

Teaching portfolio

INTRODUCTION

Over the last two centuries, I have taught, supervised, and mentored in different contexts, mainly within the healthcare system. The learners have been students, trainees, patients, relatives, colleagues, and peers at all levels. Of institutions, I can mention Odense University Hospital, University College Lillebælt, University of Southern Denmark, Copenhagen Academy of Medical Education and Simulation, Region of Southern Denmark, and Hospital Sønderjylland, among others. As an educator, my teaching philosophy is rooted in fostering transformative learning experiences that empower individuals to construct meaning and understanding within their unique contexts. I envision a psychologically safe learning environment where learners are actively engaged in their learning journey, where knowledge is not simply transmitted but co-constructed through interaction and reflection.

Situated learning forms the foundation of my approach. Learning is most effective when it occurs within authentic contexts relevant to the learner's experiences. I believe in the power of reflection and reflection-in-action, and I encourage learners to examine their assumptions and experiences to deepen their understanding critically.

Furthermore, I embrace adult learning principles, recognising learners' diverse backgrounds and experiences and tailoring instruction to meet their individual needs. Interactions are central to my teaching, fostering collaboration, dialogue, and peer learning.

I advocate for flexible and adaptive teaching, utilising blended learning approaches and simulation-based training to create dynamic, interactive, and immersive learning experiences that prepare learners for real-world challenges. Through this approach, I aim to empower learners to acquire knowledge and develop the skills and mindset necessary for lifelong learning and success.

Teaching skills and education

Ongoing professional postgraduate teacher training (2025 -)

Instructor and teacher in the communication course "Den Gode Samtale" based on the Calgary-Cambridge Guide, (2023), (6 days).

Coach education, by Anni Kirk. Professional coach education in ICF's (International Coach Federation) key components and competencies (2015), (15 days).

Facilitator/Instructor II for Medical Simulation, Danish Institute for Medical Simulation Advanced instructor training focusing on complex simulation and debriefing, adult learning and the establishment of developing learning environments (2013), (4 days).

Facilitator I/instructor for Medical Simulation, Danish Institute for Medical Simulation Instructor training focuses on simulation as a learning tool to stimulate students for reflection, provide constructive feedback and create a safe learning environment (2009), (3 days).

Teaching management

2013 – 2023: Manager for Facilitator I/instructor for Medical Simulation, a 4-day course 3-4 times pr. year for qualified healthcare personnel to become a facilitator/instructor in medical simulation in the Centre of Simulation (SimC), Odense University Hospital

2010 – 2024: Manager for simulation-based training courses for doctors, nurses and assistant nurses (100-120 courses pr. year, e.g. Advanced Life Support, Intensive care nurses – beginners and advanced, Anaesthetic nurses – beginners and advanced, In situ simulation in Intensive Care and Recovery, Paediatric Intensive Care Nurses, the Acute Critical Ill Children) in the Department of Anaesthology and Intensive Care, Odense University Hospital, Denmark

2010 – 2022: Manager of the course for medical trainees (doctors), a 4-day mandatory acute training course in emergency medicine, resuscitation and transportation, 8-10 courses pr. year, pass/fail assessments

Teaching experience – lectures, supervision, and examination

Lectures and simulation-based training

- Diverse theoretical teaching of peers, professors, PhD students, and post-docs (2018 –) 3-hour course, 6 times a year (Ricoeur seminars, Human Health portfolio, CHI)
- Advanced thematic courses for Medical Simulation Facilitators (2018 –), 3-hour course, 6 times a year
- Facilitator course, Level 2, in Copenhagen Academy of Medical Education and Simulation, Odense University Hospital and Hospital Sønderjylland, Denmark, and in Norway and Sweden (2018 –), 4-day course, 1-3 times a year
- Facilitator course, Level 1, in Copenhagen Academy of Medical Education and Simulation, Odense University Hospital and Hospital Sønderjylland, Denmark, and in Norway and Sweden (2014 –), 4-day course, 6-8 times a year
- Communication training of qualified healthcare personnel, Calgary-Cambridge Guide, The Region of Southern Denmark, Denmark (2009 –), 4-16 hours courses, 30-40 courses pr. year
- Simulation-based team training of qualified healthcare personnel, The Region of Southern Denmark, Denmark (2023 –), 24 hours courses, 6-10 courses pr. year
- Medical trainees, Odense University Hospital, Denmark (2010 –), an acute training course in emergency medicine, resuscitation and transportation, 8-10 4-day courses pr. year, pass/fail assessments
- Medical students, Bachelor, University of Southern Denmark, Denmark (2023 –), teaching communication, Calgary-Cambridge Guide, 4-6 x 3-hour course 2 courses pr. year
- Medical students, Bachelor, University of Southern Denmark, Denmark (2018 –), teaching periphery venous catheter, 4-6

x 3-hour course pr. year

- Critical care nurses, Region of Southern Denmark, Denmark (2015 –), 2-4 x 2-day courses pr. year
- Nurse students, University College Lillebælt, Denmark (2012 – 2015), emergency care nursing, 6-8 x 1-day courses pr. year

Supervision

- Qualified healthcare personnel in ICU after critical events (2009 – 2024)

Supervision and examination at bachelor- and candidate level

Supervision

MSc. Nursing students, SDU (from 2023), Master thesis

MSc. Nursing students, SDU (from 2020), Module assignment

Medical students, SDU (from 2018), Master thesis

Critical care nurse students, OUH (from 2011), Essay

Examination

MSc. Nursing students, SDU (from 2023), Master thesis

Nurses, diploma in clinical supervisory, University Colleges in Denmark (2023 –), written exam

MSc. Nursing students, SDU (from 2020), written exam

Medical students, SDU (from 2018), oral exam

Critical care nurse students, DK (from 2013), written exam

Teaching skills and teaching philosophy – reflections on pedagogical tools and development of skills

My teaching philosophy centres on facilitating transformative learning experiences where learners actively construct knowledge within their unique contexts. Situated learning underpins my approach, recognising the efficacy of learning within authentic, relevant contexts. I foster reflection and reflection-in-action, encouraging students to examine assumptions and deepen their understanding critically.

Embracing adult learning principles, I tailor instruction to diverse learner backgrounds, ensuring individual needs are met. Interactions are pivotal, fostering collaboration and peer learning. I advocate for flexibility, utilising blended learning and simulation-based training to create immersive experiences that prepare learners for their challenges in clinical practice. Reflecting on my teaching methods, I recognise the need for ongoing skill development. Balancing flexibility with structure is vital, ensuring adaptability while maintaining instructional integrity. Embracing pedagogical tools such as simulations enhances engagement and real-world application. Continuous professional development hones my ability to create dynamic, interactive learning environments. As I evolve, I aim to empower learners with knowledge, critical skills, and a mindset for lifelong learning and success, aligning with my teaching philosophy of transformative education.