

2018- Risk Management Approaches towards Transboundary Water Resources Management at Battambang University, Cambodia

2018-Risk and Stakeholder Management, at Battambang University, Cambodia

2018-Risk Management Strategies in Natural Resource Management, Can Tho University, Vietnam

Member of PhD committee

2019-External Member of PhD evaluation committee for PhD student at University of Vigo, Spain.

2017-External Member of PhD evaluation committee for PhD student at University of Nantes, France.

2012-External Member of PhD evaluation committee for PhD student at University of Annamalai, India

2011-Member of PhD evaluation committee for PhD student at University of Dhaka, Bangladesh

Pedagogical/coordination job functions

Co-coordinator of the Danish Centre for Risk and Safety Management, a jointly functioning centre by AAU and SDU which offers International MSc in Risk and Safety Management.