

## 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.**

Trine Lignell Guldberg has extensive experience in teaching, supervision, and faculty development across undergraduate, postgraduate, and continuing medical education levels. Her primary focus is on medical education, competence development, supervision, and learning in clinical contexts, including feedback culture and transitions in postgraduate medical training.

Selected teaching activities:

2020–2022: Course leader and instructor, Regional Supervisor Course for Specialists (postgraduate level, Danish; group teaching, exercises, reflection).

2023–present: Regular teaching and facilitation on medical pedagogy and quality development at Aalborg University Hospital (continuing education, Danish).

2023: Workshop Transitions in Medical Education, MUK23 conference (continuing education, Danish, co-facilitated with Tine Klitgaard and Jette Kolding Kristensen).

2023: Workshop Competence Assessment in Clinical Practice – Why is it so Difficult?, MUK23 (continuing education, Danish).

2024: Examiner for Master's theses in haematology and oncology, Aalborg University (graduate level, Danish).

2025: Webinar, Danish Society for Medical Education: Transitions in Medical Education (national, Danish).

2025: Opponent at PhD defence Ward rounds with older patients with frailty: embedding patient and informal caregiver perspectives to inform medical education (PhD level, English).

Languages of instruction: Danish and English.

**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.**

Dr. Guldberg has significant experience in educational leadership, planning, and curriculum development in both clinical and academic settings.

2023–present: Educational Coordinating Consultant, Unit for Postgraduate Medical Education, Aalborg University Hospital. Responsible for quality development, coordination, and educational leadership across specialties.

2023–present: Member of the Regional Council for Postgraduate Medical Education (DRRLV).

2023–present: Member of the Medical Education Research Unit (MERU) and the Committee for Leadership of Medical Education across Aalborg University Hospital and the Faculty of Medicine.

2018–2023: Educationally Responsible Consultant, Department of Oncology, Aalborg University Hospital.

Established a structured teaching framework, developed local competence assessment tools, and strengthened the department's feedback culture.

2020–present: Participant in national and regional networks for postgraduate educational leaders and clinical associate professors.

**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**

2018: Certified Health Professional Coach, Central Denmark Region – focus on communication, feedback, and learning processes.

2019: Course for Educationally Responsible Consultants, North Denmark Region.

2020: Medical Leadership and Professional Identity, Danish Medical Association.

2022: Leadership of Professionals, Danish Medical Association.

2024: Research Management, Aalborg University.

Participation in educational conferences, including MUK23 and national DSMU webinars.

**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.**

Active member of national and regional educational networks within medical education.

Provides collegial supervision and mentoring for junior researchers and educators.

Serves as mentor and PhD supervisor for projects in medical education.

Contributes to interdisciplinary and cross-institutional research collaborations

**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.**

Dr. Guldberg's research and development activities focus on learning in clinical practice and transitions in postgraduate medical education.

Current research projects:

Training of Internationally Educated Doctors in Denmark – an ethnographic and participatory study of transition and integration (PhD project, main supervisor).

Part-time Training in Specialist Education – a cross-regional project examining learning conditions and career trajectories in part-time specialist training.

“Shared Trainees” – a study on learning and identity when moving between departments and hospitals.

Previous research:

Career choice among medical students and junior doctors (PhD co-supervisor).

Learning environments and quality in postgraduate medical education.

Clinical oncology research, including radiotherapy and brain tumor studies.

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

Dr. Guldberg has received consistently positive feedback from colleagues and learners for her engagement, structured teaching, and ability to create safe and reflective learning environments.

Her facilitation style is characterized by a practical approach that links educational theory to clinical reality.

**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 grounded in the belief that meaningful learning arises in environments characterized by trust, collaboration, and reflection.

She views transitions as key moments of professional identity formation and learning and integrates reflective dialogue as a central pedagogical tool in supervision and feedback.

She values problem-based learning (PBL) and group-based education for their ability to promote ownership, curiosity, and applied understanding.

Her future pedagogical development aims to strengthen the evidence base for learning in clinical contexts and to further bridge research, practice, and organizational learning in medical education.

## **8. Any other information or comments.**

Active contributor to the Medical Education Research Unit (MERU), Aalborg University.

Member of the Regional Council for Postgraduate Medical Education.

Examiner and PhD opponent at Aalborg and Aarhus Universities.

Engaged in national collaborations on research in postgraduate medical education.