

## 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.**

### Theory lessons

Since January 2012, I have given lectures and assignments in Music Therapy Theory and Research I, Music Therapy Theory and Research II, and Advanced Music Therapy Theory and Research at the Music Therapy Program. These have included;

- 4 courses in Somatics, Health and Music Therapy Definitions in the 4th semester
- 25+ courses on Assessment in 5th semester, PROMUSA and 7th semester
- 8 courses on Quantitative Research Criteria in 8th semester
- 7 courses on Music Therapy with Families and Refugees in 6th semester
- 4 courses with presentation of student research in 8th semester

### Supervision and PBL

Since January 2012 I have been project supervisor and censor for

- 10+ project groups in 4th semester
- 2 undergraduate projects in 6th semester
- 5 projects in 8th semester
- 6 MA theses

### Clinical and practical teaching

Since winter 2012 (or since January 2008) I have been teaching practical music therapy methodology courses in the Music Therapy Program, distributed as follows.

- 4 courses in repertoire and performance in 1st and 2nd semester
- 15+ course sessions in Improvisational Skills in 2nd and 3rd semester
- 8 courses in accompaniment in 1st semester
- 60+ coursework in Clinical Group Music Therapy Skills in 5th semester, 6th semester
- 200+ course sessions in Clinical Improvisation in 7th semester and 8th semester

**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.**

Since 2011- member of the Board of Studies for Music Therapy

Since 2012- module leader for Clinical Improvisation

Since 2013-20200 Chair of the Board of Studies for Music Therapy

Since 2013 -2022 Module Leader for Clinical Group Music Therapy Skills

Since autumn 2014 responsible for the Music Therapy Assessment option

Since 2017 -2022 Knowledge Group Leader for Music Therapy

Since 2020 -2022 Chair of the Board of Studies for Arts, Health and Technology

Since 2022 Section Head for Art, Aesthetics and Health

**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**

Pædagogikum at AAU 2012-2014

Participates in teaching day events at AAU

Family therapy course during the Folkeuniversitetet in 2012

Family counselling course with Susan Hart in 2014

MT Assessment method with John Carpentre June 2017

Video teaching course at AAU 2018

CBS research leader course 2020

**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.**

Conference attendance incl presentation:

MT conference in Aalborg 2009

MT conference Finland 2012

MT conference in Oslo 2013

MT conference in Krems 2014

MT conference in Oslo 2015

MT conference in Vienna 2016

MT conference in Japan 2017 (video paper)

MT Conference in Philadelphia 2018

MT conference in Stockholm 2018

MT conference Australia (keynote) 2018

MT conference Dallas, US (assessment institute & round table - IMTAC) 2018

MT conference Aalborg, DK (conference chair) 2019

MT conference Helsinki, Finland (assessment symposium & paper) 2022

MT conference Edinburgh, UK ((assessment institute, paper & round table) 2022

**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.**

Since 2013 course manager for APCI - Assessment Tool for Clinical Music Therapists

Editor of international book on Music Therapy with Families JKP 2016

Editor of international book on Music Therapy and Assessment 2018

Editor of international book on Music Therapy 2019

Co-author of Manual on Assessment of Parent-Child Interaction

Since 2016 Co-founder of International Music Therapy Assessment Consortium IMTAC- [www.imtac.aau.dk](http://www.imtac.aau.dk)

Since 2016 Head of NOCKS North Jutland Center for Culture and Health- [www.nocks.aau.dk](http://www.nocks.aau.dk)

Since 2017 Associate Editor JMT

Since 2019 House of Music and Communities

Since 2021 Steering Committee for the Arts, Health & Humanities Research Cluster

**6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

Music Therapy Teacher of the Year 2013 & 2018

**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)**

It is important to me that I move within several of the music therapy training's 3 tracks including theoretical lectures and practical/clinical courses. It is very rewarding and insightful to see students' breadth of skills and the connections between them. It undoubtedly provides a broad understanding of the individual and hopefully greater coherence for the student that teaching can be referenced across the tracks. It also helps to qualify me as a teacher that I can change modes and make theoretical teaching more practical and practical teaching more theoretical when necessary. Teaching graduates is a special privilege that I really learn a lot from and enjoy. I would also like to teach more in other programmes and develop more in an interdisciplinary direction.

I would like to work even more in teams in education, because it ensures flexibility and quality. It should not only be about planning and assigning tasks, but also about the actual delivery and pedagogical skills. It can be in all three tracks of the programme. I would like to work on more clear pbl in learning outcomes/pedagogy and module descriptions for KGMP, clinical improvisation as well as MT assessment and focus on pitching in connection with 7th semester dissemination or

master thesis day. I am looking forward to developing the new elective "arts, culture and health" across the programmes in the KunST study board with interdisciplinary colleagues.

## **8. Any other information or comments.**

Type your answer here...