

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 have extensive experience (over 12000 hours) as a teacher, lecturer, mentor, and supervisor (over 100 bachelor and master project groups) at the undergraduate, graduate, and PhD levels since 2013.

My teaching and supervision are mainly focused on courses, cases, and projects for undergraduate (B.Sc.) and graduate (M.Sc.) majors in "Medicine"& "Medicine with industrial specialization."

Additionally, I teach subjects peripheral to my research field, such as "International Scientific Networking," "The Art of Presentation," etc., and have supervised/co-supervised bachelor and master projects about "Clinical Science and Technology" and "Biomedical Engineering." I have also officially acted as a "Professional support teacher (faglig støttelærer)" for several medical students during their bachelor and master studies.

Lectures are delivered in English, but all other activities and tasks are carried out in English or Danish, based on the nature of the activity and the student's preference.

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.

Experience in structuring and planning of study curriculum, lecture contents, lecturers, lecture schedule, etc., acting as:

- Semester coordinator: Semester 6, Medicine and MedIS Educations, 2022-ongoing
- Module coordinator: Module 6.2 (Sem. 6), Medicine and MedIS Educations, 2022 - ongoing
- Module coordinator: Module 4.1 (Sem. 4), Medicine and MedIS Educations, 2018-ongoing
- Semester coordinator: Semester4, Medicine and MedIS Educations, 2021-2022

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

Pedagogic Training and Certification:

- English as a Teaching - Certification Program for AAU University instructors
- Basic course in UniversityPedagogy, AAU, Winter 2013
- Problem-Based Learning(AAU-model): Introductory course for University Teachers. AAU, 2013
- Problem-Based Learning forMedicine/MedIS Case facilitation. (workshop) AAU, 2016
- University pedagogy forAssistant Professors("Adjunktpædagogikum"), Learning Lab., AAU 2019
- Planning and Implementation of Group Instruction course (18-03-2019 and 04-04-2019)
- The PBL Group –Collaboration, Process and Supervision course (06-11-2019 and 09-10-2019)
- Planning, Development and Quality Assurance of Study Programs course (11-04-2019)
- Digital Scholarship in University Pedagogy (21 Nov. 2019)
- Working with institutions and companies in project work - an introduction to the case study method in project supervision and lectures (03-06-2019)
- Copyright and plagiarism(21-05-2019)
- Research Integration(28-02-2019 or 24-04-2019)
- Three implementations ofPBL (in health education) – Project, case, and clinic (03-10-2019) • Universitypedagogics for assistant Professors, Aalborg University
- The Use of IT and Media for learning and Teaching course
- Development of SupervisorSkills
- Grundkursus foruniversitetsundervisere.
- MS TEAMS and ZOOM as remoteteaching platforms, Panopto for "flipped classroom."

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.

- Participation in PBL case meetings, where specific teaching challenges and solutions are discussed and reflected upon by the team of case facilitators.
- "Research Project management" course (Basic and Advanced), "Peak Consulting Group" 2021
- Participation in PBL case meetings, where specific teaching challenges and solutions are discussed and reflected upon by the team of case facilitators.
- Participation in the annual 'University Teaching Day' (2014-2019)

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.

Development of educational programs and teaching material:

- Initiating and establishing the "hands-on anatomy workshop" and exercise session (study hall), designing and delivering the material (2014-2021) in Module 1.3
- Initiating and establishing the "hands-on anatomy workshop" and exercise session (study hall), designing and delivering the material (2017-2021) Module 4.1
- "International scientific networking" PhD course (Held twice every year since 2014); Initiating and Establishing course, creating, and delivering all of the course material
- Initiating and assessing the efficacy of "virtual laboratory" applications during the COVID-19 lockdown

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

- "Teacher of the Year 2022" at the Study Board for Medicine, Faculty of Medicine, Aalborg University Denmark
- Nominated as "Teacher of the Year 2021" at the Study Board for Medicine, Faculty of Medicine, Aalborg University Denmark

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 based on the belief that higher education is about more than just learning and memorizing facts and theories; It is also about critical thinking, problem-solving, using known facts to propose new theories, and using them to solve real-life problems.

To achieve this aim, the teacher needs to motivate the students by activating their natural intellectual curiosity and leading them towards becoming self-directed learners who can take their inquisitiveness to the next stage. I believe that what we teach in the classroom is only the base for further exploration by the students. Therefore, in addition to applauding students for memorization and proficiency in the taught (course) material, I encourage and praise their effort in employing curiosity, critical thinking, and creativity in their studies and project work.

Different people have different personalities, and there is a close relationship between these personalities and learning behavior. Thus, students with different personalities also have different learning styles and abilities, goals, and diligence levels, and they each learn in their unique way; so, the same teaching method may not necessarily facilitate the same level of learning for all students.

Awareness of the student's personality is crucial in selecting the most efficient methodology and learning material presented in the classroom or as supplementary material for later study. Although it may be feasible to get to know the students more personally in smaller groups (such as project work), it would be near impossible in larger groups and classes. Even if one had prior knowledge or assessment of the different student's personalities, it would still be impossible to simultaneously accommodate all the other preferences and learning paces in a classroom. However, supplementary teaching material provided for later revision and study may be used to make up for this lack of customizability of the in-class teaching. Therefore, as a teacher, I aim to use multiple oral, visual, auditory, and kinesthetic approaches to facilitate students with different preferences so that "no man is left behind".

8. Any other information or comments.

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