Teaching Portfolio

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1. Formal pedagogical education

2021-2019	Lecturer Training Programme, Summer 2019, Centre for Teaching and Learning
2016-2013	Ph.D. Faculty of Health Science
2012-2010	MSc in Sports Science and Health, University of Southern Denmark

2. Educational development experience

2024-2021	Course team for designing "Musculoskeletal conditions" for "Exercise as Medicine" specialization for Master of Sports Science and Health
2020	Structuring one of three working groups concerning the content and structure of the revised Master in Sport Science and Health
2020	Participant in the project group concerning the revision of the study programme for Master in Sports Science and Health
2018-2016	Course responsible for Master module for "Adapted Physical Activity, Training and Exercise. The course was revised in 2018 upon request from the director of studies
2024	Development and feedback for new master course, development of "Exercise as Prevention and Treatment for Chronic Diseases"

3. Teaching experience

MSc

2024-2022	Course responsible and lecturer for "Musculoskeletal Conditions"
2024-2022	Lecturer for "Physical Activity and Health in Work and Leisure
2021-2018	Course team and lecturer for “Physical activity and Health in work life"
2021-2017	Lecturer for "Adapted Physical Activity, Exercise and Sports"

BSc

2024-2017	Course responsible and lecturer for “S1 – health check and outcomes measures”
2024-2018	Course responsible and lecturerefor "TS7 - health project in practice"

4. Supervision and exam experience

Supervision

Ph.D. projects	Health Science: 4 students (2 as co-supervisor, 2 as main supervisor)
MSc thesis	Sports Science: 1 student, physiotherapy: 7 student (3 as co-supervisor, 4 as supervisor)
BSc thesis	Sports Science: 4 students, Physiotherapy: 4 students

Exam experience

Oral exams	FF4: Muscle and Nerve Physiology; TS3: Health check and outcome measures; TS7: health projects in practice; Adapted Physical Activity, Exercise and Sports; MSc thesis defense
Written exams	Physical Activity and Health in Work and Leisure; Exercise as Medicine - musculoskeletal conditions; BSc and MSc thesis

5. Methods, materials and tools

Methods
-Class room lectures
-Supervised group work
-Student presentations and feedback
-Structured mind-mapping/creative thinking
-Video material, voice-overs
-Structured notes and supporting tools

Materials and tools
-Text books
-Original research articles
-Reports
-Social media content
-E-learning activities: creating wiki, recording student activities, videos, slide-share.
-Notes/lecture slides

6. Research in University Teaching and Learning

2021 Supporting constructive alignment through flipped learning, LTP project,

7. Teaching Philosophy

In general, it is my teaching philosophy, that it is my responsibility as a lecturer to create a context that provides students with the optimal conditions for learning, to clarify the learning objectives and the use and application of the course in relation to the student, their education and their future work. The responsibility that the students learn, I consider the students' own. Consequently, I see my primary objective as a lecturer to aid the individual student in their learning path, rather than passively lecturing a given content.

In practice, I would like to create such a context by facilitating as much interaction as possible during lectures, classes and exercises. Here, I believe that interaction should be regarded in its broadest term, meaning not only interaction between lecturer and student, but also amongst students, between student and informational resources and interactively with group or individual exercises or tasks. During the University lecturer training programme, I worked with flipped and blended learning methods to support both student's interaction with the academic content in preparation for lectures, as well as a method to allocate more time in lectures for structured groupwork and student-to-student discussion and to articulate the constructive alignment of the course explicitly to students.

In my future work, I would like to continue to incorporate interactive elements using a blended learning methodology. Specifically, I would like to develop on-demand resources that the students can use at home, either alone or in groups, to engage with the academic content and to support different learning styles and academic levels. Although it is my experience that interactive teaching in general creates good learning conditions, it is also my experience that these interactive elements set different requirements for the students than traditional lecturing, and that this may create frustration and resistance in some students. Such frustration may be mitigating by a clear introduction to the method, an explicit articulation of what is expected by and of the students and by using a variety of teaching methods to create variation.

Another aspect of teaching that I find important is to create transparency about the learning objectives of specific courses. It is my philosophy that when the objectives for the course as well as the individual lessons are clear, it becomes easier for students to apply specific academic knowledge in future work. Consequently, when lecturing I strive to create an overall curriculum for the course, not necessarily detailing the "homework" and suggested literature, but rather linking the learning objectives to the academic content, how the subject relates to the overall course and to equip students to seek knowledge independently.

8. Teaching skills

Given my basic education and research background I am able to teach in the following areas:

Sports science
-Basic courses such as; biomechanics, physiology, aerobic and anaerobic metabolism, quantitative research methods, exercise and physical activity as research interventions, life-style disease and treatment options, basic statistics, data collection and analysis.
-Specialised courses; exercise as treatment or prevention, methodological and outcome selection, study design, clinical trials and methods, mixed method research, exercise and electronic/digital interventions (m/eHealth), exercise and physical activity as adapted activities, exercise and physical activities as rehabilitation.

Research methodology for clinical research studies
-Study design and research methodology
-Evaluation of intervention efficiency, outcome selection
-Trial preparation, registration and conduct

Exercise and physical activity interventions/treatments
-Theoretical basis for developing an exercise or physical activity intervention
-Basic disease mechanisms for lifestyle diseases, treatable with exercise or physical activity intervention.
-Feasibility and efficiency evaluation
-Ethical considerations

Workplace intervention

-Intervention mapping as approach for intervention development in workplace context
-Assessment of occupational exposure and measurement of physical capacity
-Barriers and facilitators affecting interventional outcomes in complex interventions