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.

PhD supervision, main supervisor:

2025 - : Jan Reiter Sørensen, "Privacy preserving data sharing", Aalborg University

2024 - : Jakob Nebeling, "Automatic anomaly detection in health registry data by dynamic, unsupervised time series clustering", Aalborg University

2022 - : Ida Burchardt Egendal, "Mutational signatures using neural networks for robust stratification of cancer patients", Aalborg University

2021 - : Lasse Ringsted Mark, "Evaluation of homologous recombination deficiency detection algorithms on clinical data", Aalborg University

2019 - 2022: Charles Vestheghem, "30-day mortality of patients with advanced cancer - monitoring and machine learning models using extensive health data", Aalborg University

2015 - 2018: Lasse Hjort Jakobsen, "Analysis of relative survival patterns in cancer register data", Aalborg University

2012 - 2015: Anders Ellern Bilgrau, "Reproducibility and data integration in high-dimensional statistics: with applications in molecular cancer biology", Aalborg University

2010 - 2013: Steffen Falgreen Larsen, "Statistical methods for tracing the molecular origin of treatment resistance in diffuse large B-cell lymphoma", Aarhus University

1999 - 2002: Kim Emil Andersen, "Statistical perspectives on inverse problems", Aalborg University

PhD Supervision, co-supervisor

2023 - Signe Bjerregaard Michelsen, "Multimodal artificial intelligence in oncology for predicting short-tem mortality and treatment response" Aalborg University

2021 - 2024: Lars Børty Nielsen, "Individual-based registrations of systemic anti-cancer therapy for monitoring expenditures and access to treatment", Aalborg University

2012 - 2015: Sara Correia Marques, "Doxorubicin response in diffuse large B-cell lymphoma", Aarhus University, co-supervisor.

2012 - 2015: Kaspar René Nielsen, "A study of inflammatory cytokine gene polymorphisms in B-cell diseases, Aarhus University, co-supervisor.

Supervison of master students:

2015 Lasse Hjort Jakobsen, "Statistical aspects of next generation Sequencing with applications in cancer research, Aalborg University, co-supervisor.

PhD-assessment comittees

2015 Britta Anker Bak, "High dimensional classification", Aarhus University.

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.

Type your answer here...

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

Type your answer here...

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

Type your answer here...

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.

Type your answer here...

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.

My teaching philosophy is to be genuinely enthusiastic about the subject, to create a psychologically safe learning environment, and to facilitate group work on realistic, real-world use cases.

I believe that genuine enthusiasm for a subject is contagious; it inspires curiosity, motivation, and deeper engagement with learning.

By bringing energy, creativity, and real-world examples into my teaching, I aim to make learning meaningful and relevant. Connecting theory to practical contexts helps students see the purpose behind what they learn.

At the same time, psychological safety is essential for this engagement to flourish. Students learn best when they feel respected, heard, and free to take intellectual risks without fear of judgment. I strive to create a classroom culture built on openness, empathy, and trust, where all voices are valued, and mistakes are viewed as opportunities for growth.

By focusing on enthusiasm, psychological safety, and collaborative work on realistic, real-world use cases, I encourage students to be active participants rather than passive recipients of knowledge. In doing so, I support them in taking responsibility for their own learning process.

8. Any other information or comments.

Type your answer here...