

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Teaching at the 5 year training in Music Therapy at AAU1: Courses in PBL (Problem Based Learning) since 2002, 1st sem. Problem Based and project-organized Learning (I) Problem Based and project-organized Learning (II) Introduction to academic writing. Problem Based and project-organized Learning (III) Introduction to empirical data collection methods and theory of science. 2: Courses in Music Psychology. First courses since 2004, 1st sem. Since 2014 also at 9.sem. musicology students: Music as sound, syntax, semantic and communication Music developmental psychology Music, emotion and Strong Experiences of Music Music, Health and Quality of life Music: analogy and metaphor Musicality: theory and philosophy. Music and language. Music and the ear, the brain, and the body. Music in a therapeutic understanding. 3. 2000-2011: Introducing music therapy students on 2nd 6th 8th and 9th semester to their internship periods Introduction courses to traineeship: practicalities, rules, regulations and ethics. 4. Introduction to observation methods in general. 2nd sem. Observation of clinical practice I Observation of clinical practice II 5. 2008-2014: Developmental Psychology. Psychology and MT, 3rd sem. Development and ageing (Lifespan developmental psychology, ageism, gerotranscendence, neuro-degeneration) 6. Since beginning of 2000: Music therapy theory and research, I. 4th/5th sem. Theory of science I: Music therapy in natural science Theory of science II: Validity in experimental science and field work Health science and definition on music therapy Introduction to assessment Music therapy in geriatrics 7. Since beginning of 2000: Music therapy theory and research, level II, 4th/5th sem. Qualitative research methodology and theory of science I (Humanities) Qualitative research methodology and theory of science II (Scientific positions) Qualitative research methodology and theory of science III (Qualitative research: strategies, application and evaluation) 8. Since beginning of 2000: Music therapy theory and research, level II, 6th sem. Theory of science I: quantitative case studies and 'single case designs' Theory of science II: qualitative case studies, paradigms Music therapy in gerontology. Geronto-psychiatry +65 and neurodegenerative diseases Case study design: paradigms and research Assessment: systematic evaluation, psychometric tests, clinical assessment. Case research. 9. 2010- : Clinical supervision in groups. 6th sem. 10. 2008-2009: Advanced Music Therapy Theory and Research I. 7th sem. Introduction to the course: integration, transformation and dissemination of knowledge. Literature portfolio. Dissemination of case material. From clinical practice to research results. Meta theory and music therapy theory Presenting clinical work 11. 2008- : Advanced Music Therapy Theory and Research I. 8th sem. Fixed vs. Flexible research designs Introduction to Colin Robson and the realist paradigm Real World Research and mixed method designs Phenomenology and hermeneutics. Differences and similarities in methodology and methods for analysis 12. 2000- : Clinical Supervision Individually and in Group Individual, clinical supervision Since 2020: Psychodynamic oriented music therapeutic group leading 13. 2000- : Master's Thesis Group introduction to writing the MA thesis Individual supervision. 2000-2020: graduated 41 MA theses. 14. 2000- : Internal examiner at AAU in various subjects. 15. PhD supervision (in 2020: 8 successfully awarded, 2 on-going) Søren Hald (2008-2012), Ilan Sanfi (2008-2012), Julian O'Kelly (2010-2013), Orla McDermott (2010-2013), Aase Marie Ottesen (2010-2014), Anke Coomans (2009-2016), Britta Frederiksen (2011-2018), Tove Stenderup (2016-2020), Jens Anderson-Ingstrup (2016-), and Julie Kolbe Krøier (2019-). 16. Since 2010: Organization of biannual international doctoral courses at AAU: For overview of courses, see http://www.mt-phd.aau.dk/eventlist/phd_courses/ 17: Regularly teaching at biannual international doctoral courses. E.g. in following subjects: Research questions: from research problem to conclusion; Doctorateness and models of doctoral supervision; Literature reviews – types & aims; The magic circle: putting it all together. The final monograph or the article based thesis. The architecture of the PhD thesis. The content and the structure of the PhD thesis.

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

2010-2020: Head of Doctoral Programme in Music Therapy, Department of Communication and Psychology, www.mt-phd.aau.dk
2010-2014: Head of the Music Therapy Research Team (AAU), www.musikterapi.aau.dk/
2012-2019: Institutråd, Department of Communication and Psychology
2008-2010: Study board, MT training programme
2011-2014: Board member, Faculty of Humanities' Human Research Ethics Board (HREB)
Committee for tenured professor positions: Denmark (2013); Australia (2014); USA (2014, 2020).
Assessment committee for research grants: Alzheimer's Society UK (2010), Doctoral School of Humanities (2010), Bergen University (2010).
Accreditation: External reviewer (2015) of The Music Therapy program at Wilfrid Laurier University in Ontario, Canada
Course responsible: Music therapy theory and research

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

2009-2010: Clinical Supervisors Course, Aalborg Psychiatric Hospital & AAU
 2005 & 2008: PhD Level Supervisors Course, Doctoral Programme in Music Therapy
 2012.04.16: PhD supervisor courses with Jude Carroll at the Humanistic Research School, AAU.
 2012: Course in "development interviews" for employees, AAU
 2011.06.01: Course for participants in Cooperation committees (Samarbejds-Udvalg)
 2011.12.03: PhD supervisor course at the Humanistic Research School, AAU.
 2010.05.19-20: Seminar: The Social Sciences and Humanities in European Research Collaboration, Brussels.
 2008: Supervision of MA theses: Vejledningsforløb for videnskabeligt personale ved Humaniora mhp styrkelse af vejlederkompetensen i forb. med specialevejledning (1 ECTS)
 2003, April-May: Praktisk Universitetspædagogik, PUC, AAU [University educational course]
 1997: Efteruddannelsesforløb for musikterapeuter. Introduktion til nyere musikterapeuti og metode. [continuing education in music therapy theory and methods] By Tony Wigram, AAU (18 lessons in 3 days).
 Since 1999, participation in the biannual PhD courses in music therapy research including courses in: research methods, methodology, statistics, academic writing, literature search, and other research specific courses

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

A wide number of international keynote and invited conference presentations.
 Highly active conference attendance, see full list at <https://vbn.aau.dk/da/activities/>
 Book chapters on doctoral supervision.

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

I have developed teaching material, lists of literature, power points, text for the syllabus for almost all of the above-mentioned courses. All material has been shared with my colleagues.

6. Teaching awards you may have received or been nominated for.

2012: Teacher of the year at the Humanistic Faculty, AAU

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

Type you have been teaching at Aalborg University since I in 2000 was enrolled as a PhD fellow at the Doctoral Programme in Music Therapy. Subsequently I have been employed as postdoc, assistant professor, associate professor and as professor. Based on these employments, I formulated a Teaching Portfolio in 2011 where I gave an overview of my most relevant teaching experiences and my teaching philosophy and goals. I have used part of this material here, but not included all the details. For me teaching is an essential part of my work as a university professor, and my goal with the teaching portfolio is to outline my educator profile. In my teaching, I am highly inspired by the PBL-model. PBL is an overall frame, and it surely varies from department to department how we integrate the PBL-philosophy in our teaching and supervision. What I see as most important in the model is that the students have an active role in the way they construct knowledge. Knowledge is not a 'thing' given to the student from the teacher, but is an active process where the teacher acts as a facilitator, and where the students take a responsibility for their own learning process. The starting point for learning is when the students – after having been presented to a certain area of knowledge – discuss the topic, ask questions and formulate what puzzle them. The integration of theory and practice is a cornerstone in PBL, and this fits very well with a training programme for prospective clinical music therapists with an academic five year educational foundation. In this way, a lecture is not a monologue from the teacher, but is the mixture of lecturing, discussion, reflection, workshops and exercises. Philosophy of science is integrated in the teaching when the teacher turns questions and themes for discussion into a philosophical meta-reflection and by giving the students relevant concepts that clarify or explain their questions. The students become professional and skilled practitioners when they are able to reflect upon clinical practice with their clients, with relatives and with their colleagues. Reflection and questioning open up for development and new insight. I agree with the following quote from Aristotle: "It is the mark of an educated mind to be able to entertain a thought without accepting it".

8. Any other information or comments.

Due to Covid in 2020 and 2021, I have presented, taught and supervised online using Zoom, Teams or Skype.