

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 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. 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.

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 São 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 São Paulo)

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

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

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. 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.

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

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.

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

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

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

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)

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 transperence.

8. Any other information or comments.

Expertise related to UN's Sustainable Development Goals:

In 2015 UN member states agreed on 17 Goals to fight poverty, protect the planet and secure prosperity to all. This person's work contributes to the following SDG's:

3: Good health and wellbeing

4: Quality Education