

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.

Course co-responsible Co-organizer and lecturer, Introduction to Fluorescence Microscopy, PhD course, 2017, Department of Clinical Medicine, Aarhus University, Denmark (English) Co-organizer, Molecular Cell Biology Laboratory Course, BSc level course, 2013,2014,2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (English and Danish) **Lectures** "Cell Biology; Cytoskeleton", Cell Biology course, 7th semester, 2021, Aalborg University, Denmark (English) "Optical imaging: Seeing is believing", Cell Biology course, 4th semester, 2021, Aalborg University, Denmark (English and Danish) "Cancer cell migration", Cell Biology, 7th semester, 2020, Aalborg University, Denmark (English) "Live cell microscopy", Cell Biology course, BSc level course, 2017, School of Medicine, Kyungpook Natl Uni, South Korea (English) **Instructor/teaching assistant** Instructor, General Biochemistry, BSc level course, 2014, 2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish) Instructor, Molecular Cell Biology Laboratory Course, BSc level course, 2013,2014,2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (English and Danish) **Co-supervision of MSc projects** Gabriela Dobromirova Nikolova, Exploring the expression of *CALM1*, *CALM2* and *CALM3* in the human brain, 2022, Department of Chemistry and Bioscience, Aalborg University, Denmark (English) Magnus Tudsborg Frantzen, Calmodulin Mutations in *C. elegans*, 2022, Department of Chemistry and Bioscience, Aalborg University, Denmark (Danish) Ana Octavia Busuioc, Evaluation of Calmodulin-Peptide Binding Mechanisms Using a Two-Dimensional Fluorescence Anisotropy-Based Assay, 2021, Department of Chemistry and Bioscience, Aalborg University, Denmark (English) Jeanette Jeppesen Morgen, Aquaporins and cell adhesion, 2017, Department of Molecular Biology and Genetics and Department of Clinical Medicine, Aarhus University, Denmark (Danish) Majken Østervemb Krogshede, Investigation of hyperglycaemia Induced changes in an in vitro blood vessel model, 2016, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish) Hans Nyman Pedersen, Tks5 recruitment in EPEC infection, 2014, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish) **Supervision of student projects** Group projects, 1st semester (2x 15 ECTS) , Biotechnology, 2021, Aalborg University, Denmark (Danish) Group project, 6th semester (1x 15 ECTS), Biotechnology, 2021, Aalborg University, Denmark (Danish) Group projects, 7th semester projects (2x 15 ECTS), Biotechnology, 2020, Aalborg University, Denmark (English and Danish) Erasmus student projects (3x 10 ECTS), Molecular Biology, 2013,2015, Aarhus University, Denmark (English) **Examinator/censor** Examinator of own group projects (1st, 6th, and 7th semester level), 2020-, Aalborg University, Denmark Internal censor, group project in Biotechnology, 3rd semester, 2022, Aalborg University, Denmark

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.

N/A

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.

I have in 2022 completed the university pedagogy (UP) course at Aalborg University. The course encompasses a number of course modules, peer-to-peer and instructor supervision of teaching, as well as a pedagogical project. The project work was later published as a peer-reviewed article, which I have senior-authored (see point 4). **Courses** Teaching at a PBL university, 2021, Aalborg University, Denmark Planning and Implementation of Group Instruction, 2021, Aalborg University, Denmark The use of IT and Media for Learning and Teaching, 2021, Aalborg University, Denmark The PBL Group – Collaboration, Process and Supervision, 2021, Aalborg University, Denmark Planning, Development and Quality Assurance of Study Programmes, 2021, Aalborg University, Denmark PBL and Bildung – critical perspectives from the human and social sciences, 2021, Aalborg University, Denmark Enable your students' creativity during your teaching, 2021, Aalborg University, Denmark Supervising groups in conflicts, 2021, Aalborg University, Denmark **Guidance and supervision** I have in 2021 participated in peer-to-peer feedback on lectures. In a group of six young researchers, we observed each other's physical or online lectures or supervision and gave feedback. This has been an important and fruitful way to receive inputs and constructive critique on my own teaching as well as gaining inspiration from my colleagues. Simultaneously, my mentors in pedagogy observed my teaching, both in lecturing and supervision, and provided feedback, inputs and relevant questions for my choices and style. **Pedagogy project** The Covid19 pandemic

accelerated our use of digital and online platforms for teaching. Online meetings became an integral part of how we work and teach. Notes and information from group work, research or reading are often prepared and stored on a computer rather than in hand-written documents. In a group of six, we explored how digital platforms can contribute to the teaching situations, we encounter. Here I summarize my main contribution to the project. We explored how digital tools can be used as platforms for knowledge sharing and distribution of information. For online lecturing, I used the online software Padlet as a meeting point for group work. Padlet (or similar software) eases online teaching as it provides a digital whiteboard-like work space and allows all participants to edit the same content simultaneously. Using the online software Miro we created an information hub to be used in laboratory teaching. Here, students (and employees) can find information about chemical waste handling tailored to our laboratory. We found that Miro (or similar software) is useful to provide an updated easy-to-read guide to practical tasks that can otherwise be confusing and overwhelming for new students.

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

Conference contributions and attendancel have participated in 7 scientific conferences in Denmark and in 6 international scientific conferences (Singapore, USA, Austria, Portugal). I have co-organized two 2-day online conferences. I have had 7 poster presentations and 3 oral presentations for international audiences. **Contributions to debates** "Mod stjernerne", with Steen Gammeltoft, editorial article, BioZoom, 2nd issue 2018 "Formålet med videnskabsstof og videnskabsstof med formål", editorial article, BioZoom, 1st issue 2017 "Hvornår er det meningen, at jeg skal lære at forske?", editorial article, BioZoom, 3rd issue 2016 **Scientific articles** Brohus M, Rohde PD, Echers SG, Westphal K, Ern R, **Jensen HH**: Exploring Approaches for Blended Learning in Life Sciences. *Journal of Problem Based Learning in Higher Education*. 2022. DOI: 10.54337/ojs.jpblhe.v10i1.7304 **Mentoring experiencel** have been mentor under the SPS programme since 2020.

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

As part of my teaching in Molecular Cell Biology at Department of Molecular Biology and Genetics, Aarhus University, I developed teaching material to support report writing. I developed a small handbook "En hjælpende hånd" and took initiative to have a 1-hour introduction to report writing as part of the course. I have developed a 2-hour lecture/teaching session "Tænk som en forsker" about how scientific topics are presented in the media and how this is perceived. The lecture is aimed at 8th/9th grade in primary school or high school. I have held this lecture at Nibe Skole and Aalborg Katedralskole (2020). In 2022 and 2023 I have been judge in "Kattens Hule" which is a competition of interdisciplinary science/humanities projects at Aalborg Katedralskole.

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

Can be provided upon 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).

8. Andet.

Last update: March 2023