

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.

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. 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.

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. 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

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. 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.

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

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.

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

Not applicable

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)

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 inexperienced supervisors

8. Any other information or comments.

Not applicable