

Undervisningsportfolio

Formal Pedagogical Education

2019Lecturer Training Program (Universitetspædagogikum), University of Southern Denmark, requiring approx. 270 hours of participant work (10 ECTS). Peer-reviewed article publicized on the final developmental project:

<https://tidsskrift.dk/lom/article/view/119678>

2016Certified teacher and instructor in the International Child Development Program (ICDP), Levels 1, 2, 3, Institut for Relationspsykologi, Roskilde/Skive.

Administrative Tasks

2023-pres.Module coordinator for the course: Epistemology. Study Board for Audiology and Logopedics, Faculty of Humanities, University of Southern Denmark.

2020-2021 Development and organization of teaching doctors and nurses at Rigshospitalet in the conversation concept: "Conversations about Life and Treatment."

2018-pres.Development and organization of the continuing education program for healthcare professionals in hospice and palliative care in Spiritual care and Conversation, Denmark.

2015-2017Development of education, learning objectives, and the organization of teaching and curriculum for the Relationship Competence Course. Institut for Relationspsykologi, Roskilde.

2014-2015Psychology and exam anxiety courses at the Faculty of Humanities, University of Southern Denmark. Applied for funding, and responsible for organizing, conducting, and evaluating courses with 2 groups of 25-30 students.

2013-2015Responsible for the study program, learning objectives, and the organization of teaching and curriculum for the subject: Psychology. Study Board for Audiology and Logopedics, Faculty of Humanities, University of Southern Denmark.

Teaching, Supervising, and Examinations

2021-pres.PhD main supervisor, Research Unit for General Practice, Department of Public Health, University of Southern Denmark (currently supervising three ongoing projects scheduled for completion in 2024, 2025, and 2026).

2018-pres.MA supervisor and PhD co-supervisor at the Department of Public Health, University of Southern Denmark. External censor.

2018-pres. Spiritual care and conversation for healthcare professionals in hospice and palliative care, Denmark.

Interactive workshop teaching.

2017-pres.Epistemology for audiology and logopedics students. Faculty of Humanities, University of Southern Denmark. Internal censor.

2017-2020Health Psychology for medical students. University of Southern Denmark. Internal censor.

2017-2019Epistemology for medical, chiropractic, and pharmacy students. University of Southern Denmark. Internal censor.

2015-2017ICDP courses, level 1 and 2 (International Child Development Program) for 6-8 groups per year of 14-20 teachers, pedagogues, or health professionals Certified training program with an exam assignment and internal censor.

2015Psychology of Welfare Technology. Mærsk McKinney Møller Institute, Faculty of Engineering, University of Southern Denmark. External censor.

2014-pres.Appointed censor at the Censor Corps for Psychology at the Universities in Denmark (Censorkorpset). 75-125 working hours per semester.

2014-2015Psychology and exam anxiety. Faculty of Humanities, University of Southern Denmark.

2013-2015Psychology for audiology and logopedics students., Faculty of Humanities, University of Southern Denmark. External censor.

2007-2011Psychology and counseling. Kolding Internationale højskole. Internal exams

2009-2011Psychology of religion, developmental psychology, and personality psychology. The People's University (Folkeuniversitetet) in Herning, Aarhus, Kolding, Odense

2007-2008Psychology, sociology, and communication. Education in Nutrition and Health. SUHR's seminar (now Metropolitan University College). Classroom - and e-learning teaching. External censor.

Teaching Methods

Lectures, group teaching, flipped classroom teaching, moderation of group work, practical teaching in psychological skills laboratory, web-based teaching, and interactive workshops.

Teaching Philosophy

I aim to teach in ways that both educate and form (uddanne og danne) the students to relate to themselves, community, society, and their academic/practical field in a critical and reflective manner. The goal is to prepare the students to become engage and capable of acting in the complexity presented to them, both in the specific teaching situation as well as in their future jobs.

To achieve this, I have changed my teaching approach from being primarily research-led and/or research-supported, such as lectures and plenary discussions, to a more research-oriented and/or research-based approaches (cf. Healey's definitions). I want the students during the face-to-face teaching to be active regarding academic issues, questions, and methods. This requires me, as the teacher, to be clear about expectations for the students' preparation and role in the teaching situation, for example, that they have read, viewed digital materials, and addressed the issues necessary to actively participate in research-based teaching.

I aim for students, through the teaching situation, to gain the ability to engage and act in the complexity presented in the subject. Students work with academic issues in ways that allows them to understand, solve, and formulate complex questions and challenges. I organize the teaching in a research-oriented manner, where students first learn how to discuss and justify epistemological, ethical, or practice-related issues, then they must work theoretically to design a project or a problem relevant to their own field, where they critically reflect and argue academically for the choices/omissions of methods and approaches.