

## 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.**

- 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. 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.**

- 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. 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**

- 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. 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.**

Supervision of PhD students, assister researchers and international guest researchers

**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.**

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 Re-search – 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. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

"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. 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 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. Any other information or comments.**

Type your answer here...