

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Experienced class-room teacher, project supervision and mentor at undergraduate, graduate and ph.d. level since 1997, within i) Biomedical Engineering and Informatics, ii) Medicine and Medicine with Industrial Specialisation, iii) Clinical Science and Technology, and iv) Pain Science and Multi-disciplinary Pain Management (Department of Health Science and Technology). Has supervised more than 30 groups. Examples of courses lectured: Sensory physiology, Neurophysiology, Applied biomedical signal processing. Extensive experience with PhD training including supervision /co-supervision of 30 conferred PhD degrees and several on-going PhD students.

Appointed of the Danish Ministry of Education to act as opponent for the engineering educations in Denmark. (e.g., Faculty opponent, Doctoral dissertation, Chairman assessment committee, Doctoral dissertation).

Teaching methods vary from lecturing, supervision and examination, distance teaching and evaluation of teaching.

Language of instruction is both English and Danish.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Management of PhD Program as Head of Doctoral School (2006-2016, approx. 150 students enrolled) The Doctoral School in Medicine, Biomedical Science and Technology, Faculty of Medicine, Aalborg University. Approval of new PhD students, approval of provisional and final study plans, ensuring high quality supervision, and an active interaction between the doctoral programme and the PhD students. Coordinated an international evaluation of the activities.

Accreditation of educations.

Key lead in developing and getting two educational programmes approved for implementation at AAU: i) Pain Science and Multi-disciplinary Pain Management, and ii) Musculoskeletal Physiotherapy.

Prior experience with coordination of the teaching activities at 4th semester Biomedical Engineering and Informatics. Assure that the required courses are completed according to the study regulations, coordinate all teaching activities, schedule courses, to get regular feedback from the students and to act as contact person internally in the department.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

University pedagogy (pædagogikum), Aalborg University, Denmark

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Supervisor for junior professors attending the university pedagogy training course

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Not applicable

**6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.
Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

Not applicable

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

The vision to combine different disciplines within biomedical engineering, medicine and neurosciences together with the international perspective of attracting the best collaborators and educating the best students is a cornerstone of my attempts to provide the best possible training and educational work. As pain research by nature is multidisciplinary, major achievements can only be obtained by interdisciplinary collaborations. This is aligned with the Aalborg University teaching model, which revolves around collaboration, project work and problem-based learning.

8. Andet.

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