

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.

Type your answer here...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

4. semester

Forelæsninger:

Hud og sygdomme

Introduktion til arbejde i vådrumslaboratorie

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

Semesterkoordinator 4. semester MedIS/Medicin (2016)

Semesterkoordinator 6. semester MedIS/Medicin (2018-)

Semesterkoordinator 7. semester MedIS/Medicin (2020)

Semesterkoordinator 8. semester MedIS/Medicin (2021)
Modulkoordinator 1. semester MedIS/Medicin (2015-18)
Modulkoordinator 2. semester MedIS/Medicin (2016)
Projektkoordinator 4. semester MedIS/Medicin (2016)
Projektkoordinator 6. semester MedIS/Medicin (2018-)
Projektkoordinator 7. semester MedIS/Medicin (2020)

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

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

Deltaget i Pædagogiske workshops:
MS TEAMS som undervisningsplatform
ZOOM til undervisning
Panopto til flipped classroom

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. 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.

Type your answer here...

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

Nomineret til Årets Underviser 2013, specielt for mine evner som casevejleder der blev fremhævet og rost meget.
Nomineret til Årets Underviser 2020, specielt for mine evner som projekvejleder
"Simone er sindsygt dygtig og sød. Hun er virkelig god til at vejlede uden at "over-vejlede", og så er hun hård, men retfærdig. Passionen for faget lyser ud af hende, og det smitter af på os som studernede. Det gør det kun endnu bedre, at hun har en fantastisk og underfundig humor. Hun har virkelig meget styr på tingene, og man kan altid regne med hende."

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.

During my own university education and my employment at AAU I have become acquainted with the Aalborg-model. I have taught on the bachelor part of Medicine and on bachelor and master parts of Medicine with Industrial Specialization. The different teaching formats have included classical lecturing and workshops, problem-based learning, both the case-oriented PBL and the Aalborg project-oriented model, characteristic of these educations. The experience resulting from my interaction with students made me a strong believer in the problem-based approach, since I could clearly witness how even most difficult topics could be successfully tackled through dedicated project-based group work.

My pedagogical practice has developed over the years as I have gained more experience and gained the confidence to try new teaching strategies as for example engaging the students more and involving them in my teaching. This development has been speeded up by seeking advice from and sparring with senior academic personal, by participating in evaluation symposiums held by the School of Medicine and Health and by participating in student evaluation meetings.

8. Any other information or comments.

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