

Undervisningsportfolio

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

BA

1. semester MedIS/Medicin

Forelæsninger:

Medicinsk terminologi (2014)

Introduktion til anatomi og fysiologi (2014)

Væskefysiologi (2015)

Væv består af celler (2015)

Prævalens af sygdomme (2015-20)

Genekspression og proteiner (2015)

Nukleinsyre og genetisk information (2015)

Arvelighed af sygdomme (2015-20)

Cellemembranen (2015)

Den eukaryote celle (2015)

Farmakodynamik (2015)

Receptor begrebet (2015)

Studiesale/Workshops (2012-18)

Introduction to medicine

Cellebiologi

Embryologi

Genetik

Biokemi

2. semester MedIS/Medicin

Workshops (since 2013 -)

Næring, metabolisme og fordøjelse 1-3

PBL, projekt supervision

4. semester MedIS/Medicin: 2 groups (2014-)

6. semester MedIS/Medicin: 1 group, co-supervisor (2013-)

6. semester MedIS/Medicin: 2 group (2015-)

PBL, case-facilitation

1. semester MedIS: (2012 -)

2. semester MedIS/Medicin (2013)

4. semester MedIS/Medicin: (2016)

Kandidat

Forelæsninger

7th semester MedIS:

Real-time qPCR (2016-)

8th semester MedIS:

Cell based therapies for wound healing (2014 -)

Neovascularisation (2013)

PBL, projekt supervision

7th semester MedIS: 1 group (2020)

8th semester MedIS: 1 group (2020)

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

Semesterkoordinator 4. semester MedIS/Medicin (2016)

Semesterkoordinator 6. semester MedIS/Medicin (2018-)

Semesterkoordinator 7. semester MedIS/Medicin (2020)

Modulkoordinator 2. semester MedIS/Medicin (2016)

Modulkoordinator 1. semester MedIS/Medicin (2015)

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

Adjunkt pædagogikum (2017)

Course on PBL in Engineering and Science – development of supervisor skills (2012)

Grundkursus for universitetsundervisere (2014)

Case facilitator training seminar including by discussions and reflections on best practice (2012)

Course on Professional communication (2012)
Kollegial supervision – modulkoordinator (2014)
Kollegial supervision – casefacilitator (2012)
Kollegial supervision – workshops (2012)
Kollegial supervision – eksamensansvarlig (2013)

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

Deltagelse i ugentlige PBL-case møder i forbindelse med 1. semester hvor konkrete undervisningsudfordringer bliver diskuteret og teamet af case-facilitatorer reflekterer over hvordan de bør håndteres.

Member of the Centre for Health Science Education and Problem-based Learning, where members organize and conduct research in PBL-based teaching, and meet on a monthly basis to discuss and reflect on best practices and how to implement these in the educations at the institute.

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

AAU Play (2020)
Udvikling af kursus, 7. sem (2016)
Udvikling af studiesale og workshops, modul 1.1 og 1.2 MedIS/Medicin (2014 - 2015)
Udvikling/videreudvikling af forelæsninger, modul 1.1 og 1.2 MedIS/Medicin (2015)

6. Nominering til og/eller modtagelse af undervisningspriser.

Nomineret til Årets Underviser 2013, specielt for mine evner som casevejleder der blev fremhævet og rost meget.

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.

When lecturing, I have found that many students are intimidated by their perception of the degree of difficulty of the topic and that this prevents their learning. To reduce the effect of this, I have found that starting out with something they have seen before and then build on top of that, enables the students to follow and not give up from the beginning. Furthermore, incorporating small 2 minutes exercises keeps the students focused and gives them the opportunity to stop up and think if they follow or something remains unclear. I find that lecturing can be a valuable method to highlight core content and demonstrate relationship between new material and students' existing knowledge, if prepared and performed in a manner where the students and their prerequisites are in focus, and thereby facilitating their learning.

In 2015, as a result of staff redeployment, I gave some lectures on pharmacology for the 1st year students. A number of the students have reported that they find the subject-matter very difficult. To support their learning, I, based on my earlier experiences with the advantages of workshops, supplemented the lectures with a small workshop where the students through answering a number of questions, solving small assignments and discussing with peers, older students and the teacher, were guided through the content of the curriculum and given the opportunity to reflect on the subject matter, thus gaining a better understanding and confidence with in the topic.

Based on my own experiences as a former student and as case facilitator, the environment in the case groups, both during the case-oriented PBL sessions and outside them, have a large importance for the academic learning outcome of the students.

In relation to my teaching philosophy, I have during the case-oriented PBL sessions encouraged the students to care about their relations and interact with each other in a warm and caring way, and by that lift each other to a higher level of learning. This has worked really well and this spring I will try same strategy on 4th semester.

To improve as case facilitator, I have organized weekly meetings with other case-facilitators, where the academic content of cases are discussed and refined. Additionally, pedagogical challenges and tools are exchanged to increase the gain of cases and academic development for the students. This develops my competences week by week and I will encourage all case-facilitators to do the same. The gain is really high.

8. Andet.

Teaching philosophy

The teacher should facilitate and encourage an understanding of core content and its relationship across content areas.

To promote this the teacher:

- Creates a safe and warm learning environment where students are not afraid of putting forward ideas and making

mistakes, as by this their learning will bloom.

- Demonstrates relationship between students' existing knowledge and new material.
- Appears in an inspiring and encouraging fashion increasing the curiosity and eagerness of the students to learn and increase their knowledge.

The teacher challenges the students both in academic performance and classroom participation and must ensure:

- That the learning environment supports and inspires learning of all students
- That all students are encouraged and engaged in learning
- That the standards and expectations are communicated clearly to the students