

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

I use a wide number of teaching methods, to be adapted according to the course's and individual needs. They include traditional lecture, class teaching, exercises, supervision, examination, group work, role play, co-examination, distance teaching, internet-based teaching, and evaluation of teaching. I teach in English, Portuguese and French. (and hopefully in Danish in end 2024).

My teaching is mainly focused on:

Laymen on health and chronic pain

Experienced class-room teacher, supervisor and mentor at undergraduate, post-graduate, and PhD. level mainly on medicine, neurology, pain for physiotherapists (masters, PhD level, continuing education), medicine (bachelor, masters, PhD level, continuing education), MedIS (bachelor, masters, PhD level, continuing education), sports science ((bachelor, masters, PhD level, continuing education), biomedical engineering (bachelor and masters)

I had presented debates, and classical and demonstrational workshops in Regional, European, American, Latin American, Asian, and world congresses and conferences on Pain and neuromodulation.

Experienced teaching administrator, including curriculum planning and curriculum development for pain.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Administrativ profil

2023- present European Research Council Consolidator Horizon Europe Consolidator grant PersonINpain # 101087925.

2021- present Project coordinator of Novo Nordisk Grant NNF21OC0072828,

2010-2021 Head of the Pain Center, University of Sao Paulo (in and outpatient clinic, education for students, residents and post graduate courses)

2010-2021 Head of the Pain research group (Pain Center, University of Sao Paulo)

2019-2021 Coordinated of the lab Interventional Neuroscience, discipline of neurosurgery, University of Sao Paulo

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

PROFESSIONAL PEDAGOGICAL EDUCATION AND TRAINING

2003 Advances cardiac life support: Teaching adults

2018: Problem and Team-based learning – Pain Center USP

2023 University pedagogics for lecturers, Aalborg University (Oct 2001 – Feb 2003)

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegiasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

2001-2006 mentoring experience with medicine graduate students with monthly meetings throughout the medical years

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

2022: Development of guidance videos for research project facilitation AAU, DK

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Teacher of the year 2017-2019 graduate pain league, University of Sao Paulo, Brazil

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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

DIDACTIC PHILOSOPHY

I believe learning is a personal experience that is boosted by interaction with peers and mentors. I believe each individual must explore their preferred learning methods for each subject and employ them to find the perfect balance between theoretical and practical knowledge.

Teaching is a mean to learn. Learning is a mean to understand and to create. I believe a mentor's role is to facilitate every student quest for their personal delineation of what they need to learn, and how. More important than "know-how" is "know-what" (... to do with your knowledge) and "know-why". Understanding each problem, its shape, size, and colors is the foundation to discover what knowledge are needed to solve it.

To achieve this, I work routinely with definition of explicit learning goals, alignment of mutual expectations and transparency.

8. Andet.

Ekspertise relateret til FN's Verdensmål:

I 2015 blev FN's medlemslande enige om 17 Verdensmål til at bekæmpe fattigdom, beskytte planeten og sikre velstand for alle. Denne persons arbejde bidrager til følgende verdensmål:

3: Good health and wellbeing

4: Quality Education