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## Teaching portfolio

### Formal educational training

These study programmes, courses, and workshops have formed my teaching competencies:

- SDU Lecturer Training Programme, Centre for Teaching and Learning, 2023-2024. The courses in the programme include topics as:
  - Students as learners,
  - Research-based teaching,
  - Supervision, roles, and relation,
  - Feedback, peer-feedback, and rubrics.

Other

Communication training ("Klar Tale") based on the Calgary-Cambridge guide.

### Administrative tasks relating to education

I have been actively involved in administrative tasks related to education. E.g.,

- Course responsible for the clinical skills training course for medical trainees.

### Experience of study programmes, supervision and examinations

Pregraduate education:

Medical education:

- I taught lectures and served as an examiner for the preclinical course.
- Served as internal examiner

Master of Physiotherapy and Psychology

- Supervised master students.
- Served as internal examiner

Clinical biomechanics and master of rehabilitation:

- Taught lectures on rehabilitation in theory and practice.
- Served as internal examiner.

### Teaching philosophy

My teaching philosophy is anchored in the principle of research-based learning, where critical analysis and evidence inform every aspect of instruction. I advocate for a reflective and interactive educational environment, using strategies such as Flipped Learning to stimulate active engagement and promote the practical application of theoretical knowledge. Through rigorous academic discourse and tailored support, my objective is to cultivate students' intellectual independence and prepare them for the complexities of their future professions.

### Methods, material, and tools

My teaching practice emphasises not only the acquisition of knowledge but also the development of critical thinking, problem-solving, and hands-on skills necessary for future healthcare professionals. I try to create a learning environment where students engage with content, question assumptions, and apply their learning to real-world situations.

My educational choices, influenced by my teaching philosophy, manifest in various aspects of my role:

Planning of Teaching Courses: I design modular and adaptable curricula, allowing for integrating the latest research findings into the syllabus.

Teaching in Large Groups: I combine lectures and interactive discussions, leveraging technology to enhance engagement and understanding.

Small Group Teaching: I try to foster an environment of peer-to-peer learning and critical reflection, ensuring that every student's voice is heard and valued.

Supervision and Assessment: I assess students not only on their knowledge but also on their ability to apply this knowledge practically, providing feedback that is constructive and aimed at fostering growth.