

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 have been engaged in teaching at the Medicine and Medicine with Industrial Specialization (MedIS) educations since 2012 at the Department of Health Science and Technology, Aalborg University. My experience includes project supervision at both bachelor and master levels, case-based teaching, lecturing, histology-course teaching, Ph.D. co-supervision, and semester- and course organizing. The bachelor education of Medicine and MedIS is primarily thought in Danish and the MedIS master education is an international education and thus thought in English. Furthermore, I have been part of the Specialpædagogisk ordning (SPS) supporting students with various challenges. Project supervision: I have supervised 3 master projects (MedIS), 7 bachelor projects (Medicine/MedIS), and numerous (>25) semester projects on both bachelor (Medicine/MedIS) and master level (MedIS). Case-based teaching Medicine and MedIS bachelor primarily within the neuroscience field Lecturing on various topics related to neuroscience and drug delivery at both bachelor and master level Assistant Ph.D. supervision for Steinunn Sara Helgudóttir "Expressional prerequisites for targeted drug delivery to the pathological brain" 2021 Assistant Ph.D. supervisor for Bartosz Laczek (ongoing)

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.

Member of the Study Board of Medicine since 2019 Member of the teaching committee 2020-2022 Semester coordinator: 7th-semester MedIS since 2018 MedIS master profile coordinator for Biomedicine since 2018 Module coordinator of the course: Immuno- and Molecular Therapy on the 8th semester MedIS together with Ralf Agger. Responsible for the Biomedicine profile during the revision of the study regulation for the Master program for the education Medicine with industrial specialization 2019 Planning of PBL course 7th-semester MedIS together with Diana Stentoft 2019 Chairman of assessment committee for Zongzhe Xuan Ph.D. thesis AAU 2022

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.

2022 AAU- Ph.D. supervisor workshop 2017-18 University Pedagogy for Assistant professors (Adjunktpædagogikum) 10 ECTS 2018 AAU certification in English to Level C1 of the Common European Framework of Reference for Languages (CEFR) 2018 Workshop for case-facilitators 2013 Seminar "Introduction to the group-exam" 2013 Basic Course in Pedagogy for University teachers, PBL model, Aalborg University dit svar

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

NA

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

Planning of PBL course 7th-semester MedIS together with Diana Stentoft 2019

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

The evaluation statement of the Adjunktpædagogikum can be provided on request.

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).

Aalborg University is known for its problem-based learning (PBL) method, which as a teacher is a motivating teaching form. The students are not handed a reading list but instead work with learning objectives, which allows them to take responsibility for their learning, for example, they can use the textbooks which suit them the best. Some students might learn best by reading a textbook with many illustrations whereas others learn best by reading a textbook with few illustrations. The Medicine and MedIS bachelor students have a case each week with supporting resource sessions, clinical exercises, and lectures. The cases allow the students to work and discuss the learning objectives of the week with their fellow students under the supervision and guidance of a teacher. This way of learning and teaching is most beneficial when the students realize that they can achieve more as a group than as individuals. The role as a project supervisor suits me very well, it is very rewarding to work with the students in smaller groups, which makes it easier to know and address specific challenges for each student. However, it is also challenging, because not every student learns and takes interest in the same things; this has taught me to be patient and sometimes creative in the way of explaining things. As a project supervisor, I try to stimulate the students to take responsibility for their project and when they face a problem, I let them try solving it before giving them small hints. It is when the experiments do not work the students learn to be critical, analytic, and creative and thus develop skills that do not necessarily translate into a written learning objective. This is also, why I like the PBL model at Aalborg University because the model teaches the students much more than what can be found in a textbook. I teach because I enjoy it and because helping students develop into independent self-learning individuals is very rewarding. My ambition is to continue to develop as a teacher and try to inspire students. I know from my education how important it is to have inspiring teachers and how they can influence career roads.

8. Andet.