

## 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.**

### **Lecturing for Undergraduate Courses:**

Anatomi, fysiologi og sundhed, 1st semester Sport Science  
Neurofysiologi og motorik i dans og gymnastik, 2nd semester Sport Science  
Neurofysiologi i teori og praksis, 3rd semester Sport Science  
Human Motor Behaviour, 3rd semester Kinesiology, University of British Columbia, Canada  
Videregående Arbejds- og Træningsfysiologi, 5th semester Sport Science, Aarhus University

### **Lecturing for Post-Graduate Courses:**

Idrættens forskellige målgrupper, 7th semester Sport Science  
Pharmacological and Non-Pharmacological Treatment of Pain, 1st semester Master in Pain Science  
Human Bionics, 8th semester Robotics  
Translational Research Principles, 8th semester Medicine with Industrial Specialisation  
Neuromuskulære tilpasninger til fysisk aktivitet og træning, 8th semester Sport Science

### **Lecturing for Ph.D. Courses**

Aalborg Symposium on the Advances in Neurophysiology and Neural Rehabilitation Engineering of Movement  
Fundamentals of Electroencephalography (EEG): Data Acquisition and Interpretation  
Advances in the Neural Control of Movements  
Non-invasive Techniques for the Assessment of Plasticity in the Human Nervous System  
Science of Tomorrow: New Technologies Advancing Neuroscience

### **Project Group Supervision:**

I have supervised 40+ post-graduate Sport Science groups, 6 post-graduate Medicine and Medicine with Industrial Specialisation groups, 3 post-graduate Biomedical Engineering and Informatics groups, and 1 post-graduate Musculoskeletal Physiotherapy group.

I have supervised 45+ undergraduate Sport Science groups and 40+ undergraduate Medicine and Medicine with Industrial Specialisation groups.

Examples of recently supervised projects:

Test-retest reliability and concurrent validity of FysioMeter C-station measuring lower-limb muscle strength asymmetry.

Testing muscular asymmetries in the hamstrings muscles.

Predicting transcranial magnetic stimulation outcome from initial Fugl-Meyer and action research arm test.

The relationship between fear and movement behaviour for intermediate climbers in top rope and lead climbing.

The effect of ischemic conditioning on motor learning.

Assessing corticospinal excitability through transcranial magnetic stimulation after associative brain-computer interface training of the extensor carpi radialis longus muscle.

Neuromuscular function in healthy participants and subacute stroke patients following an associative BCI intervention assessed by HD-EMG.

Sensory feedback in soleus EMG activity during stair climbing.

Female sports participation and osteoarthritis: A systematic review.

The effects of complex and compound plyometric and heavy resistance training methods.

Investigating the benefits of full body high-intensity aerobic exercise on human motor skill learning.

High intensity exercise and motor skill retention: The role of segmented scheduling.

Assessing neuroplasticity with transcranial magnetic stimulation following step-perturbation training.

Risk markers for slip-induced falls in older community-dwelling adults.

The effect of experimentally induced pain on motor skill acquisition and corticospinal excitability.

### **Ph.D. Supervision**

I have been the co-supervisor for 4 Ph.D. students and have evaluated 11 Ph.D. theses.

### **External and Internal Examinations:**

I have been a member of the Censorcorps for Sport Science since 2018 and have assessed 6 bachelor's theses, 17 Master's theses, and numerous courses.

I have been a member of the Censorcorps for Engineering educations since 2023 and have assessed courses in Biomechanics and the Neural Control of Human Movement.

I have also been an internal examiner for numerous undergraduate and post-graduate Sport Science courses as well as project groups on the Sport Science, Medicine, Medicine with Industrial Specialisation, Biomedical Engineering and Informatics, Clinical Science and Technology, and Robotics educations.

**Case Facilitation:**

Nervesystemet og bevægeapparatet, 3rd semester Medicine and Medicine with Industrial Specialisation  
Klinisk psykologi, 3rd semester Medicine and Medicine with Industrial Specialisation

**Languages of instruction:**

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.**

**Course Development and Coordination:**

Aalborg Symposium on the Advances in Neurophysiology and Neural Rehabilitation Engineering of Movement, Ph.D. course

Non-invasive Techniques for the Assessment of Plasticity in the Human Nervous System, Ph.D. course

Neuromuskulære tilpasninger til fysisk aktivitet og træning, 8th semester Sport Science

Translational Research Principles, 8th semester Medicine with Industrial Specialisation

**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 Course 2016-2017

**Course Participation:**

Professional communication

Integrated course design for teaching and learning in a PBL context

Activating students in large classes

Active learning in lectures

Teaching and learning in higher education (university pedagogy): principles and processes

Enhancing feedback and facilitating student reflections in groups

Lecturing

Bringing principles of PBL into teaching and learning practices in projects and courses

Conducting successful exams - Regulations and cases illustrating challenges and pitfalls

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

Supervision of one Assistant Professor during the University Pedagogy Course for Associate Professors.

Head of the Laboratory for Locomotion and Movement Neuroscience

Participation in Teaching Days at AAU: 2014, 2016, 2017, 2018.

Supervision of Ph.D. students, research assistants, and international guest researchers.

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

Development of teaching material (slides, laboratory instructions, examination exercises, etc.) for my lectures and laboratory courses.

Frequent conversations and reflections with colleagues and students.

**6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.**

**Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

Nominated for Teacher of the Year 2021 by the Study Board for Public Health and Sport Science, Faculty of Medicine.

*“Andrew has demonstrated that he is a skilled, curious and reflective teacher who is very interested in not only practicing university teaching but also in analyzing his teaching and supervision. Andrew is a well-prepared lecturer who incarnates the subject matter and focuses on his students and their learning outcome. Andrew is a very competent teacher and*

*supervisor for his students. He is skilful in asking challenging questions and guiding the response of the students."*

**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).**

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## **8. Andet.**

None.