

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

2007 - today The Master's program for Industrial Medicine •Coordinator of and lecturer in the course: Research Governance & Ethics (Spring 2012 -)•Lecturing for bachelor's students on various themes: Organisation of the Healthcare System; Responsibility for Healthcare Professionals; Help-seeking Behaviour; Patients' perspective; Adverse Events; Quality in Health Care; Management of Waiting Lists; Illness & Sickness; Qualitative Methods; Efficiency in Health Care; Implementing Evidence-based Clinical Practice and Dementia.2010 - today Master in Medicine * Coordinator of and lecturer in the course: Research Governance & Ethics 2005- today Master's programme in Biomedical Engineering, Aalborg University •Co-supervision on student thesis projects at bachelor and master's level2008 - today Master's program in Clinical Science and Technology (Klinisk Videnskab & Teknologi •Coordinator of and lecturer in the course: Clinical tests (second semester) oLectures in: How to plan clinical trials?; Law & Ethical aspects when doing clinical trials?; Good clinical practice (GCP); Good manufacturing practice (GMP);Writing a research protocol?•Coordinator and lecturer in the course : Implementation of technology in health care organizations (2008- today first semester)oLectures in: Concepts, culture and structural features of organizations; Change processes in organization; decision-making processes; planned organizational development; inter-organizational theory; implementation of telemedicine and telehomecare technologies across sectors; Health Technology Assessment. •Course: Scientific methods and communication (2008 -2014 first semester)oLectures in qualitative methods, qualitative data collection and analysis. •Course: Healthcare technology introductory course (2008 -today first semester)oLectures in health care technology; Telemedicine & Telehomecare technologies and Patient 3.0. •Lecture/workshops course in Telehealth & telerehabilitation (Autumn 2009/Spring 2010) (third semester)•Supervisor of student projects (second, third and fourth semester (master projects)) 2014- today Master in Pain* Lectures in Mixed Methods* Supervision of masterstudents2001 - today External examiner at Can. Scient San (SDU, KU & Århus University2013 PhD supervisor* Charlotte Thorup- finished May 2016* Hao Cai - finished July 2016* Søren Leth - to finish August 2018* Reza Nanavardi - to finish January 2019* Claus Østergaard - to finish June 20182017 PhD course Personalised Telehealth August 28- September 1 2017 at Aalborg University.

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

2008 - today Course coordinator Clinical Science and Technology : Implementation of technologies in the healthcare sector & Clinical testing
2012 - 2016 Course coordinator Industriel Medicine 8 semester Regulatory aspects in clinical trials

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

2010 University pedagogy qualifications course
2010 - today Ongoing collegial supervision of teaching and supervision of students
2016 Participating in course for supervision of PhD students basic and advanced

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

2004- today International conference attendance please see VBN
2015 University Teaching Day

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

2010 - today External collaboration on student projects on telehealth and telerehabilitation
2012- Master Programme on Clinical Science and Technology development of teaching materials on gamification & telerehabilitation2015-16 Master in Pain - development on teaching material on mixed methods2017 Development of PhD course on telehealth in collaboration with UC Berkeley (3 ECTS)

6. Teaching awards you may have received or been nominated for.

None so far.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

Research-based teaching

Active learning is the goal of my teaching and the focus of my teaching philosophy. My objective in teaching is to help students gain the necessary skills to take control of and become active participants in their own learning process. I think that knowledge gained through active participation and reflection is knowledge that will remain longer and be utilized better. Health Science and technology is a multi-disciplinary field that requires reflective teaching and feedback between teacher and students and among students themselves, in order to improve the learning. Students should complete their courses with skills they can use in their everyday lives. These basic skills include problem solving, critical and reflective thinking, research and writing proficiency, and communication and feedback skills.

In my teaching practice, I focus on empowering students to take ownership of their education and help them realize that they are responsible for their own learning outcomes. When students take this step, they can make striking progress. I find that when I can convey my own enthusiasm for telemedicine, telehealth and telerehabilitation and organization theory, it is often contagious enough that students become engaged in learning. It is important that the teaching is research-based and that students learn to work by obtaining new knowledge in a systematic way.

I try to help students transition from theory and scientific methods to thinking critically about ideas and connecting concepts with everyday examples. The students are encouraged to tackle problems creatively, and it helps them to think outside conventional boundaries ("out of the box") and to seek the deeper meaning of a concept or research findings.

I will have an ongoing evaluation of my teaching with the students to make the best teaching all the time.

8. Any other information or comments.

Have a reflective attitude upon teaching and research. Work problemoriented both with teaching and research with colleagues in Denmark and international.