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Teaching portfolio

1. Formal educational training

I have completed various study programs, courses, and workshops to enhance my teaching skills. These include:

SDU Lecturer Training Programme, Centre for Teaching and Learning, 2022-2023 Courses in the program:

- Introduction day, 2022
- Residential program, 2023
- Students as learners, 2023- Research based teaching, 2023
- Supervision, roles and relations, 2023
- Introduction to itslearning, 2023- Evaluation and data collection, 2023
- Flipped learning, 2023
- Feedback, peer feedback, and rubrics, 2023

The SDU Lecturer Training Programme has been instrumental in developing my pedagogical skills, fostering an interactive learning environment, and incorporating research-based teaching strategies into my courses.

Other

Supervision – roles and relations, SDU Centre for Teaching and Learning, 2019

Communication training (“Klar tale”) based on the Calgary-Cambridge guide, Lillebælt Hospital, 2017

2. Administrative tasks relating to education

I have been actively involved in various administrative tasks related to education, which include:

Clinical Coordinator for Clinical Biomechanics (University of Southern Denmark), 2022 -

- VIP in the study board (studienævn)
- Development and implementation of the “Mini-Clinical Evaluation Exercise” (MINICEX) for master students during their pregraduate clinical course
- Course leader for Klinikophold A - E
- Organization and evaluation of Klinikophold A - E
- Organizer of multiple supervisor meetings

Department of Sports Science and Clinical Biomechanics

Course leader for the Bachelor assignment, 2022 -

Other activities

Organizer of a post-graduate session on diversity, equality, and inclusion at the Danish Chiropractic Conference, 2023

Co-organizer of the Researchers Day at the European Chiropractic Union conference (Diversity, equality, and Inclusion), 2022

Co-organizer of the academic conference “CARLoquium,” 2021 and 2022
Co-designer of the National/Clinical Chiropractic Satisfaction Rapport 2023

These administrative tasks have allowed me to contribute to the effective functioning of educational programs, support student learning experiences, and foster an inclusive and diverse educational environment in both pre and post-graduate settings.

3. Experience of study programmes, supervision and examinations

Pregraduate Education:

Clinical Biomechanics, University of Southern Denmark

Taught lectures and served as an examiner for the preclinical course, 2018 -

Prepared exam assignments for the preclinical course, 2023 -

Teacher and supervisor for the Bachelor assignment (2-4 groups of 2-4 students each semester), 2022 -

Teacher for Clinical course A-E, 2022 -

Teacher and examiner, Orthopedic and objective examination, 2022

Teacher for Musculoskeletal pediatrics, 2022

Teacher for Manual therapy: History and evidence, 2022 -
Research dissemination (journal club) for the student association, 2019 -
Examiner for Master thesis defences, 2019 -

Medicine, University of Southern Denmark

Teacher for Evidence-based medicine, 2023 -
Teacher, Objective examination, 2022

Other educational settings

Research dissemination for physiotherapist students in Copenhagen, 2016

Postgraduate education

Teacher for Children and adolescents with back pain at the National Symposium for back pain, 2023
Plenary speaker and panelist, Danish Chiropractic Conference, 2022
Dissemination of my own research at multiple national and international university settings and for professional organizations 2021 -
Dissemination of my own research at multiple international university settings 2021 -
Teacher for the online seminar "The importance of being specific with spinal manipulation", European Chiropractic Union, 2021
Ongoing dissemination of my own and others' research at the Spine Center of Southern Denmark and the Department of Sports Science and Clinical Biomechanics, 2019 –

Supervision

Supervised more than 25 students on their master's theses in Clinical Biomechanics, Physiotherapy, and Medicine
Currently supervising ten master students and one Ph.D. student (June, 2023)

4. Methods, materials and tools

I have employed various methods, materials, and tools in my teaching and supervision to enhance the learning experience. Some examples include:

Supervision of Student Thesis Projects

- Facilitation: Providing data, assistance on research and statistical problems, collaborating on data interpretation, and academic writing
- Advisor: Offering alternative problem-solving approaches
- Educator: Teaching study and statistical methods
- Mentor: Providing feedback on progress and fostering meta-cognition of students' learning process

Clinical Supervision with Case-Based Learning

- Connecting scientific evidence to clinical assessment: Students analyze and discuss their clinical cases and apply relevant scientific evidence to their clinical practice
- Group discussions: Facilitating dialogue and knowledge sharing among students, encouraging critical thinking and application of evidence

Flipped Learning

- Utilizing vodcasts to introduce topics: Preparing students with foundational knowledge before in-person sessions (e.g., Gilly Salmons's E-tivity)(e.g., Gilly Salmons's E-tivity)
- Group discussions: Engaging students in deeper discussions, facilitating higher-level learning and collaborative problem-solving

Lectures with Active Learning Strategies

- Board presentations: Reviewing scientific theories and concept
- Active student involvement: Incorporating plenary discussions, polling, pair discussions, brainstorming, and individual/group assignments to promote engagement and critical thinking

Facilitation of Peer Feedback

- PURT principles of feedback: Guiding students in providing constructive and meaningful feedback to their peers
- Use of recorded clinical examinations: Allowing students to review their own and peers' clinical examinations, linking feedback to real-life clinical situations

I have also created a RUBRIC supporting peer feedback for master students during their thesis writing. This allows for PURT feedback in situations where students seek much more guidance than we, as supervisors, can provide, considering that we also need to do the formal assessment. However, students can readily provide valuable feedback and are likely to learn from the feedback process themselves.

These methods, materials, and tools have been carefully selected to foster active learning, critical thinking, and meaningful engagement among students. I aim to create a dynamic and inclusive learning environment that encourages students to reflect on their own learning (metacognition).

5. Educational development and applied research into teaching at university, including educational awards

While participating in the Lecturer Training Program, I have focused on expanding my theoretical framework and adapting my teaching methods to a "student-content" focus. I am committed to promoting active student participation through flipped/blended learning, polls and forms during face-to-face classes, and peer feedback. One of my goals is to incorporate pre-class activities, in-class activities, and post-class evaluations, such as peer feedback, into my lectures.

As part of the Lecturer Training Program, I conducted a development project on peer feedback in a clinical setting. The project aimed to study the effects of peer feedback for 10th-semester students of Clinical Biomechanics during their clinical internship at the Spine Center of Southern Denmark. We utilized the unique opportunity of supervising students through cameras, allowing for uninterrupted learning experiences. Six students participated in the project, and the feedback received from their peers was found to be equal in quality to that provided by supervisors. The recipients and providers of peer feedback reported positive experiences and knowledge gain. Building on these findings, I plan to actively incorporate peer feedback in other classes and assignments, such as the master's thesis.

I have prepared a report and a presentation outlining the details and outcomes of my development project. I have also shared my findings and experiences with the supervisors at the Spine Center of Southern Denmark.

In addition to the development project, I have been involved in educational research projects. Using the same cohort of students, we conducted a natural experiment and examined whether patient satisfaction was affected by the involvement of a student compared to a supervisor without a student. Across almost 500 patients, we found no differences in patient satisfaction. The publication is currently under review.

6. Reflection on your own teaching practice and future development, including student evaluations

I have undergone significant growth as an educator throughout my teaching journey. Initially, my teaching approach focused on delivering content, ensuring I covered the necessary topics within the allocated time. However, as I gained more experience, I realized the importance of actively engaging students and promoting their participation in the learning process. I have expanded my focus to encompass classroom activities and pre-class preparation. This also includes active involvement during supervision sessions at all levels, from Bachelor to Ph.d. Looking ahead, I am committed to continually pursuing new knowledge and refining my teaching practices to create meaningful learning experiences for my students (e.g., team-based learning). (e.g., team-based learning)

Student evaluations play a crucial role in my teaching. I allocate dedicated evaluation time during my lectures and carefully consider their suggestions and comments. If applicable and useful, I adapt my teaching approach based on the evaluations. However, as the clinical coordinator, I recognize that the current evaluation system may not always be suitable for our specific settings. Therefore, in addition to the system, I provide students with an opportunity for a plenary evaluation at the end of their clinical internships and studies. These evaluations allow for immediate modifications to how we supervise and evaluate students, enabling us to address their needs in real-time whenever possible rather than having to wait until the end of the semester.

In addition to student evaluations, I greatly value my interactions with students and colleagues. Conversations and feedback received from them have been instrumental in my professional growth. These interactions have provided valuable insights and perspectives, which have influenced my teaching practice and helped me develop a deeper understanding of student needs.

Furthermore, I believe addressing other important university teaching issues is essential. Topics such as inclusivity, student engagement, assessment strategies, and technology integration are of great significance to me. I actively seek opportunities to enhance my knowledge and explore approaches to create an engaging learning environment.

Teaching philosophy

My teaching aims to bridge the gap between theoretical aspects of clinical procedures grounded in scientific evidence and their practical applications in clinical practice. My teaching philosophy revolves around research-based teaching (RBT), challenging students' perceptions, and fostering critical thinking. Specifically, I use the entire didactic triangle approach, which involves having students reflect on their current perceptions and limitations before challenging them and facilitating discussions to deepen their understanding. This approach aligns with Healey's four quadrants, moving beyond the emphasis on research content to encompass the research process and problems, enabling students to evaluate their knowledge in light of emerging scientific evidence continually. RBT is particularly relevant in this context as it cultivates

critical thinking skills, enhances understanding, and equips students to navigate the complexities of clinical practice.

I aim to integrate innovative teaching approaches and resources further to enhance RBT in this context. This includes but is not limited to Flipped learning, where students engage with course materials pre-class and participate in interactive activities during face-to-face sessions, which can foster student engagement and facilitate deeper learning. Additionally, incorporating real-life case studies into the curriculum can provide practical and experiential learning opportunities, bridging the gap between theory and practice.

Additionally, I aim to provide targeted support to students with lower scientific literacy levels, ensuring they have the necessary foundational knowledge and skills to succeed.

In summary, my teaching philosophy centers around research-based teaching in the clinical context, aiming to prepare students to navigate the complexities of clinical practice. By fostering critical thinking, incorporating innovative teaching approaches, and providing tailored support, I aim to empower students with the knowledge and skills needed for success in their future professional endeavors and adopt a growth-mindset approach.