

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.

Teaching the following courses in BA-level

- Voice Work (since 2013 – now) (course manager, course responsible – don't know the term in English.... anyone?)
- Band Instruction (2014)
- Repertoire and Performance (2014)
- Clinical Group Music Therapeutic Skills (2014, 2016, 2018, 2019)
- Improvisation (2014-2019) (course manager)
- Applied Musical Performance (2014-2020) (course manager)
- Practical Ear Training (2015-2017, 2023 - nu)
- Therapeutic Song Writing (elective) (2015 – now)
- Preparation for Internship (2.sem. + 6. Sem.) (2014 – now) (course manager 2014-2020)

Teaching the following courses at Master's level:

- Clinical Improvisation (only 1 session) (2018-2022)
- Preparation for Internship (8.sem.) (2014 – now)

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.

Member of Knowledge Group for Music Therapy (2013 – 2022)

Member of the Research Group for Music Therapy (2022 -)

Coordinator of internships, 2., 6., and 9.sem. internships at the music therapy programme (2013 – now)

Coordinator of 9.sem. internships at the music programme (2024 -)

Examinator at entrance exams (2014 – now)

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

Educational background

BA in music therapy, Aalborg University (2003)

Master in music therapy, Aalborg University (2007)

BA in popular music and dance (vocal studies), Royal Academy of Music, Aarhus (2009)

PhD in music therapy from the doctoral school of social sciences and humanities (2023)

AAU, basic PBL-course (28. February + 7. March, 2014)

Participate in Learning Day arrangements at AAU

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.

Conference participation

EMTC-conference, 2019, Aalborg (Organizing Committee)

NMTC-conference, 2021, Helsinki (Paper)

EMTC-conference, 2022, Edinburg (Round table)

Continuing education and courses

2016: Training Course, Voice didactics in the Rosing Method (Anne Hjort)
2014: Rehabilitative Method of Voice Work (Lene Ravn)
2011: Voice Work in the Rosing Method (Anne Rosing-Schouw)

Member and co-founder of CMTP – Connecting Music Therapy PhD Students. Comprises around 70 PhD students from all over the world, though primarily connected to universities from within The Consortium of Music Therapy Research, but also students from other universities join.

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.

Continuously update module descriptions every semester for the modules for which I have teaching responsibility.

Cooperating - as coordinator of internships - with colleagues on a new structure of the internship on 2nd semester.

In my ph.d. research I examined the philosophical concept of 'authenticity' and the experience of this as phenomenon in the context of music therapy, music education and music performance. This has given me relevant perspectives and useful concepts for my teaching.

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

Teacher of the year at Aalborg University, 2015
Teacher of the year at the Music Therapy Programme, 2020.

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)

I highly value teaching at Aalborg University. In the time to come I hope to be able to participate in updating courses regarding voice work as there are always new things happening in the field of voice work.

I could wish for a deeper understanding of the body, the muscles and the musculoskeletal system and hope that, in time, I will have the opportunity to participate in further training courses in either massage of the larynx, psycho-motorics or Body-SDS / Manu-Vision.

Body and voice are undeniably connected, and every voice and body are unique. I wish to make the most of the short time I have with the students and give them the best instructions for a healthy and listening relationship with the body and not least a sustainable voice throughout their work as music therapists.

8. Any other information or comments.

Type your answer here...