

## 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 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 taught in Danish and the MedIS master education is an international education and thus taught 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. 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.**

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. 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**

2022AAU- Ph.D. supervisor workshop

2017-18University Pedagogy for Assistant professors (Adjunktpædagogikum) 10 ECTS

2018AAU certification in English to Level C1 of the Common European Framework of Reference for Languages (CEFR)

2018Workshop for case-facilitators

2013Seminar "Introduction to the group-exam"

2013Basic Course in Pedagogy for University teachers, PBL model, Aalborg University

**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.**

**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.**

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

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

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

**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)**

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. Any other information or comments.**