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Indførelsen

This teaching portfolio provides a means of self-reflection, skill improvement, and an assessment tool for personnel decisions. Through this portfolio, I expect to gain a new source of proof of my teaching performance. In the past, as a teacher, I frequently depended only on student assessments to get feedback regarding my instruction. While these kinds of student evaluations provide valuable insights into the work that teachers do, they can also reveal intimate thoughts shared in a few short minutes during a semester's last session. By putting together this portfolio, I hope to have the chance to consider how I teach, adjust my methods or priorities as necessary, consider my future teaching objectives, and ultimately improve my performance.

Teaching objectives and goals

Encouraging each student's development, progress, and success is my main goal. In my view, learning for students is of utmost importance and involves not only the imparting of information and abilities but also an intellectual, creative, political, ethical, physical, and spiritual exploration process. Such learning, in my opinion, is a shared duty among all students. I intend to do all in my power to tailor the courses to each student's needs, interests, and abilities since I recognize and respect everyone's inherent value and dignity.

As a teacher, I want to help all my students make learning relevant to their lives and support their personal and professional development. My pedagogical objectives extend beyond merely fostering students' acquisition of knowledge in subject matters. Along with teaching them problem-solving strategies and procedures, I also strive to assist the students develop their logical thinking abilities and writing abilities (writing succinctly and clearly, outlining steps in a process, and offering evidence to support arguments). Furthermore, I want to facilitate students' understanding of the subject matter by assigning them to blend and synthesize the several concepts taught in the class.

Teaching philosophy and my role

I enjoy teaching and guiding my students' learning. I have faith in their boundless capacity to develop personally. My first concern is my students. Through my teaching strategies and the amount of time I spend with them, I attempt to communicate this to them. Therefore, while delivering any course to my students and learners, I aim to provide long-term benefits from their time in my classes by continuing to grow and develop rather than supplying students with static facts. I aim to teach my students how to define a problem, what they need to solve and how to achieve it, how to find and evaluate new information, how to recognize their limits, and how to be prepared both for change and to change. I aim to engage my students and learners to focus on critical questioning and thinking. To increase my efficacy as a teacher, I never stop learning about my field and instruction from both experience and the literature. My teaching methods are more focused on maximizing the learning and thinking activities by elementary and new knowledge within the subjects I am teaching, inculcating analyzing skills for real-time problem-solving.

In my role as both instructor and learner, the eight principles that form the basis of Professor Emeritus R. Mason Bunker's "Belief System" offer essential framework. They assist me in implementing a deliberate filter that helps me to mold my research and writing, teaching, mentoring, and other academic responsibilities. Their assistance is crucial in preserving my equilibrium and career orientation.

- ◇ Growth demands time and patience. We are responsible for our own professional development.
- ◇ Teachers must focus on the strengths of learners and provide constructive feedback to assist them grow academically, emotionally, and socially.
- ◇ Critical thinking helps students internalize learning.
- ◇ Structured and collaborative decision-making are important in the learning process.
- ◇ Success promotes further success.
- ◇ Teachers must prioritize meeting learners' needs while also considering social, emotional, and physical factors that impact learning.
- ◇ Teachers and learners must value diversity and seek unity in a multicultural nation.
- ◇ Each instructor must strive for ongoing improvement and development.

Therefore, I like to use the pedagogical approaches for the overall development of the learners by:

1. Dialogue with a teacher (E.g. gaining knowledge about the topic and clearing doubts.)

2. Dialogue with Self (E.g. Evaluate their understanding via individual assignment tasks.)
3. Dialogue with Others (E.g. Involving in group discussion helps gain knowledge from others in whom they are strong and learn the topics and concepts from others who are weak.)
4. Class discussion (E.g. Given a context to some problem, students enlighten their understanding, findings, conclusions, and feedback about the improvement of the problem.)

Recent University teaching experience

Subject Name Level ECTS

1. Advanced Signal Processing (Aarhus University), Master, 5,0 ECTS
2. Calculus and Linear Algebra (SDU), Bachelor, 5,0 ECTS
3. Artificial Intelligence for Healthcare Data - Summer School (SDU), Bachelor, 5,0 ECTS

Students' supervision

Co-supervisor of 1 master's student

Pedagogical training

In 2021, I participated in the course 'Effective Engineering Teaching in Practice' delivered by the National Programme on Technology Enhanced Learning and Indian Institute of Technology, Madras, India (4 weeks). This course is aimed to introduce the essentials of facilitation of student learning ('teaching') in an interesting way to any teacher of professional courses, with a special focus on engineering. Further, education is a vast, old area of research, with rigorous, evidence-based knowledge that is useful for the facilitation of learning. However, the knowledge is not in an easily accessible form for teachers without experience in education research. This course also aims to begin bridging that gap, by appropriately introducing research in education to engineering teachers to build following competences.

Pedagogical competence

- ◇ Facilitation of student's and teacher's learning
- ◇ Use of various techniques and resources for teaching and learning processes.
- ◇ Effective communication between learner and instructor.

Institutional competence

- ◇ Educate learners
- ◇ Work in cross disciplinary teams

Social-professional competence

- ◇ Life-long learning
- ◇ Professional ethics and integrity

Teaching Methods

It is impossible to overestimate the significance of teaching strategies since they are essential to the learning process. The selection and application of efficient teaching strategies have a big influence on the learning results, engagement, and general educational experience of students. I keep my teaching methods flexible so that student's grasps maximum learning.

Classroom teaching sessions

- ◇ Lecture and discussion
- ◇ Co-operative and discussion-based learning
- ◇ Hands-on activities

Homework

- ◇ Project, problem-solving, group work
- ◇ Uses of technology
- ◇ Flipped classroom