

Teaching Portfolio

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Formel pædagogisk uddannelse

2024	Lecturer Training Programme (10 ECTS), University of Southern Denmark.
2024	Course: Flipped Learning (0,5 ECTS). University of Southern Denmark, Odense (online). Self-paced, finished February 12, 2024. (part of LTP)
2023	Course: Team Based Learning (0,25 ECTS). University of Southern Denmark, Odense. November 24, 2023. (part of LTP)
2023	Course: Ph.D. Supervision (0,5 ECTS). University of Southern Denmark, Odense, February 27, 2023. (part of LTP)
2016	Course: Face the monster - how to make your lecture more lively (0,6 ECTS). University of Southern Denmark, Odense.

Uddannelsesadministrative opgaver

2021	Lorem ipsum dolor sit amet
2016	Lorem ipsum dolor sit amet

Erfaring med undervisning, vejledning og eksamen

TEACHING

2019	Lorem ipsum dolor sit amet
2020	Lorem ipsum dolor sit amet
2021	Lorem ipsum dolor sit amet

SUPERVISION

2023	Lorem ipsum dolor sit amet
2023	Lorem ipsum dolor sit amet
2022	Lorem ipsum dolor sit amet
2021-	Expert panel member (in practice an informal supervisor) for Ph.d.-student Dina Melanie Sørensen, Zealand University Hospital, 'Optimization of cross-sectoral palliative care to socially vulnerable cancer patients – an implementation project' (The OSCAR study) – part of the COMPAS research group.

Metoder, materialer og redskaber

I consciously aim to adapt methods, materials and tools so that they fit the purpose and the context for the teaching and learning activities as far as possible. I alter between methods such as formal lecture, workshops, group and individual assignments, student presentations etc. to keep the students activated in learning. After having learned more about the theory behind Team Based Learning and Flipped Learning during LTP, I am actively trying to incorporate these methods/principles in my teaching.

Getting acquainted with each other and activating the students is important for me in the beginning of a lecture. I have moved away from formal presentation rounds among the students and instead, I ask them to place a name card on the table, and I conduct an active session where I ask questions related to the lecture topic e.g. 'all those who have experience with X rise'. This activates body and mind, gives me important information about my audience, and even the students may learn new things about each other.

I am careful in preparation of the study materials. I look into the study guide, reflect on the students/target group and who they are, what they already know, and how they are likely going to be using the knowledge. I have become increasingly aware of the importance of alignment of the learning outcomes, the teaching and learning activities, and the assignment. While this may seem fundamental, I have experienced (when 'hired' to teach at a course) that it is not always possible,

causing confusion and unclear expectations. Securing alignment is therefore one of my top priorities.

Tools used in my teaching include PowerPoint, video (I have begun to develop my own videos within the implementation field and aim to build up my own video-library, but I also happily re-use others' materials e.g. from YouTube, when relevant and permitted), cases, paper-based quizzes and Poll Everywhere/SurveyXact, etc.

Uddannelsesudvikling og -forskning