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.

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. 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.

None

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

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. 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.

None

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.

None

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

None

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)

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. Any other information or comments.

None