

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

Skriv dit svar her...

2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

Skriv dit svar her...

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

Skriv dit svar her...

4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

Skriv dit svar her...

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

Skriv dit svar her...

6. Nominering til og/eller modtagelse af undervisningspriser.

Nominated for Teacher of the Year in 2020, Study Board for Health and Technology.

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.

What is good teaching? With the fast and ever-changing field of medical technologies in mind, I think that good teaching is the one that manages to help the students understand the principles behind basic and applied sciences, encourages the development of logical thinking, allows acquiring and developing new and more complex knowledge and thereby expands the students' abilities. Good teaching refers also to well-prepared and knowledgeable teachers. The role of the teacher In my view, the role of the teacher is to facilitate the acquisition of knowledge by the students by providing them with the tools they must use to develop their understanding. The teacher should "inspire" the students, so they feel the need of exploring/generating new ways of solving problems. The teacher/student's relationship is very important and favors/discourages the learning process. Respect for each other "role" and effort, and a positive attitude are the basis for such a relationship. Relation between teaching and research activities When teaching at the University level, I think the ideal situation is to perform research-based teaching. This has in many cases been possible when courses were closely related to my research field or when students choose to work on a project related to my research activities. The basic courses, more removed from my research, are though very interesting by themselves because they are cornerstones in the education of the students and the base for acquiring more complex knowledge in the future. Teaching form at Aalborg University (problem-based learning) It never stops to surprise me the ability the students develop to identify what they need to learn to solve a particular problem and how after a period of mere 4 months, most of the groups solved the problem at hand. The majority of the students are engaged and quickly learn to focus on the identified problem and its solution. This is undoubtedly a strength of the PBL teaching method. Furthermore, the fact that the students work in groups, allows them to learn from each other, complement their abilities, develop their strong sides, exercise working in and leading a group, and carry out a project. These are basic transverse skills that everybody needs once graduated and that can be progressively trained at the University.

8. Andet.