

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.

I have extensive experience (over 7200 hours) as a teacher, lecturer, and mentor at the undergraduate, graduate, and PhD levels, and have acted as supervisor for over 85 bachelor and master project groups since 2013.

My teaching and supervision are mainly focused on courses, cases, and projects for undergraduate (B.Sc.) and graduate (M.Sc.) majors in "Medicine" & "Medicine with industrial specialisation". Additionally, I have supervised/co-supervised bachelor and master and Phd projects about "Clinical Science and Technology" and "Biomedical Sciences". Lectures are delivered in English, but all other activities and tasks are carried out in either English or Danish, based on the nature of the activity and the student's preference.

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.

Experience in structuring and planning of study curriculum, lecture contents, lecturers, lecture schedule, etc., acting as "Module coordinator, Semester 5 (2018-ongoing), Medicine and MedIS module (5.3) coordination"

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

Pedagogic Courses and Certification:

- English as a teaching medium - Certification Program for AAU University instructors
- Basic course in University Pedagogy, AAU, Winter 2013
- Problem-Based Learning (AAU-model): Introductory course for University Teachers. AAU, 2013
- Problem-Based Learning for Medicine/MedIS Case facilitation. (workshop) AAU, 2016
- University pedagogy for Assistant Professors("Adjunktpædagogikum"), Learning Lab., AAU 2019
- Planning and Implementation of Group Instruction course (18-03-2019 and 04-04-2019)
- The PBL Group – Collaboration, Process and Supervision course (06-11-2019 and 09-10-2019)
- Planning, Development and Quality Assurance of Study Programs course (11-04-2019) • Digital Scholarship in University Pedagogy (21 Nov. 2019)
- Working with institutions and companies in project work - an introduction to the case study method in project supervision and lectures (03-06-2019)
- Copyright and plagiarism (21-05-2019)
- Research Integration (28-02-2019 or 24-04-2019)
- Three implementations of PBL (in health education) – Project, case and clinic (03-10-2019) • University pedagogics for assistant Professors, Aalborg University
- The Use of IT and Media for Learning and Teaching course
- Development of Supervisor Skills
- Grundkursus for universitetsundervisere.
- MS TEAMS and ZOOM as remote teaching platforms, Panopto for "flipped classroom."
- Project Management for Researchers (Module A and B) Peak Consulting Group oct 2021

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.

- Participation in PBL case meetings, where specific teaching challenges and solutions are discussed and reflected upon by the team of case facilitators.
- "Research Project management" course (Basic and Advanced), "Peak Consulting Group" 2021

- Participation in PBL case meetings, where specific teaching challenges and solutions are discussed and reflected upon by the team of case facilitators.
- Participation in the annual 'University Teaching Day' (2014-2019)

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.

- Co-establishing the "hands-on anatomy workshop" and exercise session (study hall), designing and delivering the material (2017-2023) Module 4.1
- Initiating and assessing the efficacy of " video (clip) supplemented lectures " during the COVID-19 lockdown

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

Type Example of positive feedback from students

Dear teacher in the 6th semester MedIS / Medicine,

As semester coordinator, I will distribute the personal comments that are in the semester evaluation of the past semester. Herewith the comment (s) that concern you:

Supervisors Fereshteh has handled the corona situation completely exemplary. she was always available to get in touch with and answered questions surprisingly quickly. Despite the fact that we did not manage to collect data for our project, we still found a solution to it all, and this way of writing project was also enormously rich in learning."

Best regards

Simone Riis Porsborg

From: Simone Riis Porsborg

Sent: Tuesday, October 11, 2022 1:16 PM

To: Fereshteh Dardmeh

Subject: Evaluering af 6. sem

Follow Up Flag: Follow up

Flag Status: Flagged

Kære Fereshteh,

Hermed de personlige kommentere der er kommet med 6. sem evalueringen:

Rigtig fin caseundervisning med Fereshteh

Jeg havde Fereshteh Dardmeh som case vejleder. Nok den bedste casevejleder jeg har haft igennem alle 3 år. Formåede at udføre case, som

jeg vil mene hensigten med case er. Hun er meget god til at finde grænsen mellem hvad vi ved/kan finde frem til og hvad hun må fortælle os.

Således bliver det faglige udbytte enormt højt. Derudover var hun meget interesseret i vores feedback, som hun også var god til at følge op på.

Alt i alt en mega god vejleder!

Mvh

Simone Riis Porsborg

Associate Professor | Regenerative

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)

My general teaching philosophy is based on promoting learning by engaging the students in their learning environment through creating room for self-learning and higher-order thinking skills while respecting their individual abilities, opinions, and backgrounds. Based on this philosophy, as a teacher, I try to:

- Facilitate and encourage an understanding of core content and its relationship across content areas.

-Maintain a friendly teacher-student relationship by presenting a favorable and trustworthy personality, making the students more careful in their behavior, character, and tendencies towards the learning environment and myself as the teacher.

-Acting with a spirit of modesty and not being judged allows the students to feel comfortable approaching me with their questions and problems.

-Mental relaxation: the teacher must always be mentally and emotionally healthy with peace of mind. Negative and aggressive reactions and behavior can negatively affect the classroom or group, undermining the education process.

-To be more innovative, supplement my teaching with various tools to find the most suitable practical and effective tools for the students in courses I teach.

During my university education and my employment at AAU, I have become acquainted with the Aalborg model. The different teaching formats have included classical lecturing and workshops, problem-based learning, both the case-oriented PBL and the Aalborg project-oriented model, characteristic of these educations. The experience resulting from my interaction with students made me a strong believer in the problem-based approach since I could witness how even the most difficult topics could be successfully tackled through dedicated project-based group work.

As my pedagogical practice developed over the years, I gained more experience and the confidence to try new teaching strategies to engage the students more and involve them in my teaching. This development has been speeded up by seeking advice from and sparring with senior academic personnel, participating in evaluation symposiums held by the School of Medicine and Health, and participating in student evaluation meetings.

Based on my experience, I have found the main principles in problem-based education and learning to be:

- Encouraging the students to discover the relationships between practical problems, theoretical modeling, and better solutions.

- Allowing responsibility for student for learning and understanding
- Facilitating independent acquisition of knowledge, skills, and competences
- Performing projects and learning tasks organized in groups
- Collaboration between group members, supervisor, and external partners

8. Any other information or comments.

Type your answer here...