

## 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.**

2011- External Associate Professor, Aarhus University, Pulmonary Medicine, Aalborg Hospital, later Aalborg University Hospital 2013- Associate Professor, Aalborg University for Department of Respiratory Diseases, Aalborg University Hospital Pre-graduate teaching 2005-2009: Microbiology, midwives, UCN Aalborg 2013- Clinical education, Master of Medicine, Aalborg University Case-studies 6. semester Medicine, Aalborg University 2015- Acute Respiratory Failure, Medicine, Aalborg University 2017- Ethics in Medicine, Philosophy, Aalborg University Post graduate teaching 2018- Bronchiectasis, Specialist course for pulmonary internship. Examination Examination 9. semester Medicine, Aarhus University, 6. semester Medicine, Acute Medicine, og 12. semester Medicine, Aalborg University Ph.D. Supervision: Ph.d-co-supervisor Laura Wackerhausen: "Epidemiological characteristics of exacerbations in patients with chronic obstructive pulmonary disease." (terminated) Ph.d-co-supervisor Isabel Piño: "High-Resolution computerised tomography patterns in patients with COPD." (defence 2016) Ph.d-co-supervisor: Sabrina Storgaard Sørensen: "Analysis of clinical and health economic effects of evidence based health facilitating model for coordination of care in patients with chronic obstructive pulmonary disease in the North Jutland Region of Denmark." (defence 2017) Ph.d-co-supervisor: Anne-Pernille Toft Pedersen: "Pre-hospital evaluation of dyspnea: actions and outcomes." (defence 2017) Ph.d-co-supervisor: Vasiliki Panou: "Prognostic and predictive biomarkers for Malignant Mesothelioma." (defence 2019) Ph.d-co-supervisor: Tim Lindskou: "Pre-hospital dyspnoea measurements" (defence 2020) Ph.d-co-supervisor: Maria Brun Nielsen. Optimal oxygenation target in critically ill patients with chronic obstructive pulmonary disease admitted to the intensive care unit with acute hypoxemic respiratory failure (defence 2026(leave)) Ph.d-co-supervisor: Alma Holm Røvsing: Possible Severe Asthma in Denmark (defence 2025) Ph.d-co-supervisor: Sabine Michelsen Raunsbak: Health-economic impact of telehealth (defence 2025) Ph.D main supervisor: Peter Ascanius Jakobsen: "Work-force connection's influence on health and survival in COPD" (defence 2022) Ph.D main supervisor: Morten Hornemann Borg: "Screening for lung cancer" (defence 2022) Ph.D main supervisor: Mia Solholt Brath: Sarcopenia in COPD (defence 2023) Ph.D main supervisor: Line Bjerrehave Nielsen: Tobacco-and alcohol abuse in COPD patients (defence 2025) Ph.D main supervisor: Anna Lei Stoustrup: COPD Bikes to Paris: Rehabilitation at home (defence 2025) Ph.D main supervisor: Johanne Hermann Karlsen: Depression and Anxiety in COPD (defence 2026, (part-time)) Project- and Master supervision 2011-2023: Supervisor for three Master students, Medicine, Aarhus University; alle passed. Supervisor for two bachelor assignments, Aalborg University: Passed. Supervisor for two OSVAL-assignments Copenhagen University: Passed. Supervisor for 18 Master assignments, Medicine, Aalborg University: All passed. 2014-23: Supervisor for three projects at Public Health Science, Aalborg University.

**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.**

2015-2017: Postgraduate Associate Professor, Acute Medicine, Educational Region North, Denmark 2017- : Postgraduate Associate Professor for Respiratory Medicine, Educational Region North, Denmark

**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**

2016: Training for Clinical Supervisors 2019: Supervisor training for PhD-supervisors

**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.**

2005-2010: Organizer and teacher at "Acute Respiratory Failure" (Danish Respiratory Society) 2017- Coordinator of Post-graduate Educational Day for Respiratory Medicine since 2022: Author of two chapters for "Medicinsk Kompendium"

**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.**

Development of educational field- and case studies, 6. and 7. semester, Respiratory Medicine, Aalborg University  
Development of case material for Acute Medicine: Airways 8. Resp. 12. semester, Medicine, Aalborg University  
Development of symposia, Respiratory Medicine, 12. semester, medicine, Aalborg University  
Development of exams for 12. semester Internal Medicine, Aalborg University

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

2011-2013: "Teacher of the year, Aalborg Campus", four times, by medical students from Aarhus University

**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)**

I have worked with development of specific "in-clinic"- courses for students in my department: a) Practical Pharmacology: With set-off in admitted patients' medical files I let students take a PBL-approach to study specific effects, interactions and side-effects of prescribed medication and reflect on the medical files of a patient with multiple prescriptions. Furthermore, to reflect on recommended prescriptions for specific conditions and why the patients' medical records may deviate from this. - b) In-patient, Admission-to-Discharge: Group-based PBL-approach where students, based on an admitted patient, reflect on the time in hospital, based on the following: cause of admission? Findings? Acts on findings? More to be cared for before discharge? Need for involvement of other specialties/types of health care? Need for social intervention before discharge? c) Visiting the Machines: With a PBL-based approach the students are asked to analyse which types of investigations are needed to elucidate the potential pathophysiology of a given patient and to interpret the results in a physiological context.

**8. Any other information or comments.**

2016: Educational planning of a project-internship in Internal Medicine; Respiratory Medicine/ acute medicine 2017- : Member of the postgraduate educational board, the Danish Respiratory Society