

Fundamental pedagogical view

As a teacher, I do not limit highly motivated students' ambitions, but on the other hand I try to avoid transmitting my ambitions into "slow learning" students to avoid the risk of overwhelming them. From my pedagogical practice, I tried not to provide too much unnecessary help to students in order not to deprive the students' from having a chance to find a solution to the problems by themselves. With this regard, I try to establish a learner centered environment by motivating my students to develop interest in learning and critical thinking, and provide learning challenges, giving learners responsibility and leading them to reflect on their own learning and thus develop. As a teacher, it is a pleasure when I can look into the eyes of the students and see the spark of understanding. As an engineer, I perceive a teacher as being a catalyst to support and accelerate reactions (students). I therefore strive to motivate them through committing myself to high quality teaching, and through using, whenever possible, my research as an illustration of the possibilities and opportunities behind the concepts I teach.

Semester teaching classes•

2017 – Sustainable Bioresources and Bioenergy Production (BSc 6th semester), Course coordinator•2019 – Biofuel and Biomass technology (Summer course for MSc students), Course coordinator•2012 – 2017 Environmental Technology for Treatment and Management of Bio-waste (MSc, PhD course), Course coordinator 2014 – 2017•2011- Chemical production and environment (Undergraduate 1st semester course) Since 2011•2015- Biorefinery Technology (8th semester course), Course coordinator in 2015 and 2019

External teaching classes2018: External class, anaerobic digestion training course, MSc course, Federal University of Parana, Brazil. •2016: External class, anaerobic digestion training course, MSc course, University of Campinas, bioenergy institute (NIPE)), Brazil. •2014: Individual PhD course, Fiber content of source- separated organic fraction of municipal solid waste, 5 ECTS. •2010: Individual PhD course, Optimal anaerobic digestion technology, 4 ECTS

Undergraduate semester project2019 PTE 4: Semester project supervision, 8 groups (Applied statistical analysis for analytical chemistry)•2018 PTE 1: Semester project supervision, 4 groups (Sugar production project)•2019 PTE 4: Semester project supervision, 2 groups (Applied statistical analysis for analytical chemistry)•2017 PTE 1: Semester project supervision, 4 groups (Milk powder production project)•2016 PTE 1: Semester project supervision, 4 groups (Biodiesel production project)•2014 PTE 1: Semester project supervision, 5 groups (Biogas production project)•2012 PTE 1: Semester project supervision, 2 groups (Biogas production project)

Supervision for PhD, MSc and BSc thesis 2013– Current: Co-supervision of 4 PhD students 2015 – Supervision of MSc/BSc students > 20

Formal pedagogical education•Lecturer Training Program, SDU Center for Teaching and Learning (2016)•Teaching at the Faculty of Engineering (Nov 2nd 2015)•Getting started on your teaching (June 11 - 12, 2012)•Interactive Lecturing (2016)•The multilingual and multicultural classroom: Challenges and opportunities (2016)•Questioning - how it can support teaching, learning and assessment (2016)•Practical ways to address gender bias in teaching, learning and assessment (2016) Teaching and learning with social media - Facebook, Twitter (2016)

Experiences from pedagogical functionsCo-author of the "Bioresource Technology" course compendium. Contributing to course description as a course co-coordinator as well.Co-author of "hand-out" for the Environmental Technology for Treatment and Management of Bio-waste. Contributing to course description as a course co-coordinator as well.