Teaching Portfolio

Reflection on my own teaching practice including philosophy and method

My teaching includes classroom learning activities that involve abstract knowledge. In these situations, I seek both to transfer knowledge to the students as well as to get the students to expand and convert the knowledge they are taught. Thus, the teaching becomes an interactional process in which both I (as a teacher) and the students are responsible for the learning. This approach to the learning process requires active and communicative students, which at times can be challenging in university teaching. A major factor in my teaching has been to match expectations for the goal of teaching between me as the teacher and the students. I also have teaching situations where abstract knowledge is combined with use of learned knowledge in practical situations. Here my approach to teaching is inspired by the Situated Learning Theory developed by Jean Lave. This theory gives me the opportunity to perceive learning as embedded within activity, context, and culture. In this way of understanding the learning process knowledge needs to be presented in settings and situations that would normally involve that knowledge. Essential components of situated learning are social interaction and collaboration which become an important part of the framework of my teaching practice.

As a teacher my focus is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. Therefore, it is essential that the intended outcomes, the teaching method, and the assessment tasks are aligned to each other. My teaching method comprises lecture in order to transfer knowledge to the students. This is combined with activities such as case-/problem-based tasks, journal clubs, group discussions, roleplay that give the students opportunity to improve their learning. I feel that this kind of teaching allows me (as the teacher) and the students to reflect on the teaching material. In addition, these activities can be an effective method to motivate students and thereby promote active learning, develop critical thinking, and promote communication skills on the subject being taught. E-learning has been a useful platform as an element in the process of student's development. With this tool it is possible to motivate students to discuss and exchange experiences. This activity can help students to reflect on their own practice.

My teaching philosophy also applies to my role as supervisor. Here there is an explicit task in supporting the students to achieve the very precise goals relating to completing a bachelor, master, or PhD, writing a thesis or manuscript etc. In this regard student-centered supervision is important. I use Appreciative Learning as an approach to recognize the student's strengths and to support them in further developing and building upon these in order to enhance their learning and for the students to reach the expected level of knowledge, skills, and competencies.

Teaching and supervision experiences and skills

I have gained broad experience in teaching and supervising students at various levels, such as bachelor students, master students, and PhD students. In addition, I have served as postdoctoral mentor to researcher colleagues in my research unit. About the bachelor level, both teaching and supervision has been mono disciplinary, whereas teaching and supervision on master level and PhD level has been interdisciplinary. I have taught in various fields in the health care area and at different health care educations including Bachelor of Medical Sciences, Master of Science in Nursing, Master of Science in Health (Midwifery, Occupational Therapy), Master of Science in Physiotherapy, and Professional Master's Programme in Rehabilitation. I have experiences with the involvement of research-based knowledge in teaching and with the involvement of students in research projects related to their bachelor project and master thesis. My experience with pre- and postgraduate teaching and supervision are elaborated in the paragraph describing my experiences regarding study programs, supervision, and examinations.

Formal educational training

I have completed a formal educational training and participated in courses that support my teaching practice.

June 22-23, 2009 Teaching course in clinical communication
December 11, 2012 Supervision – roles and relations (3/4 ECTS)
April 24, 2013E-portfolio (½ ECTS)
October 2, 2013 Enable your students with discussion forums, blogs and wikis (½ ECTS)
November 6, 2013 E-portfolio as learning and evaluation tool (½ ECTS)
December 2012 – December 2013 Lecturer Training Programme (8 ECTS)

Educational development and planning

I have been associated with the Professional Master's Programme in Rehabilitation at the SDU, where I was the overall coordinator for the optional specialization modules. Furthermore, I have been coordinator and responsible for the module 'Evidence-based Rehabilitation Practice' and the optional module on 'Chronic Illness'. At the Graduate Programme for Social Studies in Medicine I have been coordinator and responsible for the PhD seminar 'The body as a biological, social and cultural construction' and the 'Methodology Club' for PhD students and senior researcher. The courses and seminars are described in more details in the paragraph that provides an overview of my teaching and supervision activities. For the

modules at the Professional Master's Programme, rubrics was developed and used as part of the student-centered approach to teaching. The rubrics was used to grade the students work and to help the students to understand assessment in terms of transparent evaluation criteria, quality definitions and scoring strategy. The rubric has the potential to help students make dependable judgements about their own work that can inform improvement. During the last year, due to Corona, it has been necessary to reorganize all teaching into online lectures. It has necessitated new pedagogical considerations about activation of students that included teaching tools such as polls to activate students during a lecture.

Evaluation of teaching

In connection with my teaching at the University College and the University, the educational institutions handled the formal evaluation of my teaching. It has mainly been in the form of the students answering a short questionnaire. In addition, I ask for an informal verbal or written evaluation from the students at the end of my teaching when the teaching last a half-day or more. The evaluation is included in the planning of subsequent teaching.

Administrative tasks relating to education

Course manager/coordinator of 'Evidence-based Rehabilitation' at the Professional Master´s Programme in Rehabilitation, SDU: 2019-2020.
Appointed to appeals board concerning assessment of student examination complaint at the Faculty of Health Sciences, SDU: 2019.
Organizer of the 1st Summer School of Baltic Sea Region Network in Personalized Health Care at SDU: 2016.
Responsible for the optional specialization modules at the Professional Master's Programme in Rehabilitation, SDU: 2013-2014.
Course manager/coordinator of the optional module 'Patients with chronic disease' at the Professional Master's Programme in Rehabilitation, SDU: 2011-2013.
Course manager/coordinator of the PhD seminar 5 'The body as a biological, social and cultural construction' at the Graduate Programme for Social Studies in Medicine, PhD School, SDU: 2010-2013.
Coordinator of the 'Methodology Club' with Social Studies in Medicine, SDU: 2009-2018.

Overview of my supervision and mentor activities

POSTDOC LEVEL:
•Mentor for a postdoc at the Research Unit of Rehabilitation, the Department of Clinical Research, in connection with career development. A formal mentor programme has been developed to support the mentor function, 2020 - .
•Internal supervisor for a postdoc at the Research Unit of Rehabilitation, the Department of Clinical Research, in connection with her Lecturer Training Programme, 2018-2019. 16 hours of supervision.
•Internal supervisor for a researcher at OPEN, the Department of Clinical Research, in connection with her Lecturer Training Programme, 2015. 16 hours of supervision.

PHD LEVEL:
•Principal supervisor on 1 ongoing PhD project: PhD student at the Department of Clinical Research, SDU. The project examines early therapy to promote hand use in infants at risk of developing cerebral palsy, 2021 - .
•Co-supervisor on 2 pre PhD projects at the Department of Clinical Research, SDU: 1) The project will examine a ROBot assisted physical training of older patients during acUte hospitaliSaTion – a randomized controlled trial (ROBUST), 2020 -; 2) The project will investigate the chronicity of chronic rhinosinusitis, 2020 - .
•Co-supervisor on 1 ongoing PhD project: PhD student at the Department of Clinical Research, SDU. The project examines the use of an individualized APP in patients with inflammatory bowel disease, 2019 - .
•Principal supervisor on 1 completed PhD project: PhD student at the Department of Clinical Research. The project examines the impact of telemedicine in patients with severe chronic obstructive pulmonary disease, 2017 - 2020.
•Co-supervisor on 2 completed PhD projects: 1) PhD student at the Department of Clinical Research, SDU. The project examines the effectiveness of home training within the hematologic field, 2014 - 2020; 2) PhD student at the Department of Sports Science and Biomechanics at SDU. The project examined the effectiveness of interdisciplinary rehabilitation in the field of Neuro-Oncology, 2014-2018.

MASTER LEVEL:
•Main supervisor on a Master thesis, MSc in Physiotherapy, SDU: 'Patients with mild stroke and experiences with the use of information- and communication technology. A qualitative thesis with a hermeneutic perspective', 2021. 10 hours supervision + examination.
•Main supervisor on a Mater thesis, MSc in Physiotherapy, SDU: 'Interviews with health care professionals about their experiences with group supervision', 2020. 10 hours supervision + examination.
•Main supervisor on a Master thesis, MSc in Physiotherapy, SDU: 'Patients' Perspectives on Individual User Involvement in Neurorehabilitation', 2019. 10 hours supervision + examination.
•Main supervisor on a Master thesis, Professional Master's Programme in Rehabilitation, SDU: 'Telerehabilitation with Mitii for persons with brain injury: A systematic review', 2018. 10 hours supervision + examination.
•Main supervisor on a Master thesis, MSc in Physiotherapy, SDU: 'The impact of group supervision on practice and professional development: a qualitative interview study', 2018. 10 hours supervision + examination.
•Main supervisor on a Master thesis, MSc in Nursing, SDU: 'Discharge conversation with the postoperative cardiac patient

– a qualitative study', 2016. 10 hours supervision + examination.
•Main supervisor on a Master thesis, MSc in Physiotherapy, SDU: 'The current and future role of the physiotherapist in ER – a quantitative study', 2015. 10 hours supervision + examination.
•Co-supervisor on a Master thesis, MSc in Physiotherapy, SDU: 'On the experience of first occupational encounters of health professionals and immigrants: a qualitative systematic review', 2015. 4 hours supervision.
•Main supervisor on a Master thesis, Professional Master's Programme in Rehabilitation, SDU: 'Coherence between municipal services and everyday life during a rehabilitation process', 2014. 10 hours supervision + examination.
•Main supervisor on a Master thesis, Professional Master's Programme in Rehabilitation, SDU: 'A pilot study of the validation of the de Morton Mobility Index (DEMMI) in relation to people living at a nursing home in Copenhagen', 2011. 10 hours supervision + examination.
•Co-supervisor on a Master thesis at Danish School of Education, Aarhus University: 'When Will They Ever Learn? - Didactic Conditions Specially Important for Learning in Diabetes Education', 2009. 4 hours supervision.

BACHELOR LEVEL
Affiliated with the Physiotherapist programme at UCL, where I am the main supervisor on Bachelors' projects (in total 13 projects), 2015-2017:
October-January 2017: In total 12 hours of supervision + examination.
-Group 1, F714 (Low back pain: Patient perspective)
-Group 2, F614 (Pain threshold: Experimental study)
March-June 2017: In total 18 hours of supervision + examination:
-Group 1, F214 (Supraspinatus tendinopathy: Diagnostic test)
-Group 2, F214 (Supraspinatus tendinopathy: Diagnostic test)
-Group 3, F114 (GERD and IMT: Systematic Review)
March-June 2016: In total 24 hours of supervision + examination:
-Group 1, F213 (Karmakidz: Mixed Method)
-Group 2, F313 (Cancer: Qualitative Method)
-Group 3, F313 (Health Technology: Qualitative method)
-Group 4, F213 (Pain theory: Questionnaire)
October-January 2015: In total 24 hours of supervision + examination:
-Group 1, F612 (CABG patients: Qualitative method)
-Group 2, F612 (CABG patients: Qualitative method)
-Group 3, F712 (Myelomatosis: Qualitative method)
-Group 4, F612 (Stroke: Qualitative method)

Co-supervisor on a Bachelor project at the Physiotherapist programme, CVSU-Fyn: 'Patient brief case – telemedicine training for patients with COPD, from a patient-centered perspective', 2012. 4 hours supervision.
Co-supervisor on a Bachelor project at the Physiotherapist programme, CVSU-Fyn: 'Shoulder problems in patients with type 1 diabetes', 2006. 4 hours supervision.

An overview of my teaching activities

PHD LEVEL:
•Summer School of Baltic Sea Region Network in Personalized Health Care, 2016 - : The purpose of the Summer School for PhD students is to learn new aspects of health sciences and present and obtain feedback on the students' assignments in a supportive peer atmosphere. The extent of the Summer school is three (3) ECTS credits. Moreover, the purpose of the Summer school is to strengthen the collaborative Baltic Sea Region network.
-2 hours lecture about societal impact in rehabilitation research at the 4th Summer School
-1 hour lecture about writing a research grant proposal at the 3th Summer School.

•The Graduate Programme for Social Studies in Medicine, SDU. 'Hard work and creativity. A course in qualitative analysis', 2014:
The aim of the course was to introduce PhD students to analysis of qualitative data in health research and to reflections regarding the analytical process. In the course the implications of theory and analytical reflections for the qualitative research process was discussed, and the implications of the analytical process for the creation of knowledge. The teaching took place as lectures, discussions, the PhD students own writing, and critical feedback among participants. All the participants had to write an essay of maximum 5 pages and share the essay with the other participants at the course. The last day of the course took departure in the essays of the participants and the analytical reflections and experiences voiced in the essays.
-April 10-11 and May 15, 2014: in total 21 confrontation hours

•The Graduate Programme for Social Studies in Medicine, PhD School, SDU. 'PhD seminar 5: The body as a biological, social and cultural construction', 2010-2013:
The seminar focused on bodily potentials and ailments that reach beyond traditional disciplinary boundaries. Because the body is a central issue when it comes to health and illness, the seminar aimed at bringing clarity to how we understand the body as a concept in research. The overall aim of the seminar was to inspire PhD students to become aware of connections between the body as a biological, a social and a cultural construction. This was to stimulate ongoing research projects regarding health and illness. The seminars supports theoretical and strategic approaches to knowledge and the production of knowledge in health science, and the seminar invites for reflections regarding the role, content and

development of social studies in medicine. The seminar was composed of lectures and discussions.
-August 29-30, 2013: 2 days, in total 10 confrontation hours
-August 26-27, 2010: 2 days, in total 10 confrontation hours

•'Methodology Club', 2009-2018:
The Methodology Club works as a networking and discussion forum for researchers and PhD students working with Social Studies in Medicine and applying qualitative methods and/or a combination of qualitative and quantitative methods in their projects. Every meeting will have a special focus on specific themes connected to relevant methodical and analytical issues. The themes of the meetings are based on suggestions of the participants. A senior researcher is present at each meeting. The discussions at the meetings may take departure in a published text or be based on the participants' own material – i.e. sound clips from interviews, transcriptions etc. We encourage participants to engage in and initiate discussions at the meetings. 4 meetings of 2 hours were arranged each semester.
Teaching in qualitative method and publication under the auspices of the Methodology Club:
-March 11, 2014: 2 confrontation hours
-May 27, 2014: 2 confrontation hours

MASTER LEVEL:
•Humanistic research approaches in health sciences at the MSc in Occupational therapy, Nursing, and Midwifery, SDU, 2019-:
The module focuses on key humanistic approaches to generating, processing, and analyzing data, as well as dissemination of research findings. Ethical challenges in humanistic research are presented and discussed.
-Spring 2021: 12 confrontations hours + evaluation of written assignments
-Spring 2020: 20 confrontations hours + evaluation of written assignments
-Spring 2019: 20 confrontations hours + evaluation of written assignments

•Evidence-based Rehabilitation at the Professional Master´s Programme in Rehabilitation, SDU, 2019-2020:
The module used various approaches to teaching such as large lectures, small group tutorials, CAT based exercises, and plenary discussions were integrated into the delivery of this module to provide teaching methods reflective of how to practice evidence-based Rehabilitation.
-Autumn 2020, 4 attendance days + evaluation of written assignments
-Autumn 2019, 4 attendance days + evaluation of written assignments

•Rehabilitation needs: Functioning and disability an optional module at the Professional Master's Programme in Rehabilitation, SDU, 2018.
The lecture focused on functioning and disability in a historical perspective and looked at the tension field between a disease-oriented understanding and social-oriented understanding of functioning. Identification of the need for rehabilitation and palliation was discussed with emphasis on elements in ethical judgment and professional judgment. The teaching takes place as lectures and group discussions.
-November 25, 2018: 4 confrontation hours

•Implementing technologies and knowledge in Rehabilitation at module 5 "Evidence-based practice. Critically consideration of examination, intervention and evaluation in physiotherapy practice'. MSc in Physiotherapy, SDU, 2018- :
The aim was to give the student knowledge about models of knowledge translation and strategies to implement new technologies, procedures, and interventions in rehabilitation. The students should get competences to include this knowledge when discussing how to improve the practice. The teaching was given as a lecture combined with group exercise.
-Marts 17, 2021: 4 confrontations hours
-Marts 19, 2020: 4 confrontations hours
-Marts 14, 2019: 4 confrontations hours
-Marts 12, 2018: 4 confrontations hours

•Project management at module 3 "Evidence-based practice: Critically consideration of examination, intervention and evaluation in physiotherapy practice and project management', MSc in Physiotherapy, SDU, 2016-2017.
This lesson aims to share my 10 years of experience with project management in health care with the students. I illustrate elements that can help to facilitate the implementation of healthcare projects. Through examples I discuss various challenges that may be present at the implementation of healthcare projects. The teaching is primarily given as a lecture.
-February 28, 2017: 2 confrontation hours
-March 10, 2016: 2 confrontation hours

•Functioning and disability at module 4 "Rehabilitation and Palliative Care', MSc in Nursing, SDU, 2015-2017:
The teaching focuses on functioning and disability in a historical perspective and looks at the tension field between a disease-oriented understanding and social-oriented understanding of functioning. Identification of the need for rehabilitation and palliation is discussed with particular emphasis on elements in ethical judgment and professional judgment. The teaching takes place as lectures and group discussions.
-September 28, 2017: 4 confrontation hours
-September 19, 2016: 5 confrontation hours
-September 21, 2015: 5 confrontation hours

•Journal Club at the Professional Master's Programme in Rehabilitation, SDU, 2013-2014.

•The course of rehabilitation at module 4 'Rehabilitation', the Professional Master's Programme in Rehabilitation, SDU. 2013-2016:
The different phases of the rehabilitation process were discussed with the students taking the students practical experiences as a starting point. There was drawn on ICF and Wades Rehabilitation model as a theoretical framework. The form of this class was plenary discussions and group discussions.
-February 12, 2016: 3 confrontation hours
-February 20, 2015: 3 confrontation hours
-February 7, 2014: 3 confrontation hours
-March 15, 2013: 4 confrontation hours

•Patients with chronic disease, optional module at the Professional Master's Programme in Rehabilitation, SDU, 2011-2013:
Through plenary presentations, plenary discussions and group work theoretical approaches to rehabilitation and chronic illness was examined. The principles for preparing and implementing a plan for rehabilitation were presented, and reflections on how this would have impact on the everyday life of people with chronic diseases were discussed. The students had to submit a final written paper at the end of the module.
Class in spring semester 2013: In total 14½ confrontation hours + evaluation of written assignments
-January 3, 2013: 2½ confrontation hours
-January 4, 2013: 5½ confrontation hours
-January 24, 2013: 5½ confrontation hours
-January 25, 2013: 1 confrontation hour
Class in fall semester 2012: In total 14½ confrontation hours + evaluation of written assignments
-September 7, 2012: 2½ confrontation hours
-September 8, 2012: 5½ confrontation hours
-September 28, 2012: 5½ confrontation hours
-September 29, 2012: 1 confrontation hour
Class in spring semester 2012: In total 9 confrontation hours + evaluation of written assignments
-January 20, 2012: 2½ confrontation hours
-January 21, 2012: 5½ confrontation hours
Class in fall semester 2011: In total 14½ confrontation hours + evaluation of written assignments
-October 7, 2011: 2½ confrontation hours
-October 8, 2011: 5½ confrontation hours
-October 28, 2011: 5½ confrontation hours
-October 29, 2011: 1 confrontation hour

•External examiner for to classes at the Professional Master's Programme in Rehabilitation, SDU, 2012: 39 written papers.

•External examiner for to classes at the Professional Master's Programme in Rehabilitation, SDU, 2011: 40 written papers

•External examiner for 1 class at the Professional Master's Programme in Rehabilitation, SDU, 2011: 9 written papers

BACHELOR LEVEL:
•Public Health and Epidemiology at module 10 at the Physiotherapy programme, UCL, Odense, 2017:
The module should give the students insight into and be able to apply key epidemiological concepts, including epidemiological study design. Focus was on the basic epidemiological concepts for the collection and analysis of epidemiological data and the use of epidemiological studies. The teaching consisted of plenary lecture, group work and plenary presentation and discussion of group work.
Class F215/315: In total 8 confrontation hours
-May 8, 2017: 3 confrontation hours
-May 16, 2017: 3 confrontation hours
-May 24, 2017: 3 confrontation hours

•Philosophy of Science at module 7 at the Physiotherapy programme, UCL, Odense, 2016:
The module was based on key theoretical concepts of science and different discourse of ontology and epistemology was examined. The teaching consisted of plenary lecture, group work and plenary presentation and discussion of group work.
Class F614: In total 8 confrontation hours
-March 22, 2016: 2 confrontation hours
-March 23, 2016: 2 confrontation hours
-March 30, 2016: 2 confrontation hours
-April 1, 2016: 2 confrontation hours

•Fall prevention at module 11 'Gerontological Physiotherapy', the Physiotherapy Programme, UCL, Odense, 2015.
-September 2, 2015: 4 confrontation hours

•Clinical Communication, module B12 at the Medical Sciences/Medicine, SDU, 2011-2013:
The module was based on roleplay. The students should obtain communicative skills to be used in their practical training in the clinical practice. The Calgary-Cambridge guide to medical interview and communication process was used as a conceptual framework.
Group 1-B12, spring semester: In total 9 confrontation hours
-January 7, 2013: 3 confrontation hours
-January 14, 2013: 3 confrontation hours
-January 21, 2013: 3 confrontation hours
Group 2-B12, spring semester: In total 21 confrontation hours
-April 9, 2013: 3 confrontation hours
-April 16, 2013: 3 confrontation hours
-April 23, 2013: 3 confrontation hours
-April 30, 2013: 3 confrontation hours
-May 7, 2013: 3 confrontation hours
-May 28, 2013: 3 confrontation hours
-June 4, 2013: 3 confrontation hours
Group 3-B12, fall semester: In total 21 confrontation hours
-October 22, 2013: 3 confrontation hours
-October 24, 2013: 3 confrontation hours
-November 5, 2013: 3 confrontation hours
-November 12, 2013: 3 confrontation hours
-November 19, 2013: 3 confrontation hours
-December 11, 2013: 3 confrontation hours
-December 16, 2013: 3 confrontation hours
Group 1-B12, spring semester: In total 9 confrontation hours
-January 3, 2012: 3 confrontation hours
-January 9, 2012: 3 confrontation hours
-January 12, 2012: 3 confrontation hours
Group 2-B12, spring semester: In total 9 confrontation hours
-May 30, 2012: 3 confrontation hours
-June 4, 2012: 3 confrontation hours
-June 6, 2012: 3 confrontation hours
Group 3-B12, fall semester: In total 9 confrontation hours
-October 30, 2012: 3 confrontation hours
-November 12, 2012: 3 confrontation hours
-November 19, 2012: 3 confrontation hours
Group 4-B12, fall semester: In total 8 confrontation hours
-November 26, 2012: 4 confrontation hours
-November 3, 2012: 4 confrontation hours
Group1-B12, spring semester: In total 8 confrontation hours
-January 6, 2011: 4 confrontation hours
-January 13, 2011: 4 confrontation hours

•Teaching medical student's module B9 in Clinical Communication, SDU, 2009-2010.
-February 8-25, 2010: 18 confrontation hours
-January 4-19, 2010: 12 confrontation hours
-September 7 – October 29, 2009: 18 confrontation hours

•Teaching medical students at module 3 in Knowledge and Information, SDU, 2008-2009.

•Teaching at Health Sciences diploma module no. 780 'Patientology, Patients with Diabetes' at CVSU – Continuing Education Odense and UC Southern Denmark, 2007-2009.