

Teaching portfolio

N. Asger Mortensen
Mads Clausen Institute (MCI)
SDU Climate Cluster
Center for Polariton-driven Light-Matter Interactions (POLIMA)
DIAS
Email: namo@mci.sdu.dk
Phone: +4565508678



Education & Academic degrees:

2006	Doctor Technices, Tech. Univ. of Denmark
2001	PhD in Theoretical Physics, Tech. Univ. of Denmark
1998	MSc in Engineering, Tech. Univ. of Denmark

Miscellaneous training:

2018 - 2020	INSEAD Certificate in Global Management
2014 - 2015	The DTU Leadership Programme (2014 – 2015)
2004 - 2005	Education in University Teaching at DTU (2004 – 2005)

Supervision and mentoring experience:

Supervision of 20+ undergraduate thesis students (BSc & MSc)
Supervision of 17 Phd students (4 in progress)
Supervision of 16 postdocs (3 in progress)
Mentoring of 5 assistant professors (1 in progress)
For full details, see <http://academicctree.org/physics/peopleinfo.php?pid=47609>

Teaching experience:

20 years of teaching and supervision experience in the broad area of physics and nanotechnology on all university levels (BSc, MSc, PhD) Courses include Semiconductor Nanostructures (BSc), Hydrodynamics (BSc), Advanced Optics (BSc), Solid-State Physics (BSc), Solid-State Optics (MSc), Modern Photonics (MSc), Nanophotonics (MSc), Theory of Lab on a Chip Systems (MSc), Topics in Theoretical Optofluidics & Microfluidics (PhD), and Modern Physics (PhD)

Notes on teaching and teaching philosophy:

I have a long experience offering research-based education and training of physicists and engineers at all levels [first as a faculty at the Technical University of Denmark (2004-2017), and more recently the University of Southern Denmark (since 2017)], ranging from the BSc and MSc educations to the PhD level. I enjoy lecturing, preferably with access to blackboard and chalk, while I am less fond of the endless power-point shows. I also enjoy offering the problem-solving classes myself, as it gives more room for interactions, and it provides both students and me with a better understanding on how the students are digesting the material and how their learning is progressing.

I have a clear preference for facilitating the active learning of the more fundamental knowledge that is long lasting, without ever going out of fashion; the deeper knowledge and principles that students can return to again and again when facing new complex problems in their later professional careers as engineers or scientists.