

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.

Experienced class-room teacher, supervisor and mentor at undergraduate, graduate and ph.d. level mainly within biomedical engineering (civilingeniør uddannelsen i sundhedsteknologi) since 2006, but also in within the clinical science and technology (kandidat i klinisk videnskab og teknologi, KVT) and the medical (bachelor i medicin /bachelor i medicin med industriel specialisering) educations.

Language of instruction is both English and Danish.

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.

Experienced teaching administrator, including curriculum planning and curriculum development

2016. Project leader for curriculum revision of the biomedical engineering bachelor and master educations, HST, AAU

2014. Course on Educational management (Studieleder kursus), CBS Executive, Syddansk Universitet

2012-16. Head of study board for Health, Technology and Sports Science, AAU

2010-2012. Member of Studyboard for Medicine, Aalborg University, Aalborg University

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.

PROFESSIONAL PEDAGOGICAL EDUCATION AND TRAINING

2014 Course on Educational management (Studieleder kursus), CBS Executive, Syddansk Universitet

2001-2003 University pedagogics for asisstant lecturers, Aalborg University (Oct 2001 – Feb 2003)

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

Supervised two Assistant Professors during the course "University Pedagogy for Assistant Professors"

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

MAIN INITIATIVES IN TEACHING

- Ph.D-course in bioethics – In 2002 I initiated the first course bioethics at AAU. The course deals with aspects of human and animal experimental work and the ethical framework and dilemmas that Ph.D.-students meet through their work. The course has assisted to better qualifying students to analyse and discuss ethical dilemmas to be used in to apply for approvals at the local ethical committee or grant proposals. The course still runs today in a moderated form.

- Driving a change in progression between semesters at the bachelor level in Biomedical Engineering during the years

2006-2008. As semester coordinator on 1st and 2nd semester and teacher/supervisor at the 3rd and 4th semesters, I worked to change the planning of the semesters and the curriculum to ensure that the students achieved the needed learning goals at one semester to be ready to master the learning objectives at the next level. For example – programming was introduced already at the first semester rather than the 4th semester, and first-hand experience with signal acquisition and processing – these two elements are still in the curriculum today.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.

Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Not applicable

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).

SELECTED REFLECTIONS ON PERSONAL TEACHING & SUPERVISION

- Creating an environment to facilitate deep learning for students

Problem-based learning (PBL) is the cornerstone in teaching and supervision at AAU. To integrate PBL in supervision in student groups, I believe it is important to: 1) adjust the supervision to the level of the individual student and the group of students, and 2) the supervisor must show trust, respect and interest and be willing to discuss both research and non-research related topics to improve learning. The supervisor should encourage both technical (independence, critical-analytical sense, self-evaluation) and non-technical competences (independence, responsibility for own and group learning).

- Peer supervision as a means develop praxis and change traditions

The apprenticeship model is widely used within academia. The education of teachers (and researchers) holds many similarities to vocational training, where forming the vocational identity often is a combination of learning through praxis and theory. The master (or teacher) shapes their apprentice, and enhances academic and cognitive skills, but also values, norms and expectations.

Peer supervision offers a structure that supports teaching improvement by interaction among peers. Peer supervision is not intended to fix, advise or tell anyone what to do. The two-way exchange of knowledge assists to maintain a strong focus on teaching practice, secure alignment and ultimately change teaching traditions. Implementation of peer supervision requires a base of trust and respect between colleagues. I have until now practiced this through my work as advisor for two assistant professors during their pedagogical training, and as a mean to integrate new and unexperienced supervisors

8. Andet.

Not applicable