

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.

Aalborg University

Clinical Instructor in Pathology (Since March 1, 2020, approx. 25 hours per semester)

- Target Group: Master's students, 1st-2nd semester
- Topics: Pathology of the female genital organs, inflammation and healing, non-neoplastic growth changes
- Content: Lectures, specimen demonstrations, exam question preparation, and examiner role
- Teaching Language: Danish

Teaching Bachelor Students During Clinical Rotations (March 2018, 12 hours)

- Target Group: Bachelor students
- Topic: Reproduction: The Pregnant Patient
- Content: Theoretical teaching and practical exercises (obstetric history-taking, Leopold's maneuvers, fundal height measurement, auscultation, ultrasound scanning)
- Teaching Language: Danish

University College of Northern Denmark (UCN)

Teaching Midwifery Students (Since May 2019, 4 lessons annually)

- Topic: Neonatal adaptation and condition
- Content: Theoretical teaching
- Teaching Language: Danish

Teaching Nursing Students (September 2018 to February 2019, 16 lessons total)

- Topics:
 - oAtherosclerosis and Hypertension (2 lessons)
 - oDigestive System Diseases (3 lessons)
 - oCancer Biology (5 lessons)
 - oPain Physiology (3 lessons)
 - oMusculoskeletal Disorders (3 lessons)
- Teaching Language: Danish

Sund-NORD

Sex Education for 8th Grade Students (October 2017, 16 hours)

- Topics: Pubertal changes, sexuality, consent, sexually transmitted diseases (STDs), contraception, and pregnancy
- Teaching Language: Danish

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.

Chairperson of the Association of Junior Pathologists (FYPA) (March 2019 to March 2022 Board member; Chair from March 2020 to March 2022)

- Organized annual basic courses, course days, and virtual teaching sessions
- Facilitated FYPA's general meetings and networking events
- Managed the distribution of educational awards

Educational Coordinating Junior Doctor (UKYL)

Department of Pathology, Aalborg University Hospital (May 2019 to January 2021)

- Organized meetings for junior doctors, including minute-taking
- Coordinated case luncheons and 3-hour meetings
- Maintained junior doctors' noticeboards with updates from FYPA, DPAS, and regional, national, and international courses
- Arranged pathology booth for Specialty Selection Day
- Participated in introductory sessions and recruitment interviews for junior doctors
- Attended annual UKYL networking meetings and regional postgraduate committee meetings

Board Member, Sund-NORD (May 2018 to October 2020)

- Coordinated and organized teaching on basic resuscitation, the Danish healthcare system, and sex education

Teaching Plan Coordinator

Gyn-Obs Department, Aalborg University Hospital Thisted (May 2018 to October 2018)

- Organized weekly teaching sessions for department doctors

Leader of the Gyn/Obs Club

University of Tartu (June 2015 to June 2016)

- Organized monthly teaching activities for medical students

- Co-organized the first Baltic Medical Students Congress in Riga

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

- 2009-2011: University of Tartu, Educational Science (unfinished bachelor's degree)

- 2022 (Sept-Dec): Clinical Educator Course, Aalborg University (12 hours): Focused on clinical PBL, case studies, teaching structure, and reflection

- 2017-10-27: Crisis Counseling Course (7 hours), Stine Arenshøj

- 2015-10-02 to 2015-10-04: Basic Course in Sex Education, Estonia (2 days)

- 2015-08-27 to 2015-08-28: Sexual Counseling and Education, Estonia (7 hours)

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.

- Instruction Junior Doctors in Autopsies (May 2020 to Dec 2022 at Aalborg University Hospital; Jan 2023 to Dec 2023 at Viborg Regional Hospital)

- Project on Intimate Partner Violence in Estonia (2016): Taught, validated materials, and conducted data collection in primary schools

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 National Courses for Junior Pathologists: Created and organized introductory courses and annual course days focusing on specialty-specific and practical aspects of pathology (FYPA board work)

- Virtual Teaching Initiatives: Implemented and coordinated virtual teaching streamed to pathology departments nationwide (FYPA board work)

- Symposium on Digital Pathology: Planned and held symposia in 2022 (Herlev) and 2023 (Middelfart) as part of DIPA committee work

- Integration of Clinical Practice and PBL Methods: Worked to bridge theoretical content with clinical applications in pathology education

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)

Teaching Experience

I consider my teaching successful when I establish a good connection with the students and observe their engagement through active participation, in-depth questions, and discussions.

Previously, I faced challenges adapting to the problem-based learning (PBL) method, as it is significantly different from the teaching framework I was trained under. Over time, I have revised my teaching methods and continue to work on finding the most optimal approach. However, collaborating with both students and the university has shown me the value of this teaching format.

To create student-centered teaching that motivates learning and development, it is essential to tailor the level to the students' needs and knowledge. This promotes both engagement and active participation.

Teaching Philosophy

As an educator, my primary task is to inspire and create a safe space for discussion and learning. I prioritize the connection between theory and practice, aiming for students to understand how they can apply new knowledge in their clinical work. Additionally, I see it as my responsibility to represent pathology and open the students' eyes to the clinical and research opportunities within the specialty.

Problem-Based Learning (PBL)

I find PBL an effective method for engaging students and fostering independent thinking. However, teaching pathology with minimal prior knowledge can be challenging, as interpreting histological slides often requires specialist training. Therefore, I use a blend of theory and cases to illustrate the role of the specialty in diagnostics and treatment.

Evaluation and Development

I continuously work on improving my teaching based on student feedback. It is important to me to deliver teaching that is level-appropriate and engaging.

8. Any other information or comments.

Type your answer here...