

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.

• Lecturing in PhD courses for the PhD program in Biomedical Engineering and Neuroscience Lecturing for the courses •“Rehabilitation Technology”, 9th semester Biomedical Engineering. •“Problem Based Learning and methods”, 1st semester of Biomedical Engineering. •“Neurophysiology of Movement - Theory and Practice in Sport”, 3rd semester of Sport Science. •“Exercise Physiology of Movement - Theory and Practice in Sport” 4th semester of Sport Science. •“Neuromuscular adaptations to physical activity and exercise”, 8th semester Sport Science. •“Social Science -Theory and Practice in Sport”, 2nd semester Sport Science, • Supervision of students' project for: • 1st, 2nd, 3rd, 4th, 7th, 9th semester Biomedical Engineering and Informatics, on themes: “Experimental physiology”, “Instrumentation for the Recording of Physiological Signals”, “Processing of physiological signal”, “Biomedical signals and information” • 3rd, 7th, 9th and 10th semester Sport Science, themes “Neuro-mechanical and Didactical Aspects on Motor Learning”, “Demands in sports”, • 3rd and 4th semester Clinical Science and Technology, theme “New Technology in Clinical Practice” • 3rd and 9th semester Medicine and Medicine with Industrial Specialization, themes “Muscles and nerves”.

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.

• Responsible for the PhD program in Biomedical Engineering and Neuroscience • Coordination in PhD courses for the PhD program in Biomedical Engineering and Neuroscience • Coordination of the following semesters: o 1st semester Biomedical Engineering (since 2021) o 2nd semester Sport Science (since 2021) o 7th semester Sport Science (2019 - 2021) • Coordination of the courses o “Rehabilitation Technology”, 9th semester Biomedical Engineering. o “Problem Based Learning and methods”, 1st semester of Biomedical Engineering. o “Neurophysiology of Movement - Theory and Practice in Sport”, 3rd semester of Sport Science. o “Exercise Physiology of Movement - Theory and Practice in Sport” 4th semester of Sport Science.

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.

- Course in University Pedagogy, November 2014- January 2016 - C1 level certification in English as a medium of instruction (EMI) according to the Common European Frame of Reference (CEFR) (2015) Pedagogical courses: •Enhancing feedback and facilitating student reflections in groups, 2015 •Lecturing in English, 2015 •Good lectures in large classrooms, 2015 •Assessment of- and for learning in a PBL context, 2015 •Basic course in university pedagogy”, 2014 •Problem Based Learning, AAU-model, a 2-day introductory course for University Teachers, 2014 •Flipped Classes, 2014

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

Supervision of PhD students, assister researchers and international guest researchers

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

Book chapters • Mrachacz-Kersting N, Yao L, Gervasio S, Jiang N, Palsson TS, Nielsen TG, Falla D, Dremstrup K and Farina D. A Brain-Computer-Interface to combat musculoskeletal pain. In: Brain-Computer-Interface Research – A state of the art summary 5. ed. Guger C, Brendan A and Leuthardt EC. Springer press. 2016 • N. Mrachacz-Kersting, P.W. Stubbs and S. Gervasio. Motor Control and Motor Learning (Chapter5). In: Grieve's Modern Musculoskeletal Physiotherapy edited by Gwendolen Jull, Ann Moore, Deborah Falla, Jeremy Lewis, Chris McCarthy, Michele Sterling.

Published by Elsevier. 2015 • Gervasio S, Macleod C, Esteban-Herreros E, Meng L, Carratalá Tejada M, Motor control and emerging therapies for improving mobility in patients with spasticity, in J.L.Pons, D. Torricelli (Eds.), Emerging Therapies in Neurorehabilitation, Springer-Verlag, Volume 4, 147-169, 2014. Courses teaching material I personally developed the teaching material (slides, laboratory instructions and exercises) for my lectures and practices

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

“Sabata Gervasio’s strength in teaching is based on her thorough understanding and respect for the students learning processes. It is clear from her teaching portfolio that she is very well-reflected on her role as teacher/supervisor. In her role as supervisor she is aware of the strength of active listening and questioning to improve students reflections and responsibility for learning. Her calm and focused attention provides a good learning environment for the individual student to progress in a group setting. As a supervisor she is able to apply the roles of product-, process-, control- and laissez faire supervisor. In practical as well as theoretical classes she is well prepared and focused on the students learning outcomes from the activities planned. Her structured approach to teaching seeks to motivate and activate the students – despite the challenge of large classes.”

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).

I believe learning is an active process, where students learn by doing and are driven by their own curiosity. By being active, students are stimulated to learn critically, to reflect on their own knowledge and to learn how to apply it to different contexts and perspectives. Naturally, lectures are necessary and useful in providing the students with the basic knowledge. However, a lecture does not necessary only have the purpose of delivering a message, but could be a session where the students are required to perform tasks that facilitate their learning and where student-teacher dialogue is encouraged. I believe group projects create a positive learning environment for the students. First, this approach allows the students to obtain hands-on experience and makes learning a more exciting process with the perspective of producing measurable results. The project helps the students being focused throughout all the processes behind the project and stimulates their ability of using previously acquired knowledge or seeking for further information to address the specific problem there are facing. Second, the students experience a real-world situation, such group work, and are provided with a chance to reflect and improve their collaborative skills. They will learn how to interact with colleagues with different background, how to benefit from each other’s strengths and how to deal with group conflicts. The group will also provide a sense of security that might help the most introverted students to express half-formed idea which might help developing a dialog and therefore be relevant for the whole process. The group work also encourages the students to take responsibility for their learning process and learn how to plan and manage their own time schedule. Finally, I learnt that transmitting curiosity to the students is the key for making them want to know more about the topic, and showing the teacher’s own interest in a topic will easily increase their own.

8. Andet.

Skriv dit svar her...