Teaching CV for Ali Sahafi

1.Pedagogical Philosophy:

Throughout more than a decade of teaching experience in higher education, I have developed a reflective and evolving pedagogical approach grounded in both theory and practice. My interest in pedagogy emerged from the recognition that while traditional instructional methods, such as lectures and slide-based presentations, play a foundational role in knowledge dissemination, they are often insufficient to foster deep learning and sustained engagement among students.

I view effective teaching as a dynamic integration of structure, clarity, and enthusiasm. Students benefit most when learning objectives are transparent and explicitly aligned with the course content and assessment. It is essential that learners understand not only the “what” and “how” of the material, but also the “why”, the underlying purpose and real-world relevance. Connecting theoretical concepts to practical applications remains central to my teaching, as it enhances students’ ability to contextualize and retain knowledge.

My pedagogical practice places a strong emphasis on project-based and team-based learning. These methods create opportunities for students to engage actively with the subject matter, collaborate with peers, and develop problem-solving skills in authentic engineering contexts. Such formats also allow for differentiation in instruction, enabling me to address diverse learning needs and support individual development. Furthermore, they encourage a culture of peer-to-peer learning and foster the collaborative competencies essential for modern engineering careers.

Underlying all of my teaching is a genuine passion for the subject matter. I believe that a lecturer’s engagement with the content can significantly influence student motivation and classroom atmosphere. My goal is to cultivate a learning environment that is rigorous, inclusive, and intellectually stimulating, one in which students are encouraged to take ownership of their learning and to develop both technical proficiency and critical thinking.

2.Courses in Pedagogy:

•Student as Learners
•Research Based Teaching
•Evaluation and empirical data collection
•Facilitating, not teaching: Developing facilitation skills for the classroom
•Team-based learning (TBL)

3.Pedagogical Development Project

•Team-Based Project Learning

4.Teaching Experience:

2021 – now	Programmerbar elektronik, 5th semester, 5 points ECTS with Oral exam
2025 – now	Programmering, 2nd semester, 5 points ECTS with written exam
2021 – now	Digital elektronik, 2nd semester, 5 points ECTS with Oral exam
2021 – now	Datateknik, 2nd semester, 5 points ECTS with Oral exam
2021	Microcontroller og Programmering, 2nd semester, 5 points ECTS with Oral exam
2023	Expert in Team Innovation, 6th semester, 10 points ECTS with Oral exam
2012 – 2016	Electronics III, 7th semester, 5 points ECTS with Writing exam
2015 – 2016	Low Noise Amplifier, 7th semester, 5 points ECTS with Writing exam