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Teaching Portfolio

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Pedagogic training

Teaching/Educational Portfolio This portfolio is created according to the requests of University of Southern Denmark (SDU). Formal educational training University pedagogical Courses: 2015 (10 ETCS) The professional postgraduate lecturer training course, SDU. Supervisors: Ellen Nøhr and Inger-Marie F Christensen.

Educational training at Bachelor level: Neuro linguistic Programming (NLP) – practitioner and master level 2002. Reflecting Processes with Tom Andersen Norway 2002. Training and certification in Coaching 2015, Adult paedagogics 1998, Motivational Interviewing Certified Coach 2017.

Educational training at PhD level: Teaching for active learning. Conference 3/11 2014, 0.25 ETCS points. Supervision – rolls and relations 23/2-14 and 12/3 2014, 0.75 ETCS points. Being present and have power to be visible in the classroom 21/4 2014, 0,5 ETCS points. Flipped Classroom/blended learning 12/5 and 2/6 2016, 1 ETCS points. Discussion fora, blogs or Wikier 27/8 2016, 0,5 ETCS points. supervision, process, methods and tools for PhD students 2017.

Administrative tasks relating to education

Planning and lecturing at the 2nd module for Master of Nursing Science as external associate professor at the Faculty of Public Health, Aarhus University in Health Paedagogics, health promotion and pedagogic tools. From 2016 – 2019.

I have worked closely with the other lecturers at the module at the faculty for Public Health in Aarhus. We have had pedagogically and practice discussions over the years of my employment. We have continuously aimed to make progress in the planning and executing of the lecturing in order to fulfil the regulations for the course as well as prepare the students for examines. I have with the group of colleagues worked on the criterion and developed rubrics to evaluate the assignments.

Planning and lecturing at medical school at SDU in Clinical Communication at candidate level 2012 – ongoing.

I have been involved in changing the coursework and amended the curriculum in order to adapt the theory to the clinical work. This in closely cooperation with the faculty management, MD Søren Cold and my fellow colleagues lecturing in medical communication.

It is my belief that both students and teachers are part of a binding learning community that shall be characterized by mutual respect, openness, commitment and participation. As the teacher I am responsible for planning teaching and learning activities that will support students' active learning

and hereby support the students as part of a learning community and hereby part of academic practice.

Organizer of project days for healthcare professionals

Organizer of Project days for healthcare professionals: Communication and the fragile patient at the antenatal clinic, Odense University Hospital 2009. Regional meetings for developing new guidelines in obstetrics 2010-2011. Annual Conferences for Health Visitors Denmark 2007- ongoing. Centre day for midwives on obesity in pregnancy 2012.

Experience concerning study programs, supervision and examinations

Educational study program for nurses, midwives and doctors on communication with obese pregnant women.

Development of the five-day program with Sundhedsexpressen 2012. Educational program on motivational interviewing for midwives – a five-day course with exams. This was conducted on two occasions. 2017 – 2018.

Supervision and examines of 5 students at diploma level on the subject of patientology. University College Zealand 2019.

Supervision and examines of 20 Bachelor students at University College Zealand 2016-2020. Educational Supervision at Master's level. Supervisor from 2016 – 2020 a total of 13 students

Research Supervision at PhD co-supervisor for PhD student, A. V. Halsema, The Faculty of Nursing at Schlegsvig - Holstein University in Germany on Changing Cancer Care: A programme development. 2019-2021. From August 2020 will be co-supervising PhD student and MD from The Department of Forensic medicine.

External examiner: Diploma in patientology, UCS. 5 students 2019 and 4 students 2018 Diploma in clinical and theoretical practice. Diploma in Health Visiting >30 students from 2008- ongoing. Diploma in clinical paedagogics 17students 2018-2020.

Further I have been first assessor for a PhD defence at Nord University, Namsos, Norway December 2018.

Lecturing at Bachelor/Diploma level: Communication and clinical practice. 2016. Contact, Gitte Ferraira. Health promotion and prevention 2018 – 2010. Contact Gitte Ferriara. Health Visiting programmes 2019-2020. Research science 2017-2020. Contact: Gitte Ferriera. Patientology for cancer patients with focus om health promotion tools 2019. Communication for ultrasound midwives 2020. Changing tasks for nurses working with cancer patients 2020. Lecturing on clinical competences at diploma course for healthcare professionals at the Epilepsy Hospital Filadelfia 2017.

Lecturing at master level. I have been lecturing at the Cand Cur module on health promotion and communication 2016. A total of 4 hours hereafter supervision of students in groups followed by an oral examine. I have been lecturing on a midwifery master module on obesity in pregnancy 2018 a total of 4 hours. I have taught midwives, doctors and nurses in specific parts of my PhD research project. Contact professor Jan Stener and professor Helle Ploug.

External contact

I have been invited lecturer at the Master of Public Health Nurses degree at City University in London in February 2015. In total 6 hours. Further I have been lecturing Midwives at Skejby University Hospital, Aarhus in research methodology in relation to obesity in pregnancy.

In 2016 I was designing, running and assessing two training courses for midwives at Odense University Hospital in the topic of communication to obese pregnant women. In total 10 ECTS point.

Pedagogic standpoint

At the University of Southern Denmark Active Teaching & Learning is regarded as an underlying principle and this guides me in my teaching. It is my belief that both students and teachers are part of a binding learning community that shall be characterized by mutual respect, openness, commitment and participation. As the teacher I am responsible for planning teaching and learning activities that will support students' active learning and hereby support the students as part of a learning community and hereby part of academic practice. I am responsible for securing the underlying principle of active teaching is being kept. I am inspired by pedagogic theories based on Dysthe, Wackerhausen, Lave & Wenger and Vygotsky, when planning my teaching and therefore I try to create a learning environment that stimulates the students' active participation, where both students and teacher take an active part in dialogue and academic discussion room. I understand this as the students may be motivated and curious in continuing researching and learning within the field. It is my aim to support an innovative and reflective learning environment, which the teaching methods and activities reflect. I believe, as a lecturer, it is important to be able to calibrate the atmosphere in the classroom when entering. Is it in the end of the day? Are the students more noisy than usual, do they act demotivated? I ask them if they are OK. And tell them how I sense they are. If I am right, I might change the lecturing approach or method, so it matches up with their learning abilities on that day. The methods I use are classroom lecturing, group work, reflective teams, walk and talk, the transformative classroom, flipped classroom. (A presentation on film, preparation for the lessons) The tools I use are power point, digital video and audio recorders, YouTube, newspapers and professional actors.

I have experience with both group exams and individual exams both as a supervisor as well as an assessor. Further I have experience marking exam papers and digital recordings. My experience is, that thus groups exams are both giving the students an ability to work in teams and it is cost effective, I believe that the individual exams benefit the individual student.

When supervising students, I am very aware of drawing up a contract with them as a start of the supervision. Mutual expectations of how often I am available and what will they expect having me as a supervisor. It is my experience that this is a security for me as well as the student if something goes wrong. I have during my e-learning project at the university pedagogic course designed an evaluation method called the transformative classroom. Here the students are actively participating by walk and talk and creating a written evaluation on flip over before presenting it in class. This project has now been implemented in the evaluation process.

During my lecturing I often plan to facilitate project as well as problem orientated lecturing. I find this is a very useful way for the students to gain new knowledge, a combination of theory and practice. At the same time, it gives me as a lecturer an opportunity to aim my lecturing and supervision at the missing link that the student may have. This method is a motivator for most students and close to their own practice. And last but not least it develops teamwork, which in itself is a great motivator when it works.