

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.

Bachelor i psykologi

Forelæsninger i kognitionspsykologi, 3 semester

Seminarholder i kognitionspsykologi, 3. semester

Opgaveformulering ugeopgave, 3. semester

Vejleder og seminarerafholder i fbm projektgrupper, 4 semester

Kandidat i psykologi:

Kursusleder og underviser på professionsprogrammet Klinik for Handicap og Rehabiliteringspsykologi (KHARE) (7-10 semester)

Vejleder for projektgrupper, 9. semester

Forelæsninger og seminarer, TPV, 9. semester

Vejleder for specialestuderende, 10 semester

Kursusansvarlig: Valgfag 9 semester: Introduktion til psykologisk rehabilitering

Underviser på valgfag i Sundhedspsykologi

Eftervidereuddannelse (EVU)

Kursusansvarlig og underviser: Introduktion til psykologisk rehabilitering

Underviser på Introduktion til dyreassisteret terapi, pædagogik og rehabilitering

Underviser på Folkeuniversitetet (den skadede hjerne, rehabiliteringspsykologi)

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.

Semesteransvarlig 8 semester

Leder af professionsprogrammet Klinikkerne for Udviklings- og Rehabiliteringspsykologi (KUR) - herunder Klinik for Rehabiliteringspsykologi og Center for menneske-dyr-psykologi (sammen med Tia Hansen)

Kursusansvarlig EVU Introduktion til psykologisk Rehabilitering

Kursusansvarlig Valgfag på 9. semester i Rehabiliteringspsykologi

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.

Adjunkt pædagogikum

Deltaget i AAUs læringens dag

Ph.d. kurser i PBL

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

Bidraget med flere videnskabelige artikler/bogkap (se vbn) om udviklingen af forskningsbaseret undervisning indenfor rehabilitering (fx Glinthborg & Hansen, 2018). Blandt andet også deltaget på 39th Annual National Institute on the Teaching of Psychology, - Florida, USA, hvor professionsprogrammet KHARE blev præsenteret.

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

Udvikling af to EVU moduler (se under pkt 1), valgfag samt under corona tilegnet mig viden om online vidensformidling. I 2020 etableret Videncenter for Psykologisk Rehabilitering og Interdisciplinært Samarbejde (ViPRIS) i samarbejde med

Region Nordjylland og senest er Aalborg kommune kommet med i samarbejdet. Formålet med videnscenteret er et nært praksis-, forsknings- og undervisningssamarbejde mellem Region, kommune og universitet. Se mere på www.vipris.aau.dk

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

Skriv dit svar her...

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).

"Education is not just the filling of a pail; it is the lighting of a fire."
[B. F. Skinner (1904-1990), American psychologist]

This quote resides at the core of my teaching philosophy. It serves to remind me that teaching is more than a transfer of information from me to my students, and I value finding methods to engage those students in more meaningful ways. During my entire work life, I have been driven by a passion for people at risk of being marginalized. This passion has engaged me in clinical practice and currently in research. This engagement is also reflected in my teaching. Whether I teach students at the university or practitioners in clinical practice, I see learning as a social process, where students bring their current knowledge and experience into the teaching or their projects and reflect on what they need to know and how they can access this new knowledge in order to resolve a problem. As a supervisor, I aim to facilitate and guide students to self-directed learning instead of just providing knowledge. However, I do experience increasing challenges in maintaining a focus on the learning process during student projects, since at times students focus more on the outcome (the grade) and not enough on the learning process. However, it is a pedagogical aim of mine to continue to highlight the learning process for students. A one-sided focus on the outcome will not enhance creativity or deep learning during the project period.

I have a strong compassion for applied research. I am also a great believer in problem-based learning and the idea of basing teaching and projects on real life problems. The Master Programme in Rehabilitation Psychology (KHARE) is an example of this. A problem has been identified within the field of acquired brain injury (research based) and in order to solve this problem, we have developed this programme in collaboration with Danish Municipalities and Regions who recognise this need. The programme is continuously adjusted in collaboration with the KHARE students and clinical practise as we gain new knowledge and experience.

Being able to see the gaps and needs in practice is essential in order to educate future psychologists.

I have a strong network and collaboration with the National Board of Social Service and the National Board of Health and also with clinical practice. I think this strong connection is a major advantage in order to see the gaps and needs that future psychologists will need to address. Developing Rehabilitation Psychology with evidence-based interventions is an example of reaching toward this goal. It is a joy to see that we have managed to evoke great interest among the students, too.

Furthermore, I see a great advantage in group-organized projects. I believe that these projects should be targeted toward solving real problems and therefore also used as knowledge contributions. I have encouraged students to collaborate with me in the transformation of their projects into research articles or book chapters. This has resulted so far in a collaboration with eleven master thesis students, of which several articles and book chapters have already been published (Glintborg & Krogh, 2015a; 2015b; 2018; Larsen & Glintborg, 2018a; 2018b; Larsen & Glintborg, 2018; Hjørngaard, & Glintborg, 2017; Troelsgaard, & Glintborg, 2017; Jørgensen, Thomassen, & Glintborg, 2017), and two are in process. In this way, students contribute with real knowledge which is in line with problem-based learning.

With regard to teaching techniques and methods, a strong teacher should be willing to experiment with and adapt a wide variety of teaching methods, since he or she understands no two students ever learn in the same way.

Additionally, I am of the opinion a model teacher is a team player; someone who understands the power of having a strong support system and, likewise, the importance of being part of a strong support system for others. I believe in being confident in one's teaching abilities, but also in knowing humility.

8. Andet.

Skriv dit svar her...