

## Formal pedagogical education

2014  
2014  
2014  
2014  
2014  
2011  
2010  
2010

## Administrative tasks relating to education

- 2015- > Study Leader of the SDU Health Education and Promotion & Epidemiology Programme of the Princess Naura Bint Abdulrahman University, Riyadh, Saudi Arabia.

## Experience as teacher, examiner and supervisor

### Lecturing and examining at the Nordic School of Public Health (NHV), Sweden. Post-graduate level courses:

- Foundations of Public Health (the Nordic and the Baltic MPH programmes)
- Health Ethics (Baltic MPH programme)
- Health Economics (Baltic MPH programme)
- Primary Health Care (Baltic MPH programme)
- Health Promotion (Baltic MPH programme)
- Training of Trainers in Public Health (Pedagogics, Baltic MPH programme)
- Research Methods in Public Health (Baltic MPH Programme)
- Qualitative Research Methods in Public Health (Baltic MPH Programme)
- Health Care Management (Baltic MPH Programme)
- Health and Human Rights (Baltic MPH Programme)
- Health Policy, Planning and Management (Baltic MPH programme)

### Lecturing and examining at University West, Sweden, Bachelor level:

- Theory of science and qualitative research methods
- Social Capital
- Globalization and health from WHO perspective
- Evidence based health promotion
- Empowerment (course leader)
- Community organizing
- Health promotion planning
- Health promotion and Work
- Foundations of public health (course leader)
- Social entrepreneurship
- Social determinants of health

### Lecturing at SDU, Denmark, Bachelor level:

- Migrant Health
- Global Public health problems seen by the WHO perspective

### Lecturing at SDU, Denmark, Masters level:

- WHO and globalization
- Evidence and policy making

### Lecturing and examining at the Princess Noura University, Saudi Arabia, at Bachelor level:

- Determinants of Health
- Health Systems and Policies
- International Health
- Project work 1 & 2
- Data Management in Bachelor Project
- Scientific Writing in Bachelor Project
- Implementation and Evaluation

### Lecturing and examining at PhD level courses, at SDU, Denmark and The Nordic school of Public Health, Sweden:

- Empowerment in contemporary public health

### Supervision:

- One PhD student (Towards Roma Community Empowerment and Social Inclusion Through Work Integrated Learning ) at the University of Southern Denmark (SDU). The work started in 2009 and defence took place in February, 2015.
- 15 Master students of public health in SDU, Denmark (2013->present), and University West Sweden (2007-2012) e.g.:
- 70 MPH students (at postgraduate level) of the Baltic Master of Public Health programme ("BRIMHEALTH") at the Nordic School of Public Health (NHV) during 1999-2001.

• Over 30 students at the Bachelor's level, at the University West, Sweden (2007-2012) and SDU, Denmark (2013->) and at the PNU, Saudi Arabia.

## **Methods, materials and tools**

In my teaching I often utilize active learning methods, through which issues of the course can be explored and analyzed deeper by the students themselves. For me it is essential to gain and retain the students' attention and commitment. This involves striking the right balance between theoretical and practical approaches in a course, between individual and group assignments, and between tutor supervised tasks and self-directed exploration. There will thus be a fresh element of exploration in the course (e.g. the students own oral presentation on their own selected interest area). During the course the students are expected to develop the skills for the application and implementation of the presented concepts, methods and principles in practice through various group work assignments, case analyses and PBL.

The courses must take into account the different learning potentials, strengths and existing competence of the individual students. The group assignments and exercises have the added advantage of allowing students to apply the theoretical learning into practical cases and examples from their own context. This is expected to support maintaining motivation. The group assignments are planned to raise the learning level of the whole group. The differences between and purpose of individual and of group assignments should be made clear to the students and there must always be a clearly stated rationale for each task and input to the course. Different inputs from individual group members (e.g. based on their selected individual perspective or topic) are necessary or at least of clear added benefit in addressing the given entire task. Then the group reports/synthesizes the spectrum of views etc. of their group members. This facilitates the reporting back to the feed-back plenary session and provides the starting point for open discussion. At this level the rationale is also the group experience - learning how to work with others (socio-pedagogical learning) to seek and to offer help in as constructive a way as possible.

While individual learning needs are naturally a student's first concern, they also have a responsibility of mutual support and shared learning with the group as a whole. They should therefore have a collective interest in self-discipline. However, all students are encouraged to express their views, reflections, etc. that are connected to the content of the course at the appropriate time, and all students' questions and statements will be respected as contributions to the shared learning of the group.

## **Educational Development**

In addition to course management, leading, teaching and supervision, I have experience in developing distance learning (at the Nordic School of Public Health in connection with the BRIMHEALTH Baltic Post Graduate MPH Programme) as well as the planning and implementation of a virtual school of public health in collaboration with several universities in the Nordic-Baltic region (See details in Köhler & Eklund, 2002).

I was the Project Leader of an action research project (2009-2012) with the objective to strengthen vulnerable adult groups' (in this case Roma People in Sweden) education through work-integrated learning (WIL). WIL means that a large part of learning takes place in the form of practical work, people are learning while performing their work. Research shows that experiential learning leads to a deeper learning, and this for many people is a better way than the traditional, theoretical way to learn. Thus, a part of my work in this project included planning and implementing a training program for adult Roma (equivalent to 90 ECTS) with a focus on health promotion and social change. The new knowledge from the training was directly used in praxis as the students carried out their work directly in their own communities. As a result of the project, we developed a new educational model that can be used in the training of adult vulnerable groups. Read more about the design and results in Eklund Karlsson & Crondahl (2014), which is a chapter in a public health Textbook on Health Literacy.