

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.

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. 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.

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. 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

Adjunktpædagogikum

Deltaget i AAUs læringens dag

Ph.d. kurser i PBL

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.

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. 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.

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

Type your answer here...

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)

"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.

your answer here...

8. Any other information or comments.

Type your answer here...