Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

1. Teaching CV: Overview of teaching and supervisory tasks with specification of subject areas, scope, level, and any examiner duties
1.1. Teaching as an Employee at Aalborg University
2019
•Programme: Medicine/MedIS. Topic: The Upper Digestive System. Case Module: Digestive System. Scope: 1 case session. Level: Bachelor
•Programme: Medicine/MedIS. Topic: The Lower Digestive System and Carbohydrate Metabolism. Case Module: Digestive System. Scope: 1 case session. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Absorption of Proteins and Lipids, and Regulation of Metabolism. Case Module: Digestive System. Scope: 1 case session. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Liver, Cholesterol, and Heme Metabolism. Case Module: Digestive System. Scope: 1 case session. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Malnutrition and Anemia. Case Module: Digestive System. Scope: 1 case session. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Immunology. Case Module: Immunology. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Anatomy and Physiology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Cells and Tissues. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Metabolism and Microbiology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Genes and Proteins. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Embryology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Pharmacokinetics and Mechanism of Action of Drugs. Case Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Toxicity of Drugs and Pharmacology of the Autonomic Nervous System. Case Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
•Programme: CST/MSK Phys. Topic: Journal Club. Course: Scientific Method and Communication. Scope: 2 course sessions. Level: Master
•Programme: CST/MSK Phys. Topic: Various - Assistant Teacher. Course: Scientific Method and Communication. Scope: 6 course sessions. Level: Master
2020
•Programme: Medicine/MedIS. Topic: Liver, Cholesterol, and Heme Metabolism. Case Module: Digestive System. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Malnutrition and Anemia. Case Module: Digestive System. Scope: 2 case sessions. Level: Bachelor
•Programme: Public Health Science. Module: Management of Risk Factors and Disease. Supervised Workshop - Critical Reading/Assessment. Level: Master
•Programme: CST/MSK Phys. Topic: Lecture on Qualitative Study Designs + Exercise Calculation. Course: Scientific Method and Communication. Scope: 1 course session – 2 blocks. Level: Master
•Programme: CST/MSK Phys. Topic: Various - Assistant Teacher. Course: Scientific Method and Communication. Scope: 2 course sessions. Level: Master
•Programme: Medicine/MedIS. Topic: Macroscopic Anatomy and Physiology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Cells and Tissues. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Infectious Agents. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Genetics. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Embryology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Pharmacokinetics and Mechanism of Action of Drugs. Case Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Toxicity of Drugs and Pharmacology of the Autonomic Nervous System. Case

Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
•Programme: CST/MSK Phys, BEI7. Topic: SEMCON Conference. Scope: Chair of Online Poster Session. Level: Master
2022
•Programme: Medicine/MedIS. Topic: Macroscopic Anatomy and Physiology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Cells and Tissues. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Infectious Agents. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Genetics. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Embryology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Pharmacokinetics and Mechanism of Action of Drugs. Case Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Toxicity of Drugs and Pharmacology of the Autonomic Nervous System. Case Module: Pharmacology. Scope: 2 case sessions. Level: Bachelor
2023
•Programme: CST/MSK Phys, BEI7. Topic: Lecture on Qualitative Study Designs + Exercise. Scope: 1 course session – 2 blocks. Level: Master
•Programme: CST/MSK Phys/BEI7. Topic: Various – Teacher assistant. Course: Scientific Method and Communication. Scope: 9 course sessions. Level: Master
•Programme: CST/MSK Phys, BEI7. Topic: SEMCON Conference. Scope: Chair of Online Poster Session. Level: Master
2024
•Programme: CST/MSK Phys, BEI7. Topic: Lecture on Qualitative Study Designs + Exercise Calculation. Scope: 1 course session – 2 blocks. Level: Master
•Programme: CST/MSK Phys/BEI7. Topic: Various – Teacher assistant. Course: Scientific Method and Communication. Scope: 9 course sessions. Level: Master
•Programme: CST/MSK Phys, BEI7. Topic: SEMCON Conference. Scope: Chair of Online Poster Session. Level: Master
•Programme: CST3. Topic: Valg fag. Design and Evaluation of Digital Health systems. Scope: workshop sessions. Level: Master
•Programme: Medicine/MedIS. Topic: Macroscopic Anatomy and Physiology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Cells and Tissues. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Infectious Agents. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Genetics. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor
•Programme: Medicine/MedIS. Topic: Embryology. Case Module: Introduction to Basic Subjects. Scope: 2 case sessions. Level: Bachelor

1.2. Supervision as an Employee at Aalborg University

2014
•Programme: CST. Project: GPS Technology for Citizens with Alzheimer's Disease in Aalborg Municipality. Level: Master
•Programme: BEI. Project: Use of Big Data for Prediction and Early Treatment and Exacerbations in COPD. Level: Master
2015
•Programme: BEI. Project: A Comparison of Feature Selection Approaches for Prediction of Acute Exacerbations in Patients with Chronic Obstructive Pulmonary Disease. Level: Master
•Programme: BEI. Project: Development of Prediction Algorithms as Decision Support for Stratification of Telemedicine Treatment for Patients with Chronic Obstructive Pulmonary Disease. Level: Master
•Programme: BEI. Project: Physiological and Questionnaire Features for Predicting Exacerbations in Chronic Obstructive Pulmonary Disease Patients in Telehealth. Level: Master
•Programme: MedIS/Medicine. Public Health Project: Fertility in Severely Obese Women. Level: Bachelor
2019
•Programme: MedIS. Public Health Project: Surgical Intervention as Treatment for Osteoporosis Patients with Vertebral Fractures. Level: Bachelor
•Programme: Medicine. Public Health Project: MMR Vaccine Uptake in Denmark. Level: Bachelor
•Programme: CST. Project: Reminiscence Therapeutic Technologies for People with Dementia – A Scoping Review. Level: Master
•Programme: CST. Project: Televindu as Reminiscence Welfare Technology in the Primary Sector for Citizens with Dementia. Level: Master
2020
•Programme: Medicine. Public Health Project: Vaccination of Children as a Prerequisite for Attending Daycare. Level: Bachelor
•Programme: Medicine. Public Health Project: Jet Lag in East/West Flights. Level: Bachelor
•Programme: Medicine. Public Health Project: Vaccination of Children as a Prerequisite for Attending Daycare. Level: Bachelor

•Programme: MedIS. Public Health Project: Nanoparticles and Disease. Level: Bachelor
•Programme: CST. Project: Telerehabilitation for COPD Patients. Level: Master
•Programme: CST. Project: COPD Algorithm for Predicting Exacerbations. Level: Master

2022
•Programme: CST. Project: The Impact of Exergames on Physical Activity in People with Schizophrenia – A Technology Assessment. Level: MasterProgramme: CST. Project: Virtual Reality in the Treatment of Depression – A Technology Assessment. Level: Master
•Programme: CST. Project: Use of Bedside Terminals for Patient-Centered Documentation – An Evaluation of Health Professionals' Acceptance and Workflow. Level: Master
•Programme: Sports. Project: The Influence of Exergames on Children's Physical, Mental, and Social Wellbeing: A Scoping Review. Level: Master
2024
•Programme: CST. Thesis: Implementation of a Telerehabilitation Device for Post-Coronary Artery Bypass Surgery Patients in a Rehabilitation Program on the Faroe Islands. Level: Master
•Programme: CST. Thesis: Digital Shunt Patch for Monitoring Newly Established AV Fistula. Level: Master
•Programme: CST. Thesis: TeleKOL: An evaluation of the implementation based on the perspective of healthcare professionals. Level: Master
•Programme: Medicine. Public Health Project: The Impact of Climate Change on Parasite Burden in Europe. Level: Bachelor
•Programme: MedIS. Public Health Project: Nanoparticles and Disease. Level: Bachelor
•Programme: CST1. Project. Scope: 2 Groups. Level: Master
•Programme: CST3. Project. Scope: 4 Groups. Level: Master
1.3. Internal Evaluator as Employee at Aalborg University
2015
•Programme: MedIS/Medicine. Public Health Project. Project: Prevention of Excess Mortality Among Psychiatric Patients. Level: Bachelor
2016
•Programme: MedIS/Medicine. Quantification and Impact of Movement-Related Cortical Potentials in Motor Learning. Level: Bachelor
•Programme: MedIS/Medicine. Surgical Training Effect on MRCP. Level: Bachelor
2019
•Programme: MedIS. Public Health Project. Screening for Colorectal Cancer. Level: Bachelor
•Programme: MedIS. Public Health Project. Percutaneous Vertebroplasty as Routine Treatment for Osteoporotic Vertebral Collapse. Level: Bachelor
2020
•Programme: CST and MSK Phys. Course: Scientific Method and Communication. Re-exam. Level: Master
•Programme: Medicine. Public Health Project. Social Inequality in Access to Cancer Rehabilitation. Level: Bachelor
•Programme: Medicine. Public Health Project. The Impact of Climate Change on Parasite Burden in Europe. Level: Bachelor
•Programme: Medicine. Public Health Project. Nanoparticles and Disease. Level: Bachelor
•Programme: Medicine. Public Health Project. Social Inequality in Childhood Obesity in the First Year of Life. Level: Bachelor
2021
•Programme: CST and MSK Phys. Course: Scientific Method and Communication. Re-exam. Level: Master
2023
•Programme: CST. Project. Level: Master's. Dorsal Genital Nerve Stimulation as Treatment for Overactive Bladder. Level: Master
•Programme: BEI. Re-exam. Course: Health Technology in Clinical Practice. Level: Bachelor's
2024
•Programme: CST, BEI7, MSK Phys. Course: Scientific Method and Communication. Written Exam. Level: Master
•Programme: CST, BEI7, MSK Phys. Course: Scientific Method and Communication. Re-exam. Level: Master
•Programme: MedIS. Public Health Project. Level: Bachelor
•Programme: Medicine. Public Health Project. Level: Bachelor
•Programme: CST1. Project. Scope: 2 Groups. Level: Master
1.4. External Teaching at UCN, Nursing Education in 2023-2024
1.4.1. Teaching
•Case Teaching, Pathology, Fluid and Electrolyte Imbalance, Lesson 10-11, 2nd semester. 4 groups
•Case Teaching, Pathology, Acid/Base Imbalance, Lesson 13, 2nd semester. 4 groups
•Case Teaching, The Patient with Dementia, 2nd semester, 4 groups
•Case Teaching, Psychiatry, Lesson 1-8, 3rd semester, 2 groups
•Microbiology in the Skills Lab, Lesson 23-24, 1st semester. 3 groups
•Pathology, Affective Disorders, Lesson 18-19, 3rd semester. 5 groups
•Pharmacology, Psychopharmacology, Lesson 19-20, 3rd semester. 5 groups
•Nursing, Nursing Care for Affective Disorders, Lesson 26, 3rd semester. 5 groups
1.4.2. Project Supervision

•Project. Diabetic Ketoacidosis. Level: 5th semester
•Project. Early Mobilization of the Elderly Patient with Hip Fracture. Level: 5th semester
•Project. Prostate Cancer Patients' Experiences with Prostatectomy. Level: 5th semester
•Bachelor Project: Nurses' Experiences with Language Barriers. Level: 7th semester
•Bachelor Project: Patients' Experiences with Stoma and Sexuality. Level: 7th semester
1.4.3. Clinical Exams and Scheduled Study Activities at the Hospital
•3rd Semester Clinical Exam. 20 instances
•6th Semester Clinical Exam. 3 instances
•4th Semester Scheduled Study Activities. 18 instances
•6th Semester Scheduled Study Activities. 3 instances
1.4.4. Internal Theoretical Exams
•Elective Element. Internal Theoretical Exam. 7th semester, 8 assignments
•Situational Communication. Internal Theoretical Exam, 4th semester, 18 assignments

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

•Contact Person for Students in CST3 to Identify Potential Supervisors Internally/Externally
•Semester Coordinator for CST1 (2022-present)
•Semester Coordinator for CST3 (2023-2024)

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Collegial Supervision
I have consulted with colleagues to develop my pedagogical skills in teaching and supervision both formally and informally. Informally, this has been through colleagues' observations and feedback. Formally, through scheduled meetings where we discussed didactic perspectives on a specific educational course, e.g., I have had weekly joint preparations for case teaching in MedIS and Medicine with colleagues. I have also received feedback from students on my teaching and supervision.
2013
•Basic Course for University Lecturers, Ph.D. Course, 2 ECTS
2019
•University pedagogy programme with Three Elective Courses:
o1) Three Implementations of PBL
o2) Groups in Conflict
o3) Copyright and Plagiarism
•English Language Certification
•PBL Workshop for Case Facilitators

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

2023
•AAU Learning Day 2023 Theme: PBL Next Practice
•Presentation on the Master Program in Clinical Science and Technology at Webinar for Occupational Therapy Education (2023)
•Development and Actor in Welcome Video for CST1 Education (2023)
•Collegial Sparring Every Month: Participation in Didactic Idea Generation at UCN (2023)
•Sparring with Professional Mentor at UCN (2023-2024)
•Introduction to the Conceptual Framework Fundamentals of Care in Teaching (2023-2024)
•Introduction to Reflective Practice Learning in Teaching (2023-2024)
•Participation in Joint Professional Didactic Development Days (2023-2024)
•Attending mandatory case supervision courses every second year

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

2022/2023
•Development project in 2022-2023 for the bachelor's programs in Medicine/MedIS aimed at creating:
oA formative evaluation of the didactic case model
oAn expectation alignment for active case supervisors and competence development within a facilitating role as case supervisors
oA job description for case supervisors
•Quality status meetings for the Clinical Science and Technology program to adjust efforts in the program's action plan

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

”Pernille has been very engaged in AP with a sincere interest on developing her teaching and supervision skills and competencies. She has been dedicated when seeking supervision and discussed openly her didactic challenges. Pernille is deeply committed in maintaining high quality in facilitation of students’ learning, hence a problem formulation on how to facilitate and maintain learning through PBL in controlled sessions. She documents competences in applying Hmelo-Silver and Barrows’ specific facilitator strategy. She reflects on other facilitating and learning strategies as well, demonstrating a profound understanding on how these strategies could have influenced her work”.
“We, the undersigned, regard Pernille Heyckendorff Secher’s work and developed during the Adjunktpædagogikum to be of high standard. She has competently navigated in the difficult field of combining theory with own practices. We evaluate the quality of Pernille’s performance to be excellent”.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Generation Z, born between 1997 and 2012, faces unique educational challenges due to their socio-economic, technological, and cultural environment. Research indicates that Gen Z students favor interactive and engaging learning environments over traditional lecture-based methods, as they are accustomed to multimedia content. The constant digital stimulation may shorten attention spans, necessitating more dynamic and varied teaching approaches. Concurrently, there is growing youth dissatisfaction amidst significant changes in universities due to the upcoming graduate reform. Combining blended learning with problem-based learning (PBL) can effectively address the diverse needs and learning styles of Generation Z. I believe digitally supported teaching and the use of digital media can enhance students' learning and skills while providing flexible participation methods. I am involved in two research projects aimed at increasing digitalization in health education through blended learning and the use of digital technologies to support teaching. These projects investigate how virtual reality and podcasts can be used to support reflective practice learning and enhance nursing students' learning and skills. Building upon the findings from the projects, I will work on integrating blended learning into problem-based learning at Aalborg University to create a more engaging, flexible, and effective educational experience for future students while improving the quality of teaching.
My proactive involvement in pedagogical development originates from my participation in courses and workshops on problem-based learning and reflective practice. Guided by a student-centered teaching philosophy, I prioritize student engagement and independent learning. I perceive myself as a facilitator dedicated to nurturing critical thinking and self-reflection among my students through constructive feedback that stimulates profound learning. Encouraging students to take ownership of their academic journey and actively engage with their chosen research topics characterizes my instructional approach. Colleagues and students have recognized my commitment to teaching excellence, highlighting my ability to effectively integrate theory with practical applications.

8. Any other information or comments.

Type your answer here...