

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.

I am heavily engaged in teaching as I have organized 2 PhD courses and supervised 5 PhD projects, 35+ student projects, and 18 case groups in the field of medicine, while lecturing in both Machine Learning and Statistics. I am highly devoted to deliver refined, inspirational, and contextualized teaching that combines relevant knowledge from both the technical and medical field. Supervision: - Supervision of 6 PhD projects within Medical Informatics Group at Department of Health Science and Technology - Supervision of 13 student projects at Master in Biomedical Engineering and Informatics - Supervision of 11 student projects at Master in Clinical Science and Technology - Supervision of 6 student projects at Bachelor in Biomedical Engineering and Informatics - Supervision of 7 student projects at Bachelor in Medicine and Medicine with Industrial Specialization - Censor during examination of 14 student projects among Biomedical Engineering and Informatics, Clinical Science and Technology, Medicine, and Medicine with Industrial Specialization Lecturing: - 1st year as organizer and lecturer of 2 PhD courses "Machine learning in health technology" and "Diabetes Technology in Clinical Practice" - 5th year with supervision of 16 case groups among 1st, 2nd, and 6th semester Medicine and Medicine with Industrial specialization - 4th year of teaching Machine Learning at Master in Biomedical Engineering and Informatics - 4th year of teaching Statistics and Probability Calculus at Bachelor in Biomedical Engineering and Informatics - PhD lecture in 1st symposium on Advances in Biomedical Engineering and Neuroscience at Department of Health Science and Technology

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.

None

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.

Completed University Pedagogy for Assistant Professors with the following elective courses: - Copyright and plagiarism - Digital Scholarship in University Pedagogy - Assessment of teaching competence and a tool for professional development To further develop my pedagogical competencies, I have had both more and less experienced colleagues observing my teaching activities to provide feedback. I also engage with students after each lecture to discuss whether the material was comprehensible, if pedagogical tools were effective, to which degree the learning outcomes were met, and what could be improved going forward. This feedback has been highly valuable to keep developing and progressing as a teacher. Similarly, I am also engaged in providing guidance to younger and less experienced colleagues when they first engage in teaching activities. For example, I often involve colleagues in my project supervision or case supervision to give them a good idea about the topics and ensure they feel confident before standing on their own.

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

None

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

None

**6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.
Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

None

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).

As outlined under "3. Formal pedagogical training", I already utilize various techniques for feedback to continuously develop my competencies in teaching and supervision. In addition to that, I have a personal desire to start video-recording my lectures to improve the vibrance of my voice, improve the words I choose when describing a subject, the tempo which I speak, and to remove filler words. I also want to address my physical appearance when speaking in front of people, as physical appearance undeniably has a tremendous impact when delivering any type of speech.

8. Andet.

None