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Employment

Department of Sports Science and Clinical Biomechanics

Odense M

1. Jul 2023 → present

Associate Professor

Research Unit of Psychology of Sport, Excellence and Health

1. Jul 2023 → present

Personally

I am employed as an associate professor at the Department of Sports Science and Clinical Biomechanics. I am the coordinator of the unique educational track "Sports Innovation and Entrepreneurship" that is part of the "Sports Science and Health" program at SDU. I was for this work awarded the 2021 DSEB's innovation and entrepreneurship prize. I am affiliated with the research unit Learning & Talent in Sport. In addition to the competences in teaching, research and development, I was originally trained as a carpenter.

I have worked with social innovation in the field of education since 1997 and I have continuously developed and implemented problem-based learning (PBL) and Project Organized Learning (POL) and active learning approaches in sports education at SDU. I have in this work been a central figure in developing the 2008 curriculum at the Faculty of Health Sciences SDU, which is based on PBL. The sports-related concept I worked on is defined as Problem and Practice-Based Learning (P&PBL). The development of the PBL-based didactics was based on ICT-supported teaching in the practical sports subjects and was linked to the work on interaction design and the use of Information and Communication Technology (ICT) in sports and movement. Connected to this I have developed the interaction design of the program SportsPlanner and developed the use of it.

In my PhD project (research education) I work with the use of digital support (ICT) in Physical Education Teacher Education. This developmental research-work was practiced through the use of action research methods, and thereby I have worked closely with the field of practice within the teacher training program in Denmark. Applied research and work as close as possible to and in practice and in close cooperation with reality has always been my main interest, especially in combination with how practice can be developed for tomorrow's best next practice.

Between 2010 and 2013 in continuation of my research education (Ph.D. training) I have worked with business innovation in the project "Play and Learning - Kids' n Tweens Lifestyle". In that project, I was employed as a project manager and scientific employee in developing products and services for children and adolescents within body and movement, including space and interactivity. I was responsible for the development of an interactive backyard trampoline, and a video platform where students film each other with smartphones and tablets and directly upload to their own protected video channel. Finally, I have been responsible for and developing interactive school furniture the iMo-Learn that in the use of the furniture combines physical activity, movement, and learning. The business innovation activities in the Play and Learning project created the basis for realizing the dream of working with an innovation educational track within the "Sports and Health" program at the Health Faculty at SDU. I am thus the creator of the idea and have been co-developer of version 1 of the educational track 'Sports, Innovation and Entrepreneurship', which was launched in 2013. Through these projects, and through my Ph.D. education, I have in-depth knowledge and experience of action research and design thinking and design research. In connection with this I have collaborated with public institutions, private companies in innovative processes together with external partners. These elements are an essential parameter in version 2 of the innovation track that I'm responsible for coordinating. I'm currently participating in the development-team of establishing a master innovation-track. Incidentally, a track in the university-based sports education that is unique to the sports and health education at SDU and this track is probably the first of its kind in Europe.

Formal Educational Education

2019	Danish Association of Masters and PhDs - Negotiation and Salary course
2018	Danish Association of Masters and PhDs - Organisation course
2018	Danish Association of Masters and PhDs - Intro to the union representative role course
2015-16	SDU management introduction program
2014	SDU project application course
2016	"PhD Supervision" (3 day Course) SDU
2011	University of Southern Denmark education in project management
2010	The PhD degree awarded by the University of Southern Denmark, 1 December for the thesis "Learning by Intervention with Digital Tools in the Sports Teacher Training"
2001	Assistant Professor professional postgraduate teacher training at the University of Southern Denmark
1999	Master's degree: Cand. Scient in Physical Education (major) and philosophy (minor subject)
1998-2008	30 ECTS PhD courses within qualitative research methods, phenomenological body philosophy, learning theoretical and didactic perspectives as well as in action research

Other competency-developing activities

2010-13	2/3 employment as a lab manager (innovation leadership) in the project: Play and Learning - Kids n Tweens Lifestyle, a project supported by the European Regional Development Fund under the EU
2010	Participated in "Winter University program of Innovation", University of Southern Denmark (13-15 January)
2005-08	Has participated in the founding of "The Sports Education E-Learning Network", the first meeting was held at Zahle's teacher training college on October 7, 2005
2005-11	I was initiating together with teachers from GIH and KU the establishment and running of the Nordic Apparatus Gymnastics Network under the Nordic Council of Ministers' Nordplus program. First meeting held on May 13, 2005 at the University of Southern Denmark
2000	Participated in the International Visitors Workshops 2000 on Problem Based Learning (PBL), Maastricht, The Netherlands (November 23-24)
1999-2002	Employed as a full-time assistant professor in apparatus and educational gymnastics and in the pedagogical development project at the Department of Sport Science and Clinical Biomechanics, University of Southern Denmark, in project "development of and intervention with ICT in sports education"
1998-1999	Employed on educational development project in educational gymnastics, SDU, in project on development of and intervention with ICT in sports education
1998	Introductory course for Problem Based Learning (PBL), Faculty of Health Sciences, University of Southern Denmark
1994-99	Teaching assistant in basic physical training and educational gymnastics, University of Southern Denmark
1991-97	Instructor in human biology at the Department of Sports Science, Odense University
1989	Ball games teacher at Ryslinge Højskole
1978-2012	Gymnastics instructor in team gymnastics in changing associations, eg. Gørding / Lourup IF, Vojens GF, Haderslev GF, Bellinge Gymnasterne, Svendborg GF, Ryslinge GF and Fraugde G&IF
1986-00	Course instructor in team gymnastics held for: DGF Sydjyllandskredsen, DGF Spring-Rytme, DGI and a number of DGI counties, Odense Nursing School, The Central Jutland Sports High School, the Danish Sports Teachers' Association, the Faroe Islands Gymnastics Association, the Belgian Gymnastics Federation, the Dutch Gymnastics Association and the Scandinavian Gymnastics Federation
1984-86	Teacher; Vojens Ungdomsskole, taught in boys gymnastics and in physics and chemistry
1984	Highschool exam from Ribe Teacher Training College
1982	OD-platoon leader (voluntary gymnastics coach and management training) from the Gymnastics College in Ollerup
1980-81	9 months in Canada, Vancouver (work in the carpentry, masonry and painting profession)
1980	Passed the carpentry apprenticeship test

Educational administration tasks

2021	Part of the developmental team designing and implementing the 2021 version of masters education "Promoting movement in society"
2017 →	Coordinator of the innovation program at the Sports and Health education, SDU
2016 →	Working member of development group for new track-split curriculum at the program in Sport and Health at SDU
2012-14	Development of a new study package Sports, Innovation and Entrepreneurship, Sport and Health, SDU, supported by the Foundation for Entrepreneurship

- 2008-14 Initiator and co-developer of the course Movement Learning. In the course video tools were the basis for developing coaching services based on an interdisciplinary approach with biomechanical analyzes, knowledge of motor control and learning, and a movement psychological approach based on a phenomenological understanding of body and movement
- 2012 Planning and participation in the design event for the development of school furniture for physical activity and learning, Lars Elbæk (organizer of the project "Leg and Learning - Kids' Tweens Lifestyle"), Vejle, Denmark, Jan. 5.
- 2011 Conference organizer: "Why do we bother?" Department of Sports Science and Biomechanics, (Lab-leader in the project "Play and Learning - Kids'n Tweens Lifestyle") Odense, Denmark, Dec. 2
- 2010 Co-organizer and participated in partner seminar in Play and Learning - Kids n 'Tweens Lifestyle, Alsion, University of Southern Denmark (10 February)
- 2010 Co-organizer and participated in Play and Learning - Kids n 'Tweens Lifestyle conference: "From Trend to Product" at Hotel Legoland in Billund (30-31 August)
- 2010 Arranged and participated in the design gathering developing the Interactive Backyard Trampoline in the project Play and Learning - Kids n 'Tweens Lifestyle (26-27 August)
- 2010 Organizer of the Play and Learning - Kids n 'Tweens Lifestyle network trip to Copenhagen (April 28)
- 2009-10 Member of the Study Board for Educational program: Sport Science and Health at the Faculty of Health Sciences, University of Southern Denmark
- 2009 The course series: Teacher development program on the use of video in sports education during the LIKA project, at the Swedish Gymnastics and Sports Academy in Stockholm (Start 02 Feb. and end April 20)
- 2007-10 Working member of development board for new curriculum at the program in Sport and Health at University of Southern Denmark. Special development of the course "Education and dissemination"
- 2002 Course leader for the Seminar Teachers' Training Course "ICT and Sports" and taught the course module "ICT and educational gymnastics" (20-21 March)
- 1891-07 Active representative in the Danish Gymnastics Federation in the team-gym Committee, Gymnastics Technical Group under the Gymnaestrada Organization 1995 DGF, DGI-Svendborg's boys' committee, Svendborg Gymnastikforening's representative and responsible for the gymnastics department in Fyns SportsCollege's board

Experience with teaching, supervision, and exam

- 2017 →: Development of and teaching in the module "The creative acrobatic body. The goal is to use the body as a creative resource and work with movement-based design methods in a gymnastic acrobatic context.
- 2017 → The study line Sports Innovation and Entrepreneurship consists of 40 ECTS credits divided into nine subject modules and subsequent opportunities for project management, health pedagogy, internship and bachelor project. The university didactics used is at the forefront of the latest innovation and entrepreneurship pedagogical approaches, coupled with knowledge and technological opportunities within sports and movement. My model for motion innovation learning today underlies the students' meta-reflection in the overall education program. A vital element of education is a close collaboration between purchaser organizations and the growing sports industry. The students are typically in exchange in shorter and longer project courses. They gain in-depth knowledge of the sports industry's trends and needs, which they work with during the effort and subsequently in the efforts to develop suitable solutions.
- 2012 → Supervisor and examines bachelor theses at the program in Sport and Health, SDU, to date approx. 27 thesis
- 2009 → Supervisor self-chosen topics - to date approx. 12 assignments
- 2004 → Supervisor and examines master theses at the program in Sport and Health, SDU, to date 39 thesis
- 2015-20 In the course Adapted Sports and Training teaches in a full-day workshop on Design in adapted sports - with special focus on "Empowered design" and "Universal design"
- 2012-20 Develops and teaches at the Master's degree course Sports & Design at the program in Sport and Health, SDU. The purpose of the module was to gain knowledge and action in designing sports, movement, and health. The aim is that students can apply sports knowledge about physical activity and initiate, analyze, and assess processes in developing products and services. Furthermore, to gain the competence to initiate and design socially innovative methods related to sports and movement, including developing concepts that have a digital interactive dimension.
- 2006-20 Developer of and teach at the Master's degree course Sports & Learning at the Educational program Sport Science and Health, SDU - The purpose is for the student to obtain a deep understanding of learning and thus be able to discuss learning theories in relation to sport, movement and other forms of physical activity (e.g. dance, fitness, martial arts and street sport, etc.) as well as initiate, develop, and analyze and evaluate learning processes related to sports and movement in both traditional and non-traditional learning environments.
- 2016-18 Responsible for coordination and guidance of DEMOLA projects in the Sport and Health program the Department of Sport and Biomechanics. In DEMOLA projects, the students work together across faculty to perform an innovation task for the customer / company to develop a design / concept that creates value for the business partner
- 2012-16 Guidance of PhD student Torben Hansen with the project: "Education in motion - E action research project with a view to developing next practice sports education"
- 2012-17 Developer and teaches at the version 1 of the innovation track, primarily on the course Design Processes & Technology at the Education program Sport Science and Health, SDU

2011-22	Assistant Professor postgraduate teacher training supervisor for Henrik Lauridsen, Kristoffer Henriksen, Maximus Kaos, and René Engelhardt Hansen
2010-15	Alternating lectures on "My research is my passion" on Module 1, "About action research" at the graduate course "Applied Scientific Method" and "Interaction Design in adapted Sport" by course "Adapted physical activity and movement"
2008-14	Creator of and course coordinator and lecturer on the course of movement learning at the program Sport and Health, SDU. The purpose was to be able to justify and apply different learning paradigms related to movement learning in practice and theory. An interdisciplinary course using video feedback tools
2003-08	Developer and teaches in PBL at the Sports pedagogy Course at the Educational program in Sports Science and Health, SDU
2004-14	Responsible for educational gymnastics and develops course objectives, goals, as well as content, structure and forms of examination and related to this objective responsible for the development of competence and alignment-based course. - The purpose of the course is to gain basic skills and knowledge of activities with the motor-learning-acrobatic body and to achieve teaching competencies at a broad and high level
2000-08	Teacher at the Educational Gymnastics Course at Sport Science and Health Educational program, SDU
2000-03	Teacher in basic physical training at Sports Science and Health Educational program, SDU
1998-99	Scientific assistant in educational ICT-development project
1998	Instructor in training course human physiology, Open education
1997-99	Instructor in Basic Physical Training
1994-99	Teaching assistant in Educational Gymnastics
1991-97	Instructor in Exercises in Human Biology I + II

Examination and types of exam as well as comments

2022	Examination in Innovation & Value Creation: Combined pitch and written assignment and orally defended
2013 →	Examination in Sports & Design: Combined pitch and written assignment and orally defended
2013 →	Examination in Design Processes & Technology: Combined pitch and written reflection task
2012 →	Bachelor defense: Oral examination based on assignment
2006 →	Examination in Sport and Learning: Written assignment and oral defense
2004 →	Special defense: Oral examination based on assignment and / or assessment of written product
2001 →	Examination in Educational Gymnastics: Practical test and / or oral defense
2001-08	Examination in Practical reaching Assignment (PPO). Written assignment and oral defense.

Censor-corps membership

2014–18	Member of the censor corps for sports at the Danish universities, in pedagogy, innovation, psychology and sports practice
2016	Member of the university colleges' censorship corps at teacher training programs

Censor activities

2017	Censor on project assignments, Aalborg University
2015-17	Censor in educational gymnastics and master theses at KU
2015	Censor for master theses, Aarhus University

Methods, materials, and tools

2020 →	Development of course material for "Innovation and Value Creation" - especially with literature within the development of the sports industry as well as innovation and entrepreneurship, including the development of a model for building a bridge between the sports industry and student learning. The material is informed by Effectual Entrepreneurship Pedagogy which is based on Experiential Entrepreneurship - Work-Integrated Learning
2013-20	Development of teaching material for Sports & Design - especially within the application of design thinking and development of design research in sports, play, learning and movement. This course is also based on the inclusion and development of digital design, as well as social design in movement contexts. I have been the main driver of introducing design as a form of practice and research area in teaching at the Department of Sports Science and Clinical Biomechanics. Through both the Sports & Design course and the Design Processes & Technology course, the goal is to teach students to "think with their hands" and thereby recognizing a variety of knowledge forms in connection with the development of concepts and their realization.

2013-20	Development of teaching materials for Design Processes & Technology - in connection with the development of the course, the maker culture in digital design was introduced and incorporated into the teaching and in close interaction with design thinking as a discipline. Development of elements of digital design for movement has been accomplished in close collaboration with Jørgen Jakob Friis. We approach new and well-known and proven easy-to-access minicomputers and easily accessible hard and software systems that are constantly being tested. This is the effort to make digital design an integral part of "design for, with and of movement". These systems can be LEGO MindStorm, mekey-makey, arduino, scetch, littlebits, raspberry pi and MicroBit. The "make culture" is thus the starting point for working with "hacking mashing glueing", to understand and practice "opportunistic design" in movement contexts.
2006-20	Development of teaching materials for Sport and Learning - especially for the use of action research methods in sports and movement. Thus, through teaching and through my research education in my PhD project I have been the main driving force in introducing action research methods in research and teaching at the Department of Sport Science and Clinical Biomechanics.
2008-15	Development of compendium for the course "Movement learning" - the aim of the course was through the use of digitally based video analysis to introduce these tools, as well as to promote understanding of how they can enter into different paradigmatic approaches to learning movement. This exciting from a mainly scientific understanding, based on biomechanical analyzes and for "motor learning and control", and from a psychological and communicative understanding such as theories based on phenomenological philosophy.
2003-13	Development of compendium and forms of examination for educational gymnastics. The aim was primarily to redesign and develop teaching material that could be included in a goal-based and "alignment" pedagogical thinking in sports practice.
2002-07	Development of computer program SportsPlanner - A planning and learning tool SportsPlanner Publishing, Odense 2002. ISBN: 87 988063-2-7.
1998	Development of the pilot project for the multimedia program (SpringTree Demo). In the project the motor learning base, basic gymnastics elements and methodical approaches to acrobatic elements and the creative possibilities of the acrobatic gymnastics are presented with links to biomechanical aspects, and educational considerations when teaching gymnastics activities.
1996	Production of written material and video for ("Jump Over the Injury") under the Danish Sports Federation on preventing sports injuries among young athletes. DIF / DGF, in collaboration with Susanne Olesen.

Examples of IT systems used in teaching and preparation of teaching

- E-learn - communication, tasks, portfolios
- Fronter - communication, tasks and portfolios
- SportsPlanner and interaction design and development of the application
- Video feedback, including Dartfish, development of MediaSDU and app-based video feedback systems
- Video editing
- Office applications, Word, PowerPoint, Excel,
- Web-based applications: Prezi, MindMeister, Miro, etc. I have made courses in online and web-based facilitation and the use of applications
- Photoshop, Illustrator, InDesign, and applications for the development of interaction designs, such as InsprPro, POP, Adobe Comp, Experience Design, etc.

Reflection on my educational practice

Pedagogical view

As a teacher, you are by far most yourself the essential tool, so how do you develop the tool, and which tool am I? I draw on several learning experiences, personal backgrounds, and philosophical, learning-theoretical and pedagogical sources when I describe my pedagogical view and, how my teaching is grounded. At the same time, 45 years of experience in teaching gymnastics and tumbling, basic training, sports pedagogy, learning theories and practices, and not least teaching in design, innovation, and entrepreneurship and thus dissemination in many different contexts frame my pedagogical view. Also, I build my teaching on my craftsman (carpenter) training and thereby has been placed in learning both as an apprentice and as a qualified craftsman, thus being led through being the leader of learning.

My experience includes numerous hours of teaching in Danish gymnasiums and halls for children from 5 years to young people at a boarding school, club gymnastics, and in the training of elite adult gymnasts. The teaching experience has also been achieved through many coaching gymnastics in a sport for all approach in which the goal is to enjoy the activity. My experience is extended into the education of sports intermediaries and sports innovators at the university level. My primary interest has always been to combine the work of the hand and soul, which I observed with great pleasure in MIT's coat of arms - the blacksmith and the philosopher stand side by side - my interpretation - thereby the two jointly helping each other creating the cultural world we all are part of and part of creating.

Which learning philosophy do I stand for

Among others described by John Dewey, Vygotsky, and David Kolb, experience-based learning has been one of several learning approaches that have informed my pedagogical philosophy (see for example Illeris, 49 texts on learning, 2012), and thus also are visual in my teaching of students.

I have by this increasingly focused my attention on that 'information' is readily available today and among other things in overwhelming quantities and most commonly today via the Internet. Suppose the learner is to gain an understanding of this information. In that case, it requires that the student (pupils/student/innovator) works actively with this information (theories and practices), for example, in internship- and practice-like activities where theory-practice are linked. The question in a contemporary pedagogy will be whether the real need is, to a greater extent, a deeper form of acknowledgement (understanding) for the learner to achieve actual competencies as a foundation for the lived life. Thus, also to offer society the competencies and for the continuing life-education (bildung) as a basis of the individual living the best and most happy everyday life. I believe that learning experiences concerning life education simultaneously are learning the foundation and result of learning, and the learner will primarily achieve this through creative activities. In other words, a deeper understanding is achieved through production with and from what is to be learned. This idea - or approach to valuable deep learning - becomes even more interesting when the learning objective is innovation and, in its utmost consequence, creative creation or "learning of what can be(come)". Thus, learning for and into the future becomes constructive in the original understanding and meaning of the word.

Using these reflections as a starting point, I think learning core skills in university education is optimally grounded in a student activating approach. This is extensively inspired by Project Organized Problem Based Learning (PO-PBL) of Aalborg University. In this teaching format, I believe that students learn best, 1) when teaching allows students to link their experiences to the subject matter, and 2) when they can see the usefulness and utility of acquiring the subject matters (Dewey, 1938.) In other words, it is likely in the practice-theory-linking that the problem solving, and reflection are deepest. However, that is a significant challenge when the learning objective is of a "what-not-yet-known" character, or as it is described in design thinking - that is learning, and creation based on "wicked problems" (Buchanan, 1992). Solving a "wicked problem" creates several other unsolved problems, and there is never a simple and thus correct and final solution to a design problem that is "wicked". It demands the teacher to involve the students and their experiences and to "translate" / convey research results to something that one day can become the students' practice. In other words, the learning-work must be based on actual and practice-relevant cases or issues that are sought to be explored and addressed through both concrete actions, observations, reflections, abstract conceptualization, and theoretical exploration (Scheepers et al., 2018). Plus, these new theoretical understandings fertilize new experiences that can give rise to new creations (learning) (as described in Kolb's learning cycle, see, e.g., Illeris 2012).

In recent years, there has generally been a movement in which the societal needs to a greater extent, have been a demand for creativity, innovation, and entrepreneurship. Or as the well-known education debater, Sir Ken Robinson, says: "Creativity now is as important as literacy, and we should treat it with the same status" (Robinson, 2006). The above citations Robinson states in the lecture "Schools Kill Creativity". My goal in education is to strengthen creativity and see it as a necessary foundation for delivering value-creating innovation and entrepreneurship learning in the sports sciences and health education program.

I work, therefore, with, as mentioned, the uniqueness of the innovative learning perspective - learning "for", "to", and "in" the future - "learning of what can be(come)". The learning landscape, which I describe in the following, is based on outlook and insight as essential virtues. In the establishment of the overall learning landscape, I was inspired by "21st Century Skills and Learning", by Mads Hermansen learning-process-propeller, and by William Rankin's two models ", Natural Structures of Personal Learning" and "Dimensions of Productive Formal Learning". Using these models as a starting point, I have developed a model for movement innovation and entrepreneurship learning in sports education (see publication in my reference list and see: <https://prezi.com/y2gkuedrmjui/human-movement-digital-interaction-design-using-the-model-for-movement-innovation-learning/>). Finally, and perhaps most importantly, the model is informed by the design company Ideo's latest studies of in the world the 100+ most innovative companies. The study reveals six characteristics; "Purposefulness, looking out, experimentation, collaboration, empowerment, and refinement" as the essential core elements of innovation for a company to be successful.

The learning landscape's construction is based on these models, theories, and studies, thus on the last 100 years of learning research. For my part, teaching experience from sports and learning and movement learning and a deep interest in learning theories about creativity, innovation, and entrepreneurship are included.

In 21st Century Learning, the essential competencies are critical thinking, problem-solving, creativity, collaboration, and communication. I find, however equally important that what defines the basis of learning is the personal character qualities, attitudes, and virtues; adaptability, leadership, persistence, initiative, curiosity, courage, and risk-taking, social and cultural attention and readiness for action, emotional and ethical attention and readiness for action and maybe even passion for something. Altogether, I build my learning philosophy on "to know", "to act", and "to value" (Kereluik et al., 2013).

These fundamental personal traits are strengthened and developed by and are nicely understood through Peter Jarvis definition of learning that states: "Human learning is a combination of processes during the life-course, through which the whole person - the body (inherited, physical and biological) and the mind (knowledge, skills, attitudes, values, emotions, beliefs and senses - experience social situations whose content is transformed cognitively, emotionally, and practically (or through a combination of these) and integrated into the individual's biography, resulting in an ever-changing (or more experienced) person "(Jarvis, 2012). I see learning thereby being identity-creating. Thus, as its prime task, I find that innovation pedagogy must develop the identity to strengthen personal traits, attitudes, and virtues as a resource for the lived life.

In developing identity and personal characteristics, the learning format and the teaching organization are the key elements. The focal point for me is that the teaching is group-based, and thus the learner is part of a community characterized by cooperation. This community should also include an audience or the end-user / the customer. As pointed out earlier, the learning form is production-oriented, and it must be supported by a mentor-roll (Scheepers et al., 2018). At the same time, the learning environment must be based on being fundamentally fertilized with creativity. The learner must be well-founded in the content-learning arena and strengthen a deep knowledge within a specific domain area that they master. Parallel, the learner must be able to organize the domain knowledge interdisciplinary concerning other areas of knowledge and contexts.

At the same time, the learning landscape should include an exercise space and a reflection space. The learning process iterates (circulates) between feedforward and feedback and between energy/play and 'struggle with the innovation subject'. These four learning poles connect to studying, refining, exploring, and trying. Finally, the learning process should build on and be guided by empowering the learner's learning process. Precisely this doesn't seem very easy to balance against the fact that you, as a teacher, like to control the teaching and control the students. This relationship can be described based on the balance between leadership and management, which is unfolded in a dilemma-filled space. Therefore, the learning landscape for innovation and entrepreneurial learning I illustrate in a model with four levels: a learning base in the form of personal traits and resources, a perspective or learning arena level, a learning process level and a purpose of innovation and learning level. The four perspectives or arenas consist of a content arena, what should be learned, a learning context arena, in both the physical and mental sense (the learning environment), a community arena, other people who are part of the learning and finally, the special unique for the future learning arena, a mindset that has its focus on insight and vision, a curiosity to always be open to new trends. The learning landscape is thus a 4 x 4 model.

My experience as a teacher is that the students' active processing of the learning material is the most crucial in students' learning and the benefits they acquire through the teaching. As a teacher, I have developed myself, and as Kugel (1993) describes, from focusing on my own role to focusing on the learning material and focusing on the students' active and independent work with the material. Where am I now? My focus is on what understanding of the subject matter the students achieve through production with the knowledge, skills, and competencies they acquire. Thus, the iterative investigative, immersive, producing, testing, and refining learning is the goal of my teaching. The purpose of which is to achieve the formation of the personal traits and the skills and competencies of innovation of movement practice through design for movement, design with movement and design of movements.

With these ideas for teaching and learning, my background and education have become the most vital tool in my teaching. As a role model for the student's learning, my life has been characterized by curiosity and ingenuity and pronounced persistence as the key factors. These basic preferences align with the curriculum of Sports and Health, especially the innovation track, in which the department and I are investing heavily in building a well-founded innovation and entrepreneurship education in sports, play, movement, and health. In group-based teaching, students train and practice skills both individually and jointly, and they work with the development of concepts in communities. By doing so, they develop their professional identity and their ability to reflect and share knowledge critically. The students are challenged in an active working community that develops creativity and self-efficacy.

Inspired by my colleague's research on cultural leadership, a third and final element of my educational philosophy is the teacher's role as a cultural leader. (Kristoffer Henriksen's own reflections inform the following text on the same subject). The teacher's task goes beyond creating good and stimulating teaching. As a university teacher (or trainer, primary school teacher, or change agent and facilitator of design in other contexts), as I see it, it is an advantage to think of themselves as a cultural leader. The students can sometimes be exponents of a culture where they are quick and where it is more important to have an attitude than justify it. It is, of course, essential that as a teacher, one considers the students' "participant requirements" (Rienecker et al. 2013). Nevertheless, I would like to be known for being in a position where innovation is based on scientific knowledge and immersion and insight into people and their contexts. That rather than just a creative-play culture, even though it is also an essential element to practice in the innovative work. As I wrote at one point: "It is important to walk out into environmental change - we must remember to do that. I write that because I often find it difficult to remember it. I think that we have to let ourselves go with the flow (cultivate immersion [carefully examine the scientific basis] - dare to be 'in mind') and dare let us tear away (being 'out of mind' to be able to play out fantasies)". The goal is for the students to develop a culture of knowledge-based innovation, and thus that their student life is not only based on the culture of leisure life. I also think a multidimensional creativity-based learning perspective is essential to add to the students' learning landscape. University studies are and must be characterized by immersion, thoroughness and perhaps even slowness, ingenuity, refinement, and thoroughness.

The organizational psychologist Edgar Schein (2010) describes how the leader is creating a culture through:

- what he or she notices, is asking in to and interested in
- who he or she rewards, punishes, praises, promotes and throws out
- how he or she responds to critical events
- how he or she uses role models and visible symbols to support the culture.

I want as a teacher to cultivate this perspective by showing interest in the students' independent wonder, creativity, and immersion within the subject matter. I will acknowledge this by praising and rewarding students who work thoroughly and independently. That students dare to discuss concentration, ambition and learning with me when I see a computer with Facebook open. I am encouraging students to join networks are, getting out and pitch their projects and supporting them

in forming their businesses. I do this by, among other things having and updating a "Wall of Start-ups" where students with a company registration expose their business and their innovative activities. I see myself as co-creator of an environment that creates the vital energy and direction (motivation) in the students' efforts at achieving an inspiring, challenging, and happy life with well-being.

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Villumsen, B. & Elbæk, L., 1. Nov 2007, In: Focus. 31, 4, p. 42-48 7 p.

Kropslig Læring: Processer og analyser

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Sport and computer tools: Performer-centred learning methods in physical education

Elbæk, L., 2007, *Sport for All: As a form of Education*. Eichberg, H., Kosiewicz, J. & Obodynski (eds.), K. (eds.). Rzeszów: Wydawnictwo, Uniwersytetu Rzeszowskiego, p. 231-234 4 p.

Unauthorised use of backyard trampoline is associated with orthopaedic injuries

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Den akrobatiske krop i skoleidrætten - eller redskabsgymnastik

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Intro til Redskabsgymnastik - et fag i tiden

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Learning through intervention with Information and Communication Technology (ICT) in the Training of Physical Education (PE) Teachers

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Redskabsgymnastik - et fag i tiden

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Ideas of image use in the pedagogical tool application Sportsplanner

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Redskabsgymnastik Video og videoforsinkelse

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Computeren får eleverne til at tænke og tonse 1

Elbæk, L., 2004, In: *Idræt i Skolen*. 1, p. 4-7 4 p.

Computeren får eleverne til at tænke og tonse 2

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En samtale med Ron Burstein om integration og antiracisme - en glad amerikaner i Danmark

Elbæk, L. & Burstein, R., 2004, In: *Focus*. 4, 28, p. 28-33

Kropsfagene ud af gymnasiets idrætsundervisning!

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Møllelevending - vejrmølle - mølle-rondat - rondat - araberspring "Grundlæggende den samme bevægelsesform"

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Gymnastik er ikke kun for piger - det er også for gladiatorer

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Modtagning i redskabsgymnastik 1

Elbæk, L., 2003, In: *Focus*. 1, p. 19-23

Modtagning i redskabsgymnastik 2

Elbæk, L., 2003, In: *Focus*. 2, p. 1-5

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Elbæk Sørensen, L. & Berggren, F., 2002, In: *Focus*. 1, p. 12-17

Bacheloropgaven i idræt - set udefra

Elbæk, L., 2002, In: *Tidsskrift for Idræt*. 4, p. 16-18

Computerprogrammet SportsPlanner: Et planlægnings- og læringsværktøj

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Drenggymnastik - fuld fart frem

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Informations- og kommunikationsteknologi i idrætsuddannelser – fra ide til virkelighed

Berggren, F. & Elbæk, L., 2002, *Idrætspædagogisk årbog 2002*. Århus, Vol. 1. p. 223-254 33 p.

Læring og korrektion af kraftspring

Elbæk Sørensen, L. & Nielsen, J., 2002, In: Focus. 4, p. 125-129

SportsPlanner: Et planlægnings- og læringsværktøj

Elbæk, L. & Berggren, F., 2002, SportsPlanner Forlaget.

Er IKT i idrætsundervisningen en reel mulighed?

Sørensen, L. E., 2001, In: www.gymnasie-it.dk.

Inddragelse af digitale billeder og videoer i arbejdet med færdigheder og kundskaber i idrætsundervisning

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Skrueteknikker i spring - analyser og simulationer

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Grundtræning kan åbne døren til redskabsgymnastikken

Elbæk, L., Feb 2000, In: Focus. 24, 1

Biomekaniske betragtninger ved afsæt til rotation

Sørensen, L. E., 2000, In: Focus. p. 3

Video, Springtræet: Den interaktive vej til Springaktiviteter

Berggren, F., Elbæk, L., Bjørn, M. & Markvardsen, N., 2000, Odense: GymProgres Forlag.

Idehæfte til drengegygnastik 2

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Idehæfte til drengegygnastik 1

Elbæk, L., Eriksen, G. & Lunding, P., 1997, In: Focus. 21, 3

The effect of 20 days L-carnitine supplementation in type II diabetes patients on metabolism during rest and exercise

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Træningsplanlægning

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Specific Physical Training Parameters in Relation to Danish Team Gymnastic

Elbæk, L., 1993, *Biomechanics in Gymnastics.* Brüggemann, G. P. & Ruhl, J. K. (eds.). Bundesinstitut für Sportwissenschaft, p. 431-441

PAS PÅ DIG SELV - om forebyggelse af idrætsskade

Elbæk, L., 1992, *Skoleidrættens forlag.*

Er springgymnaster i god form, arbejdskravs- og kapacitetsanalyser

Elbæk, L., 1990, In: Tidsskrift for Idræt. 55, 3, p. 143-147

Fysiologisk Profil af springgymnaster

Elbæk, L., Sept 1989, In: Gymnastik. 89, 9, p. 6-9 4 p.

Activities

Confidence in movement based game design facilitation - learning from a novice design facilitator

Elbæk, L. (Guest lecturer)
5. Oct 2023 → 6. Oct 2023

Exploring Movement-Modifier Facilitation in Movement-based Sports, Health, and Game Design

Elbæk, L. (Guest lecturer)
5. Oct 2023 → 6. Oct 2023

Using and facilitating social videogames as warm-ups for embodied design

Elbæk, L. (Guest lecturer)
5. Oct 2023 → 6. Oct 2023

MeCaMInD afsluttende seminar

Elbæk, L. (Participant)
23. Aug 2023 → 25. Aug 2023

Dagstuhl Seminar

Elbæk, L. (Participant)
16. Jul 2023 → 21. Jul 2023

MeCaMInD – intro til bevægelsesbaserede design-metodekort

Elbæk, L. (Guest lecturer)
30. May 2023

PLAY, DESIGN, BODY, SDU Kolding

Elbæk, L. (Guest lecturer)
27. Mar 2023

A-MAZE (External organisation)

Elbæk, L. (Member)
1. Feb 2023 → ...

Bright over Night Move

Elbæk, L. (Program committee)
8. Dec 2022 → 9. Dec 2022

Nordic Sports Innovation Summit

Elbæk, L. (Program chair)
28. Nov 2022

Mind the gap - the 4M bridge between 4E-cognition and movement-based design

Elbæk, L. (Speaker)
4. Nov 2022

Model for educational bridging of university start-ups into the sports industry

Elbæk, L. (Speaker)
18. Oct 2022

Mind the gap – the 4M bridge between 4E-cognition and movement-based design

Elbæk, L. (Lecturer)
6. Oct 2022 → 7. Oct 2022

Sports Tech Research & Innovation Summit

Elbæk, L. (Panel member)
14. Sept 2022 → 15. Sept 2022

Sports Tech Festival

Elbæk, L. (Panel member)
1. Sept 2022

MeCaMInD Multiplier Event 3

Elbæk, L. (Speaker)
10. Jun 2022

Start-up Workshop – bridging sports industry and sports students

Elbæk, L. (Organizer)
2. May 2022

SMASH LAHTI 28 APRIL 2022

Elbæk, L. (Panel member)
27. Apr 2022 → 28. Apr 2022

Indgår som næstformand for Det Sundhedsvidenskabelige Fakultets (SUND) samarbejdsudvalg i gruppen for udvikning af SUNDs forskningsstrategi.

Elbæk, L. (Participant)
3. Feb 2022 → 19. Dec 2022

CopenX SportsTech (External organisation)

Elbæk, L. (Member)
1. Jan 2022 → 31. Dec 2022

Partner workshop in "Strategic bridging of potential UNI-startups into the sports industry"

Elbæk, L. (Organizer), de Zee, M. (Participant), Rasmussen, L. J. T. (Organizer), De Dominicis, S. (Organizer) & Couchouron, C. (Organizer)
30. Nov 2021

BRIDGING 2021

Elbæk, L. (Chairman), Lekbo, S. (Panel member) & Andersen, R. V. (Panel member)
11. Nov 2021

NEIS-konference 2021

Elbæk, L. (Participant)
5. Oct 2021 → 6. Oct 2021

Insights from design processes used in developing exergames

Elbæk, L. (Speaker) & Kaos, M. (Speaker)
23. Sept 2021 → 24. Sept 2021

Using Embodied Methods in Designing STEM Learning Games

Elbæk, L. (Lecturer), Andersen, R. V. (Lecturer) & Lekbo, S. (Lecturer)
22. Sept 2021

Idrætsmødet

Elbæk, L. (Participant)
1. Sept 2021

Football – Presenting a collaboration model for an innovation center

Elbæk, L. (Speaker) & Couchouron, C. (Speaker)
26. Aug 2021

Nordic Sports Innovation Summit

Elbæk, L. (Organizer) & Couchouron, C. (Organizer)
26. Aug 2021

Digital faciliting

Elbæk, L. (Lecturer) & Hansen, R. E. (Lecturer)
7. Apr 2021

Innovation Camp as 21st Century Skill Learning Game in K12 PE Teaching

Elbæk, L. (Guest lecturer) & Hansen, R. E. (Guest lecturer)
25. Sept 2020

Movement-based Design Methods - a Typology for Designers

Elbæk, L. (Co-author), Andersen, R. V. (Author), Lekbo, S. (Co-author) & Hansen, R. E. (Co-author)
24. Sept 2020

Using Embodied Methods in Designing STEM Learning Games

Elbæk, L. (Participant), Lekbo, S. (Participant) & Andersen, R. V. (Participant)
23. Sept 2020

Design Workshop for KOMPAN – Designing Playful Fitness concepts

Elbæk, L. (Participant), Andersen, R. V. (Participant) & Lekbo, S. (Participant)
3. Sept 2020

Electronic Journal of e-Learning (Journal)

Elbæk, L. (Peer reviewer)
3. Jul 2020

Employability Goals of Higher Education: Aligning Authentic Learning Goals of Courses and Self-Determination of Students

Elbæk, L. (Guest lecturer) & Khalid, M. S. (Guest lecturer)
4. Mar 2020 → 6. Mar 2020

Employer expectations help students to understand what skills they need

Elbæk, L. (Guest lecturer) & Khalid, M. S. (Guest lecturer)
4. Mar 2020 → 6. Mar 2020

Hey you - let me tell you about how students often struggle to explain their competencies

Elbæk, L. (Guest lecturer), Hansen, R. E. (Guest lecturer), Kjemstrup, K. (Guest lecturer) & Svendsen, A. M. (Co-author)
4. Mar 2020 → 6. Mar 2020

13th European Conference on Games Based Learning 03/10/2018 → 04/10/2019 University of Southern Denmark, Odense

Elbæk, L. (Chairman)
3. Oct 2019 → 4. Oct 2019

European Conference of Games Based Learning 2019

Elbæk, L. (Participant)
3. Oct 2019 → 4. Oct 2019

Omtanke - Digitale Hjælpemidler i Idrætsundervisning – Pædagogik før Teknologi

Elbæk, L. (Guest lecturer)

18. Sept 2019

Educating for the 21st century through game-based learning and event design (ECGBL 2019)

Hansen, R. E. (Speaker) & Elbæk, L. (Speaker)

3. Sept 2019 → 4. Sept 2019

SU med succes for universitetsansatte

Elbæk, L. (Participant)

22. Aug 2019

Forsvar af ph.d.-afhandling (Event)

Elbæk, L. (Peer reviewer)

21. Jun 2019

DIF19 SPORT HACK

Elbæk, L. (Participant)

3. May 2019 → 4. May 2019

INNOVATION, DER VIRKER I SPORTSBRANCHEN?

Elbæk, L. (Guest lecturer)

20. Mar 2019 → 21. Mar 2019

Bright over Night

Elbæk, L. (Panel member)

12. Dec 2018 → 14. Dec 2018

TR-kursus – Organisation

Elbæk, L. (Participant)

29. Nov 2018 → 30. Nov 2018

Should PE teacher move into a new innovative role?

Elbæk, L. (Keynote speaker), Hansen, R. E. (Guest lecturer), Khalid, M. S. (Guest lecturer) & Skovrup Hansen, R. (Lecturer)

21. Nov 2018 → 22. Nov 2018

Underviser 120 ingeniørstuderende i "Human Movement interaction" og bevægelseskreativitet

Elbæk, L. (Guest lecturer)

11. Nov 2018 → 13. Nov 2018

At tælle og fortælle i forskning og praksis

Elbæk, L. (Organizer) & Svendsen, A. M. (Organizer)

8. Nov 2018

Reflections on collaborative learning using the Model for Movement Innovation Learning

Elbæk, L. (Guest lecturer)

6. Nov 2018

Health Promotion for Adult Men through Cooperative and Competitive Gamification Features

Hansen, R. E. (Speaker) & Elbæk, L. (Co-author)

3. Oct 2018 → 6. Oct 2018

Hvad er redskabsgymnastik i Idræt og Sundhedsuddannelsen ved Institut for Idræt og Biomekanik på SDU?

Elbæk, L. (Guest lecturer)

23. Sept 2018

Introduktionskursus til DM-tillidsmandsarbejde

Elbæk, L. (Participant)

21. Aug 2018 → 22. Aug 2018

Teaching innovation and entrepreneurship for employability at SDU - 20th April 2018

Elbæk, L. (Guest lecturer)

20. Apr 2018

Idrættens største udfordringer VI

Elbæk, L. (Participant) & Khalid, M. S. (Participant)

10. Apr 2018 → 11. Apr 2018

Netværksmøde - kommunal forebyggelse til frivillig idræt

Elbæk, L. (Participant)

6. Mar 2018

»Aktivering af mænd til "det gode liv" med stærke fællesskaber« – midtvejs evalueringsseminar

Elbæk, L. (Organizer)

20. Feb 2018

Med i tidsskriftsudvalg for "Forum for Idræt"

Elbæk, L. (Participant)

30. Jan 2018

Studietur til hollandske tekniske universiteter med sportsdesign

Elbæk, L. (Participant) & Khalid, M. S. (Participant)

10. Dec 2017 → 13. Dec 2017

Initiativtager til og formand for organisering af: Seminar om kvalitative metoder i bevægelses- og idrætspædagogisk forskning

Elbæk, L. (Participant)

29. Nov 2017

Richard Tinning

Elbæk, L. (Host)

28. Nov 2017 → 6. Dec 2017

Breddeinnovation - "måske breaking news"

Elbæk, L. (Participant)

6. Nov 2017

Fostering innovative minds for the sports industry

Elbæk, L. (Guest lecturer)

9. Oct 2017

Introducing Player-driven Video Analysis to Enhance Reflective Soccer Practice

Hjort, A. (Guest lecturer), Elbæk, L. (Guest lecturer) & Henriksen, K. (Guest lecturer)

5. Oct 2017 → 6. Oct 2017

Model for Movement Innovation Learning (MMIL)

Elbæk, L. (Speaker) & Friis, J. J. (Other)

5. Oct 2017 → 6. Oct 2017

Idan Forum: Temagruppemøde i Odense

Elbæk, L. (Participant)

29. Aug 2017

Konference om 'Kroppsøvelse'

Elbæk, L. (Participant)

8. Jun 2017 → 9. Jun 2017

Idan Forum: Studietur til Eindhoven

Elbæk, L. (Participant)

23. Apr 2017 → 25. Apr 2017

Idan Forum: Temagruppemøde i Odense Sportscentrum

Elbæk, L. (Participant)

1. Mar 2017

Idan Forum, vært samt oplægsholder

Elbæk, L. (Guest lecturer)

7. Dec 2016

Afholdelse af Kick-off workshop for Handi-Wall projektet for PlayAlive

Elbæk, L. (Participant) & Hjort, A. (Participant)

26. Oct 2016

Natalia Stambulova

Elbæk, L. (Host)

24. Oct 2016 → 28. Oct 2016

RIO

Elbæk, L. (Participant)

1. Oct 2016 → 30. Nov 2016

Bevægelse og Læring: Krop i Undervisning for Trivsel Opmærksomhed og Sundhed

Elbæk, L. (Lecturer)

30. Sept 2016

From Innovation Theories to Applied Research at the Department of Sports Science and Clinical Biomechanics at SDU

Elbæk, L. (Lecturer)

22. Aug 2016 → 24. Aug 2016

Interactive School Furniture Increases Physical Activity of Pupils

Elbæk, L. (Guest lecturer)

22. Aug 2016 → 24. Aug 2016

Udvikling af version 2 af uddannelsesretningen: Idræt Innovation og Entreprenørskab

Elbæk, L. (Participant)

1. Aug 2016 → 31. Dec 2016

Natalia Stambulova

Elbæk, L. (Host)

23. May 2016 → 27. May 2016

SDU, RETSPSYKIATRISK KOMPETENCECENTER - SLAGELSE, Fælledvej 6. Bygning 3. DK-4200 Slagelse (External organisation)

Elbæk, L. (Participant)

4. May 2016

CAMPUS SLAGELSE OG BYMIDTE – EN KOBLING (Event)

Elbæk, L. (Peer reviewer)

19. Apr 2016 → 22. Jun 2016

BETT-Show

Elbæk, L. (Speaker)

21. Jan 2016 → 22. Jan 2016

WHINN

Elbæk, L. (Participant)

19. Oct 2015 → 22. Oct 2015

Research through design inspired by the Danish School Reform

Elbæk, L. (Lecturer)

8. Oct 2015

Åbning af "Skolernes Hus"

Elbæk, L. (Participant)

31. Aug 2015

Thoughts and practice with ICT in sport, PE and Health

Elbæk, L. (Lecturer)

17. Aug 2015

AARE-UQ Health and Physical Education Theory and Method Conference

Elbæk, L. (Speaker)

19. Jun 2015 → 20. Jun 2015

Research at Department of Sports Science and Clinical Biomechanics and Knowledge Translation and Research in the School Reform

Elbæk, L. (Lecturer)

5. Jun 2015

Trends in Danish Education and Sport and the Sport Science and Health Education at University of Southern Denmark: An innovative approach to education and health

Elbæk, L. (Lecturer)

28. May 2015

Guided tour at Department of Sports Science and Clinical Biomechanics and ICT thoughts on coach education

Elbæk, L. (Lecturer)

15. May 2015

Department of Human Movement and Nutrition Science

Elbæk, L. (Visiting researcher)

23. Apr 2015 → 23. Aug 2015

FIIBLs åbningsseminar

Elbæk, L. (Participant)
4. Feb 2015

Konference med John Hattie – Visible Learning plus

Elbæk, L. (Participant)
20. Nov 2014

Smart Outdoor under projektet INNOVIRK

Elbæk, L. (Organizer)
7. Nov 2014 → 9. Nov 2014

Aktionsforskningskonference 2014

Elbæk, L. (Participant)
6. Nov 2014 → 7. Nov 2014

Game for Health Europe 2014

Elbæk, L. (Speaker)
27. Oct 2014 → 28. Oct 2014

Knowledge and results in the development of iMo Learn

Elbæk, L. (Speaker)
23. Oct 2014 → 24. Oct 2014

Human practicing

Elbæk, L. (Participant)
2. Oct 2014 → 3. Oct 2014

Fysisk Aktivitet og Læring: Bevægelse og Fag med Sundhed og Trivsel

Elbæk, L. (Other)
25. Sept 2014

Fysisk Aktivitet og Læring: Bevægelse og Fag med Sundhed og Trivsel

Elbæk, L. (Other)
8. Aug 2014

Fysisk Aktivitet og Læring: Bevægelse og Fag med Sundhed og Trivsel

Elbæk, L. (Lecturer)
5. Aug 2014 → 7. Aug 2014

Stil Skarpt på Læring, Bevægelse og Kommunikation - fysisk aktivitet og læring

Elbæk, L. (Lecturer)
5. Aug 2014

13th international conference on Interaction Design & Children

Elbæk, L. (Organizer)
17. Jun 2014 → 20. Jun 2014

the 13th international conference on Interaction Design & Children

Elbæk, L. (Organizer)
17. Jun 2014 → 20. Jun 2014

Universitetsundervisning og erhvervsinnovation

Elbæk, L. (Participant)

13. May 2014

Bevægelse i skolen - bevægende læring: Det er fedt at trykke den af, det er bare ikke så let, når man er vant til at sidde den af!

Elbæk, L. (Lecturer)

19. Mar 2014

Stil Skarpt på Læring, Bevægelse og Kommunikation

Elbæk, L. (Speaker)

5. Mar 2014

Fysisk aktivitet i undervisningen - bevægende læring: Bevægelse på Katrinedals skole - fysisk aktivitet og læring

Elbæk, L. (Lecturer)

4. Dec 2013

Bevægelse i Løjre kommune - bevægende læring

Elbæk, L. (Lecturer)

16. Nov 2013

The 7th European Conference on Games Based Learning

Elbæk, L. (Speaker)

2. Oct 2013 → 4. Oct 2013

Drøn på Læringen

Elbæk, L. (Lecturer)

30. Sept 2013

New World of Learning: Knowledge and results in the development of iMo Learn

Elbæk, L. (Lecturer)

10. Jun 2013 → 12. Jun 2013

Next Practice in Physical Education and Movement Science

Elbæk, L. (Organizer)

6. May 2013 → 8. May 2013

Udstilling af iMo Learn: Fysisk aktivitet og læring

Elbæk, L. (Other)

14. Feb 2013 → 17. Feb 2013

iMo Learn: Fysisk aktivitet og læring

Elbæk, L. (Other)

31. Jan 2013 → 1. Feb 2013

Bevægelse og læring

Elbæk, L. (Participant)

23. Nov 2012

Debatindlæg ved konferencen Created4Kids

Elbæk, L. (Lecturer)

15. Nov 2012

LoL-præsentation af iMo Learn: Bevægende læring i klasserummet

Elbæk, L. (Lecturer)

9. Nov 2012

LoL-præsentation af Digimovez: Børn kommunikerer ved brug af digital video

Elbæk, L. (Lecturer)

26. Oct 2012

LoL-præsentation af iMo Learn og FA og læring

Elbæk, L. (Lecturer)

26. Oct 2012

Workshop om Digimovez og Move 'n Learn

Elbæk, L. (Lecturer)

14. Sept 2012

Action Research (Journal)

Elbæk, L. (Peer reviewer)

27. Aug 2012

Development of Intelligent Play Practice for Trampolines

Elbæk, L. (Lecturer)

12. Jun 2012 → 15. Jun 2012

Børn kommunikerer ved hjælp af digital video

Elbæk, L. (Lecturer)

30. May 2012

LEGO Idea conference

Elbæk, L. (Participant)

17. Apr 2012

Elever kommunikerer gennem digital video i idræt

Elbæk, L. (Lecturer)

9. Feb 2012

BETTshow

Elbæk, L. (Participant)

11. Jan 2012 → 14. Jan 2012

Designevent for udvikling af skoleinventar til fysisk aktivitet og læring

Elbæk, L. (Organizer)

5. Jan 2012

Seminar for udvikling af inventar til fysisk aktivitet og læring

Elbæk, L. (Organizer)

9. Dec 2011

"Why do we bother?"

Elbæk, L. (Organizer)

2. Dec 2011

Viden om idræt – Idræt og læring

Elbæk, L. (Participant)

1. Dec 2011

kultur og læring

Elbæk, L. (Participant)
30. Nov 2011

Fysisk aktivitet og produktinnovation: Samarbejde med private virksomheder i udvikling af produkter og services til børn og tweens inden for 'Krop og Bevægelse', 'Leg og Læring'

Elbæk, L. (Speaker)
11. Nov 2011

KIF-Konsensuskonference 'fysisk aktivitet og læring'

Elbæk, L. (Participant)
25. Oct 2011 → 27. Oct 2011

Partnerseminar GorillaPark

Elbæk, L. (Organizer)
15. Jun 2011

Netværksdag - Leg, krop, teknologi

Elbæk, L. (Organizer)
29. Apr 2011

Læring ved Intervention med Digitale Værktøjer i Idrætslæreruddannelsen: Der er ikke noget så teoretisk som en udfordret praksis

Elbæk, L. (Lecturer)
7. Feb 2011

Læring ved Intervention med Digitale Værktøjer i Idrætslæreruddannelsen: Der er ikke noget så teoretisk som en udfordret praksis

Elbæk, L. (Lecturer)
7. Feb 2011

Praktikteori i tværvetenskaplig rörelse lärande – observation, imitation och kommunikation

Elbæk, L. (Other)
7. Feb 2011

Flow i børn, oplevelser og produkter

Elbæk, L. (Organizer)
31. Jan 2011

BETTshow.com

Elbæk, L. (Participant)
12. Jan 2011 → 15. Jan 2011

Nordic Movement Solution

Elbæk, L. (Participant)
30. Nov 2010

Udviklingsseminar for det interaktive sans og motorikstimuleringsrum 'MeeWeeRoom'

Elbæk, L. (Consultant)
25. Oct 2010

Praktikteori i tværvetenskaplig rörelse lärande – observation, imitation och kommunikation

Elbæk, L. (Other)
2. Oct 2010

Project management for researchers

Elbæk, L. (Participant)

1. Oct 2010 → 16. Dec 2010

Efterskolegymnastik – muligheder og forpligtigelser

Elbæk, L. (Lecturer)

15. Sept 2010

Det EU-støttede erhvervsudviklingsprojekt Leg og Læring - Kids n' Tweens Lifestyle (External organisation)

Elbæk, L. (Member)

30. Aug 2010 → 31. Aug 2010

Det EU-støttede erhvervsudviklingsprojekt Leg og Læring - Kids n' Tweens Lifestyle (External organisation)

Elbæk, L. (Member)

26. Aug 2010 → 27. Aug 2010

Arrangør af Leg og Læring – Kids n' Tweens Lifestyle netværkstur til København (External organisation)

Elbæk, L. (Member)

28. Apr 2010

Det EU-støttede erhvervsudviklingsprojekt Leg og Læring - Kids n' Tweens Lifestyle (External organisation)

Elbæk, L. (Member)

10. Feb 2010

Vinteruniversitet om Innovation, Syddansk Universitet

Elbæk, L. (Participant)

13. Jan 2010 → 15. Jan 2010

Praktikteori i tværvetenskaplig rörelse lärande – observation, imitation och kommunikation

Elbæk, L. (Other)

19. Sept 2009

University of Southern Denmark (External organisation)

Elbæk, L. (Member)

1. Aug 2009 → 31. Dec 2010

Sundhedsstyrelsens Trampolinindstilling: Nye anbefalinger for undervisning hvor trampoliner indgår

Elbæk, L. (Lecturer)

2. Apr 2009

Sundhedsstyrelsens Trampolinindstilling: Om brug af trampolin i skolens idrætsundervisning

Elbæk, L. (Lecturer)

2. Apr 2009

Learning Through E-learning Intervention within the Education of PE-Teachers

Elbæk, L. (Lecturer)

5. Mar 2009 → 7. Mar 2009

NFPF/NERA kongres : 37th Annual Congress of the Nordic Educational Research Association

Elbæk, L. (Participant)

5. Mar 2009 → 7. Mar 2009

Lærerudviklingsprogram om anvendelse af video i idrætsundervisning under LIKA-projektet

Elbæk, L. (Lecturer)

2. Feb 2009 → 20. Apr 2009

Videodata – hvordan og hvorfor i et aktionsforskningsstudie med e-læringsintervention

Elbæk, L. (Lecturer)

22. Jan 2009

Videodata – hvordan og hvorfor i et aktionsforskningsstudie med e-læringsintervention: Hvordan blev den bold spillet?

Elbæk, L. (Lecturer)

22. Jan 2009

Gymnastik- och Idrottshögskolan, Stockholm

Elbæk, L. (Visiting researcher)

1. Nov 2008 → 15. Apr 2009

Gymnastik- och Idrottshögskolan, Stockholm

Elbæk, L. (Visiting researcher)

1. Nov 2008 → 15. Apr 2009

Multidisciplinary Praxis Theory in Movement Learning: Multidisciplinary Praxis Theory in Movement Learning -observation, imitation and communication

Elbæk, L. (Lecturer)

27. Sept 2008

Praksisteori i tværvetenskabelig rörelseläring

Elbæk, L. (Lecturer)

27. Sept 2008

Bevægelseslæring og videofeedback - viden og imitation

Elbæk, L. (Lecturer)

1. Jul 2008

Deltagelse i Nordisk RedskabsGymnastikNetværks workshop på Malmö og Københavns Universitet : Parkour, street movement og nye akrobatiske bevægelsesformer

Elbæk, L. (Participant)

15. Apr 2008 → 17. Apr 2008

Nordisk RedskabsGymnastikNetværks workshop

Elbæk, L. (Participant)

15. Apr 2008 → 17. Apr 2008

The new goal-orientation of research strategies

Elbæk, L. (Participant)

5. Mar 2008 → 8. Mar 2008

Kvalitativ metode. Ph.d.-kursus i forbindelse med NERA-konference

Elbæk, L. (Participant)

4. Mar 2008 → 5. Mar 2008

Ph.d.-kursus i forbindelse med NERA-konference : Forskningsmetoder i pædagogik

Elbæk, L. (Participant)

4. Mar 2008 → 5. Mar 2008

Tværvideenskabelig bevægelseslæring og videofeedback: - observation, imitation og kommunikation

Elbæk, L. (Lecturer)

26. Feb 2008

Tværvideenskabelig Bevægelseslæring - et spørgsmål om kommunikation

Elbæk, L. (Lecturer)

12. Feb 2008

Lærerudviklingsprogram om anvendelse af video i idrætsundervisning under LIKA-projektet

Elbæk, L. (Organizer)

2. Feb 2008 → 20. Apr 2009

Læring gennem e-læringsinterventioner i uddannelsen af idrætslærere

Elbæk, L. (Lecturer)

15. Nov 2007

E-learn i praksis: Hvordan kan e-læring integreres i den almindelige undervisnings- og læringspraksis

Elbæk, L. (Lecturer)

19. Sept 2007

DUN konference : Gode studie- og læringsmiljøer og effektiviseringer? Kan de to ting forenes

Elbæk, L. (Participant)

31. May 2007 → 1. Jun 2007

Scaffolding learning - web 2.0 and e-portfolios

Elbæk, L. (Participant)

7. May 2007 → 8. May 2007

IKT i idrætsuddannelse og -undervisning - kan også være e-læring

Elbæk, L. (Lecturer)

12. Mar 2007

Arbejdsgruppe vedrørende trampolinregulativ (External organisation)

Elbæk, L. (Member)

1. Jan 2007 → 31. Dec 2007

Focus (Journal)

Elbæk, L. (Editor)

1. Jan 2007 → 31. Dec 2009

University of Southern Denmark (External organisation)

Elbæk, L. (Member)

1. Jan 2007 → 30. Jun 2009

Focus (Journal)

Elbæk, L. (Peer reviewer)

1. Jan 2001 → ...

Fyns SportsCollege (External organisation)

Elbæk, L. (Member)

1. Jul 1998 → 31. Dec 2007

Prizes

Læring ved intervention med digitale værktøjer i idrætslæreruddannelsen: Der er ikke noget så teoretisk som en udfordret praksis

Elbæk, L. (Recipient), 22. Nov 2010

The DSEB's innovation and entrepreneurship prize

Elbæk, L. (Recipient), 26. Nov 2021

Press / Media

90 elever skal tænke for kommunen

Elbæk, L.

14/12/2018

1 Media contribution

90 gymnasieelever skal tænke for kommunen

Elbæk, L.

13/12/2018

1 Media contribution

Bagsideidræt ramt af skandale: Ekspert rystet over sikkerheden - idrætsgren udelukket - redaktør sporløst forsvundet

Elbæk, L.

16/07/2008

1 Media contribution

Boldspil i havetrampoliner

Elbæk, L.

16/07/2008

1 Media contribution

Campus-vinderforslag skal give Slagelse et grønt gennembrud

Elbæk, L.

23/06/2016

1 item of Media coverage

DR1 TV Avisen 12.00

Elbæk, L.

15/10/2021

1 Media contribution

Fællesskab gør mænd sundere

Elbæk, L.

30/05/2018

1 Media contribution

Fysisk aktivitet hjælper skoleelever til topkarakterer

Elbæk, L.

01/06/2016

1 Media contribution

Havetrampolin er for alle - også for voksne

Elbæk, L.

06/07/2018

1 Media contribution

Havetrampolin er for alle - også for voksne

Elbæk, L.

06/07/2018
1 Media contribution

Havetrampolin er for alle - også for voksne
Elbæk, L.
06/07/2018
1 Media contribution

Havetrampolin er for alle - også for voksne
Elbæk, L.
06/07/2018
1 Media contribution

Her er stolen, du ikke kan sidde stille på
Elbæk, L.
16/03/2016
1 Media contribution

Hop sikkert på trampolin og undgå slemme skader
Elbæk, L.
31/03/2017
1 item of Media coverage

Hop sikkert på trampolin og undgå slemme skader
Elbæk, L.
31/03/2017
1 item of Media coverage

Interaktivt møbel: Forskere, virksomheder og elever har i fællesskab udviklet et interaktivt skolemøbel
Elbæk, L.
12/12/2012
1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden
Elbæk, L.
26/03/2018
1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden
Elbæk, L.
26/03/2018
1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden
Elbæk, L.
26/03/2018
1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden
Elbæk, L.
26/03/2018
1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden
Elbæk, L.
26/03/2018

1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden

Elbæk, L.

26/03/2018

1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden

Elbæk, L.

26/03/2018

1 Media contribution

Mænd kæmper i lokale fællesskaber mod sofa-rygraden

Elbæk, L.

26/03/2018

1 Media contribution

MØBLER KAN GØRE BØRN KLOGERE

Elbæk, L.

31/05/2013

1 Media contribution

Move and learn

Elbæk, L.

17/06/2016

1 Media contribution

Pas på havetrampolinen - den spraker igen: Se følgende artikel i

BT: <http://www.bt.dk/article/20090509/nyheder/705070013/>

Elbæk, L.

09/05/2009

1 Media contribution

Physical activity and game-based learning: maybe your next step in engaging students

Elbæk, L.

24/05/2019

1 Media contribution

Rundbold er for hårdt for børn

Elbæk, L.

18/04/2015

1 item of Media coverage

SDU lukker 19 uddannelser - se listen

Elbæk, L.

12/05/2023

1 Media contribution

Stolen, du ikke sidder på

Elbæk, L.

29/03/2016

1 Media contribution

Sundhed med leg og konkurrence

Elbæk, L.

28/04/2017

1 item of Media coverage

Syddansk Universitet rykker på startups

Elbæk, L.

14/10/2020

1 Media contribution

Trampolinen vender tilbage til skolen

Elbæk, L.

14/05/2009

1 Media contribution

Trampolinskader rammer tusinder hvert år: Trampolinskader har været i kraftig stigning i Danmark de seneste 10 år. Langt de fleste skader kan undgås, hvis man overholder en række simple sikkerhedsregler

Elbæk, L.

18/04/2009

1 Media contribution

TV2 Nyheder: Børn dyrker motion i fitnesscenter

Elbæk, L.

12/01/2008

1 Media contribution

Vip med stolen og bliv klogere: Verdens første interaktive læringsmøbler er udviklet på SDU. De er nu sat i produktion og er allerede populære i både ind- og udland

Elbæk, L.

16/03/2016

1 Media contribution

Vip på stolen og bliv klogere

Elbæk, L.

08/04/2016

5 items of Media coverage

Vip på stolen og bliv klogere

Elbæk, L.

09/04/2016

1 item of Media coverage