

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

2015

Prægraduat undervisning:

Gruppeundervisning i klinisk biokemi (endokrinologi) af 8. semester stud med fra lægeuddannelsen ved Aalborg Universitet, 6 konfrontationstimer.

Gruppeundervisning i klinisk biokemi (a. anæmi og b. forskning) af 8. semester studerende fra lægeuddannelsen ved Aarhus Universitet, 12 konfrontationstimer.

Postgraduat undervisning:

Underviser på phd kursus i "Antibody Based Assays" ved PhD School of Laboratory Medicine (LabMed), Aarhus University: "In-house contra commercial assays: Experiences with sCD36 measurement", 3 konfrontationstimer.

Underviser på phd kursus i "Lipids - from lab to clinical setting" på Aalborg Universitetshospital, i "Research analyses and biomarkers", 1 konfrontationstime.

Vejledningsopgaver:

12. semester specialeopgave, Medicin, Aarhus Universitet. Titel "Solubelt (s)CD36 hos patienter med non-alkoholisk leversygdom".

Postgraduat forskningsprojekt: "A study of extracellular vesicles in men with type 2 diabetes and low testosterone levels before and after testosterone replacement therapy".

Phd-projekt: "The association between cardiovascular disease and circulating microvesicles in obesity and type 2 diabetes".

Postgraduat forskningsprojekt: "Microvesicles from activated endothelial cells are decreased by weight loss and correlates with dyslipidemia and cardiovascular risk in severe obesity."

Censoropgaver: Specialeopgave i Molekylær Medicin ved Aarhus Universitet.

Undervisning før 2015:

Report of pre-graduate and post-graduate teaching activities

Overall, I have acquired teaching experience of pre-graduate students through my appointment as assistant professor at the Institute of Medical Physiology at the Medical Faculty of the University of Copenhagen (1995-99), as well as through my appointments as Associate Professor (Clinical Lecturer) in Clinical Biochemistry from 2006 to present at the Clinical Institutes of the Medical Faculties of the Universities of Aarhus and Aalborg, respectively. In total, I have around 500 confrontation hours of pre-graduate teaching of primarily medical students at various study levels. Hours of teaching are given as confrontation hours below.

Pre-graduate teaching.

2013-Group lessons in clinical biochemistry (endocrinology) for 8. semester medical students from the medical school at Aalborg University. Total 8 hours of teaching.

2010-Group lessons in clinical biochemistry (hematology and research) for 8. semester medical students from the medical school at Aarhus University, total around 35 hours of teaching.

2005-2010Group lessons in clinical biochemistry (endocrinology) for 8. semester medical students from the medical school at Aarhus University, total around 60 hours of teaching.

2003-2005Group lessons in clinical biochemistry (hematology and endocrinology) for 8. semester medical students from the medical school at Aarhus University (Randers Hospital), total around 50 hours of teaching.

2001-2003Teacher and supervisor of a theoretical problem to be investigated by the students during the one week course in clinical biochemistry, for 8. semester medical students from the medical school at Aarhus University, total around 40 hours of teaching.

2001-2003Supervisor of practical exercise in microscopy (hematology), for 8. semester medical students from the medical school at Aarhus University, total around 60 hours of teaching.

1999-2005Group lessons in clinical biochemistry (endocrinology, kidney disease and haematology) for 8. semester medical students from the medical school at Aarhus University, total 110 hours of teaching.

2001Lecture at the MSc education in health, Membrane signalling, 8 semester, 3 hours.

1996-1998Lectures in physiology for 4. semester dental students at the dental school at the Health Faculty at the University of Copenhagen, 24 hours.

1996-1998Group lessons for 6. semester medical students at the medical school at the Health Faculty at the University of Copenhagen, 80 hours.

1996-1998Exercises in hormone systems for 6. semester medical students at the medical school at the Health Faculty at the University of Copenhagen, 84 hours.

Post-graduate Teaching

2013-15Lecture at PhD course in Antibody Based Assays at the PhD School of Laboratory Medicine (LabMed): "In-house contra commercial assays: Experiences with sCD36 measurement", 3 teaching hours per year.

2011Lecture at PhD course in Antibody Based Assays at the PhD School of Laboratory Medicine (LabMed): "Experiences with sCD36 measurement, the long and winding road from conception to delivery", 2 teaching hours.

2010 Lecture at PhD course in Antibody Based Assays at the PhD School of Laboratory Medicine (LabMed): "Experiences from daily life – examples from sCD36 measurement", 2 teaching hours.

2009 Lecture at PhD course Basal metabolism and molecular mechanisms in the metabolic syndrome, PhD School of Molecular Metabolism, "The connection between CD36, insulin resistance and fatty liver", 1 teaching hour.

2007 Lecture at PhD course Basal metabolism and molecular mechanisms in the metabolic syndrome, PhD School of Molecular Metabolism, "CD36, insulin resistance and cardiovascular disease", 1 teaching hour.

2007 Lecture at UU1 Immunology and Inflammation course for MD's specializing in Clinical Biochemistry: "Inflammation and the metabolic syndrome", 1 teaching hour.

2004 Lecture at PhD summer school 2004: Functional Genomics and proteomics as applied to metabolic diseases. "Soluble CD36 as a possible marker of insulin resistance and atherosclerosis", 1 teaching hour.

2003 Lecture at PhD summer school 2003: Functional Genomics and proteomics as applied to metabolic diseases. "Tissue specific distribution and regulation of the expression of glucose transporters", 1 teaching hour.

1997 Lecture at PhD course: The insulin resistance syndrome, clinical, molecular and methodological aspects. "Molecular basis of insulin action", 1 teaching hour.

Supervisor for 3 phd-students (completed). Principal supervisor of two research training projects, two master thesis projects (MSc students) and five immersions tasks for medical students.

## **2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.**

Ingen

## **3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.**

2015:

Kursus i problembaseret læring "Klinisk Underviserforløb" ved Aalborg Universitet og Aalborg Universitetshospital, ca 16 timer, afsluttende skriftlig opgave.

## **4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisnings dag", o.l.**

2015

Konferencedeltagelse - konferencer med pædagogisk sigte - ingen. Konferencer med undervisning/fremlægninger af faglig karakter - 3 fremlæggelser.

## **5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.**

2015:

Udarbejdelse af 4 cases til holdundervisning af 8 semester stud med fra Aalborg Universitet i klinisk biokemi (endokrinologi). Desuden Overordnet introduktion og samlende gennemgang, som udleveres til de studerende efter undervisningsforløbet.

Før 2015:

In collaboration with the professor in clinical biochemistry; preparation a new study plan for the course in clinical biochemistry for 8 semester medical students at Aarhus University in 2001.

Responsible for preparing new practical exercises in microscopy of blood cells and in measurements of urine albumin and plasma glucose by stix combined with interpretation of the results in the context of method reproducibility and population variability.

Introduction and implementation of projects focusing on the literature and background for diagnostic cut off limits.

## **6. Nominering til og/eller modtagelse af undervisningspriser.**

Ingen

## **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.**

Overordnet er min holdning er, at det at være en god underviser/vejleder er en livslang proces der altid er i udvikling. Ligeledes overordnet forventer jeg, at den studerende er aktiv og engageret, og tager ansvar for egen læring. Jeg lægger i min undervisning vægt på at være en engageret og entusiastisk underviser, hvilket jeg mener er befordrende for den studerendes engagement. Jeg finder selv stor glæde ved at kunne se de store linjer – de overordnede sammenhænge i for eksempel en tilstands patofysiologi - og jeg ønsker med min undervisning af befordre en lignende forståelse hos den studerende. Herved mener jeg, at den studerende får et fundament, som er gavnlig når der senere tilkommer større kompleksitet – sådan som det er i det virkelige liv. Jeg forsøger at trække det overordnede forståelsesgrundlag, klarhed og struktur, den studerende har fået gennem arbejdet med en case, tydeligere frem gennem nogle korte, overordnede konklusioner/bemærkninger sidst i et undervisningsforløb.

Gennem diskussion og fremlæggelse af case får den studerende større ejerskab til stoffet, hvilket gør det lærte anvendeligt på et tidligere tidspunkt end ved katedral undervisning. Gruppearbejde omkring cases er befordrende herfor – men det kræver stor selvjustits inden for gruppen. Alle studerende har ansvar for at tage del – og for at stille vedholdende spørgsmål indtil alle har samme forståelsesniveau. Ligeledes er det vigtigt, at studerende i en gruppe, som starter ud på et højere niveau, holder igen, således at vedkommende ikke kommer til at "overtage" gruppen og dens arbejde. Med hensyn til fremlæggelse er det vigtigt at denne er klar og udtømmende, at der tales højt og forståeligt, således tilhørerne kan forstå det sagte og tage del i en diskussion omkring det. Underviserens rolle er her at stille supplerende spørgsmål, således fremstillingen bliver fyldestgørende og sammenhængende.

## **8. Andet.**

Skriv dit svar her...