

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.

Teaching on BSc Psychology modules:

3rd semester: Developmental psychology (lectures)

6th semester: Psychiatry (lectures)

Teaching on MSc Psychology modules:

7th semester: Clinical Psychology Psychotherapy and Psychiatry (lecture, module leader)

7th semester: Adult psychiatry (lectures, seminars, module leader)

8th semester: Adult psychiatry (lectures, seminars, module leader)

9th semester: Advanced research methods (lectures) 10th semester: Master's dissertation (supervision)

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.

2016-2020: Member of study board

from 2016-: Module leader for the applied psychology programme: Clinical psychology, psychotherapy and psychiatry (C-PPP)

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

Completed teaching courses and workshops

Introduction to the Problem Based Learning (PBL)

Problem-based learning beyond projects

Principles for good assessment

Student Diversity

Small change project

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.

Chapter in student textbook Nilsson, K. K. (2020) Depression (Kapitel 13) in Flensburg Damholt, M. & Yung Mehlsen, M. (red.). *Psykologi i klinisk praksis*. 1 udg. FADL's Forlag (pp.197-209)

Paper on psychotherapeutic training

Østergård, O.K., Nilsson, K.K. & Jacobsen, C. H. (2021). Fra studerende til psykoterapeut: en dannelsesrejse der bør starte på universitetet. *Psyke & Logos*, 42 (1), 90-111.

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.

Courses I developed in cooperation with colleagues:

Clinical psychology, psychotherapy and psychiatry (C-PPP) (an applied psychology programme on the 7th, 8th and 9th semester/MSc psychology)

Adult Psychiatry (sub-programme on the C-PPP on the 7th, 8th and 9th semester/MSc psychology)

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 principles

Experiential learning

From my experience, the students' understanding of a given subject becomes more flexible, elaborate and integrated within their knowledge system when they engage with the subject in various ways. For this reason, I employ various learning tasks for the students to do in class or at home. Such tasks can take the form of case-exercises, small group discussions, student presentations or interactive tasks in plenum. Completing such tasks requires the students to synthesize and apply their knowledge which increase their depth of knowledge and their overall learning outcomes. The idea of promoting active learning resonates with principles of Problem Based Learning (PBL).

Addressing students individual learning obstacles

Various situational, psychological and sociocultural factors can influence students' learning processes and outcomes. When I supervise students, I try to tailor my supervision to the students individual abilities and learning obstacles, in order to cumulatively scaffold their learning process and provide encouragement. I believe that a more individual-tailored approach to supervision makes learning more rewarding and ultimately produce better learning outcomes. er here...

8. Any other information or comments.

Type your answer here...