

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

•Aalborg University (2013–Present)

oClinical Exercises Instructor for 1st, 3rd, and 6th semester medical students, focusing on clinical skills training and hands-on seminars.

oNon-Invasive Cardiovascular Imaging for 12th semester medical students: Delivering both theoretical and practical education in echocardiography, CT, and MRI.

oClinical Cases for 7th Semester Students: Facilitating case discussions and fostering problem-solving capabilities. A specific focus has been on prehospital ECG cases.

oExaminer: Repeatedly served as examiner for the 6th semester OSCE examination.

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Since mid-2024, I have been co-responsible for the written examination in medicine and surgery for 12th semester medical students at Aalborg University.

Teaching PhD students on the application of nationwide registries in clinical research (PhD Course "Use of Danish Registries" (Copenhagen University, 2021–Present)).

Formal Teaching Qualifications

•Completion of a didactic training program as part of the Associate Professor Program at Aalborg University.

•Completion of a research leadership course, which included formal training in leadership and mentorship theories.

•Development of teaching materials for the PhD course on Danish registries at Copenhagen University and for topics related to cardiovascular imaging at undergraduate and specialist levels.

My commitment to teaching excellence is also demonstrated by continuous contributions to educational development through presentations, symposium contributions, and curriculum design.

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Formal Teaching Qualifications

•Completion of a didactic training program as part of the Associate Professor Program at Aalborg University.

•Completion of a research leadership course, which included formal training in leadership and mentorship theories.

•Development of teaching materials for the PhD course on Danish registries at Copenhagen University and for topics related to cardiovascular imaging at undergraduate and specialist levels.

My commitment to teaching excellence is also demonstrated by continuous contributions to educational development through presentations, symposium contributions, and curriculum design.

My teaching philosophy is founded on the principle of creating an engaging, inclusive, and intellectually stimulating environment that promotes critical thinking and the practical application of knowledge. Recognizing that students possess diverse learning styles, I aim to integrate a variety of teaching methods — including case-based learning, hands-on skills training, and interactive lectures — to ensure that all students can thrive.

I strive to cultivate a collaborative atmosphere where students feel encouraged to express ideas and ask questions. As part of having attended didactic training as an integrative part of the associate professor program at Aalborg University, my teaching style seeks to actively engage students to ask questions, reflect about answers as well as diagnostic and treatment consequences of their plans. My ultimate goal is to inspire students to become critical thinkers and life-long learners, equipped to apply their knowledge and skills effectively in real-world clinical and research settings.

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Publications

A total of 286 international peer-reviewed publications: <https://pubmed.ncbi.nlm.nih.gov/?term=Kragholm+K>; H-index: 40 (Google Scholar). Number of first authorships: 20. Number of last authorships: 40. Number of citations: 7665.

Congresses and awards

Multiple abstract presentations at major cardiology congresses during the past 15 years.

July 2023 Awarded #4 of top 5 cardiac CT papers 2022, SCCT, Boston, 2023

November 2017 Oral presentation, American Heart Association (AHA) Congress, Anaheim, California, USA. Winner AHA 3CPR Harry Weil Award.

November 2015 Oral and two posters, American Heart Association (AHA) Congress, Orlando, Florida, USA. Winner AHA Young Investigator Award.

May 2014 Oral late breaking, Danish Cardiology Society, Nyborg, Denmark, Winner Young Investigator prize by Boehringer Ingelheim.

•Teaching at Specialist Level

oDelivered structured teaching to cardiologists and other medical specialists on clinical cardiovascular imaging and epidemiology.

oContributed to the Danish Society of Cardiology Symposium on Ischemic Heart Disease (October 24, 2024).

oContributing to the Nordic Baltic Cardiology Conference in May, 2025, with a similar talk on Ischemic Heart Disease and Epidemiology

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

Teaching PhD students on the application of nationwide registries in clinical research (PhD Course "Use of Danish Registries" (Copenhagen University, 2021–Present).

Responsible for the weekly research conference at Department of Cardiology, Aalborg University Hospital, DK.

Teaching material and cases for pre-graduate courses, school of medicine, Aalborg University, as well as teaching material and cases for post-graduate teaching sessions at Aalborg University Hospital.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Several positive feedback comments from students for pre-graduate teaching at School of Medicine, Aalborg University. Several positive feedback comments from peers for peer specialist teachings.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

My teaching philosophy is founded on the principle of creating an engaging, inclusive, and intellectually stimulating environment that promotes critical thinking and the practical application of knowledge. Recognizing that students possess diverse learning styles, I aim to integrate a variety of teaching methods — including case-based learning, hands-on skills training, and interactive lectures — to ensure that all students can thrive.

I strive to cultivate a collaborative atmosphere where students feel encouraged to express ideas and ask questions. As part of having attended didactic training as an integrative part of the associate professor program at Aalborg University, my teaching style seeks to actively engage students to ask questions, reflect about answers as well as diagnostic and treatment consequences of their plans. My ultimate goal is to inspire students to become critical thinkers and life-long learners, equipped to apply their knowledge and skills effectively in real-world clinical and research settings.

University-level teaching requires the integration of research-based knowledge with practical and clinically relevant training. Throughout my career, I have emphasized the use of real-world clinical cases, registry-based and randomized controlled trial research data, and problem-based learning, aligning closely with Aalborg University's pedagogical principles, including its focus on group-organized project work and problem-based learning (PBL).

Moving forward, my teaching will focus on three pillars:

- Integration of Research and Clinical Practice: Incorporating the latest research findings into clinical teaching, especially in non-invasive cardiovascular imaging and epidemiology.
- Development of Clinical and Research Skills: Continuing to teach practical ECG interpretation, non-invasive imaging techniques, and registry-based research methods.
- Mentorship: Enhancing mentorship for medical students, PhD students, and young clinicians, including support in research activities, academic writing, and career development.

8. Any other information or comments.

Type your answer here...