

## Teaching portefolio

Hanne Agerskov

Department of Clinical Research

KI, OUH, Research unit of Nephrology (Odense)

KI, FaCe - Family focused healthcare research Center

Email: hagerskov@health.sdu.dk, hanne.agerskov@rsyd.dk

## Formal pedagogic education

In 2016, I completed the Lecturer Training Programme at the University of Southern Denmark

In 2019, I completed a three day course 'Supervision of PhD students' at University of Southern Denmark

I have long-standing experience with project management and collaboration in monodisciplinary, multidisciplinary and interdisciplinary teams.

## Experience of study programs

PhD level

Since 2017 have been chief facilitator in Ricoeur network and ethnographic field work seminar group, SDU. The seminars are held six times every year (and will continue).

Master's degree level

I am chief facilitator and teacher on module KS1 (10 ECTS) Master's degree programme in Clinical Nursing, SDU: "Clinical Nursing Practise; perspectives and approaches", with individual written examination, since 2016 (and will continue).

## Erfaring med undervisning, vejledning og eksamen

PhD level

Chief facilitator of PhD course: "Analysis of qualitative data; Introduction and "hands on" with a phenomenological-hermeneutical approach inspired by Paul Ricoeurs interpretation theory" Running 3 days in November 2021, and expected to be continued.

I am chief facilitator in Ricoeur network and ethnographic field work seminar group, SDU. The network and seminar group is multidisciplinary and include researchers at all academic levels from PhD students to professors. The objective is to support and stimulate development in research through theoretical academic discussions and reflections. The seminars are held six times every year. Evaluation of the seminars is held once a year in order to develop and improve the seminars.

During the last six years I have given lectures two times every year about Ricoeurs theory related to nursing research (2 lessons and will be continued).

Master's degree level

Master's degree programme in Clinical Nursing, SDU:

Chief facilitator and teacher on module K1 (10 ECTS): "Clinical Nursing Practise; perspectives and approaches", with individual written examination, since 2016 (and will continue).

Teaching on module K1 (10 ECTS): "Clinical Nursing Practise; perspectives and approaches", Nursing theories (4 lessons and will continue), academic writing (4 lessons and will continue).

Group seminar and lecture on literature search and academic writing, 6 lessons since 2016, (will continue)

Supervisor with individual written examination, 8 lessons, since 2016 (will continue)

Master class in how to write a master thesis, 4 lessons since 2016 (will continue)

Supervisor and teacher on module K3 (10 ECTS): "User driven Innovation and health technology" with project group report and oral defence in groups, 12 lessons since 2016 (will continue)

Master's degree programme in Medicine, SDU:

Teaching on module 12 (10 ECTS) in 2016: "Calgary Cambridge Communication". Running two classes during 42 lessons.

Post-graduate teaching

Department of Nephrology, OUH

Postgraduate Course (two days course once a year since 2012 and will continue)

Journal club (two hours six times a year and will continue)

Supervisor in communication and presentation (running)

Forum for clinical nurse specialists (two hours six times a year and will continue)

Forum for nurses interested in research (Fælles udviklingsforum) in collaboration with Assistant professors Dorthe Boe Danbjørg (Department of Hematology) and Mette Juel Rothmann (Department of Endocrinology) (25 lessons and individual supervision. Will be continued)

Teaching areas related to the above described post-graduate teaching:

- Patient, family nursing perspectives
- Evidence based practice
- Nursing theory (especially Scheels' Interactional nursing theory)

- Narratives
- Communication
- Family Nursing
- Academic writing
- Literature search

## Test and exams

In 2016, 2017 and 2018, "User driven Innovation and health technology" was completed with an exam consisting of a group assignment, in which the students were examined in (pass/non-pass).

In 2016, 2017 and 2018, I was internal examiner on module K1 "Clinical Nursing" with individual written examination by the 7-point grading scale

In 2018, I was supervising three master's students in Nursing and one master student in midwifery. They had their oral exam evaluated by an external examiner and me. All evaluated by 7-point grading scale.

In 2019, I am supervising three master's students in Nursing. Their oral exam will be evaluated by an external examiner and me. All evaluated by 7-point grading scale.

## Teaching methods

I have a broad-based experience of teaching methods such as: lectures, student-driven presentations, teaching in teams, supervision, blogs, E-journal and individual supervision.

Thus, teaching methods and student activities is strongly associated and based on my didactic reflections, which are based on the University of South Denmark's principles of activating teaching and active learning. Generally, my practice is based on university pedagogical models in terms of The Constructive Alignment model. I find the model useful as it does not only focus on the teaching method but also on learning activities.

Furthermore, I have obtained good results from involving students in the teaching process. In general, I have received a good and significant feed-back on the modules both orally and in writing (regular evaluation, SDU).

Material for teaching

In general, I use Blackboard for sharing relevant material with the students. Delivering slides before or after the lectures is always a matter of pedagogic strategy and judgement. Furthermore, I use blogs in supervision of groups.

Potential activities

Below is an overview of the different activities that are being used in my teaching

- Lectures
- Lectures given by the students (fx. short presentation of a topic)
- Brief summarising meetings during class (fx. two and two discussion)
- Pro or Con discussions (the students must take positions for and against and argue for their position)
- Peer to peer student reflections and/or feed back
- Field study (Using research methods in 'real life' setting)
- Interviews (Using research methods in 'real life' setting)
- Pitch (the students should briefly and accurately present their ideas)

## Development of curricula

In 2016, I took over the role as chief facilitator in Ricoeur network seminar group from Associate professor emerita Birthe D. Pedersen, SDU. This was an honor for me and encouraged to put a lot of effort in continuing the significant work within the group. Furthermore, it has been a positive challenge to develop and plan the seminars and ensure a high theoretical level in the academic discussions. During the last year a colleague enrolled in the university pedagogic course has been involved in planning. This provided an opportunity to further develop the seminars and my teaching skills.

In 2016, I was a member of the working group under (former) Head of Studies, Assistant Professor Dorthe Boe Danbjørg looking into revision of the Master's degree programme in Clinical Nursing. Our task was to revise the Master's programme in Clinical Nursing by redesigning a new module K3 (jointing of former K2 and K4) together with colleagues from module K4 – module (Health promotion, prevention, rehabilitation and palliation) 10 ECTS.

My involvement in the Master's programme in Clinical Nursing has been, and still are, dialogue with teachers, critical evaluation and revision to ensure high quality in the programme.

## Pedagogic standpoint

My pedagogical values can best be described by the words; mutual respect, sense of security and participation. My ambition as a teacher is to create a good environment for a student's individual learning. Hence, I emphasise the need of supporting, stimulating and facilitating participation in active learning, in order to increase student competencies and stimulate critical reflection.

In order to meet the above, I find it essential to create a confident learning environment based on mutual respect and mutual learning, where both students and teacher take an active part in dialogue with reflections and academic discussions. The dialogue enables me to gain an impression of what the students have learnt and what they find difficult. Furthermore, I find it important that students play an active role by reflecting in their own learning process. My understanding of the students taking "active" part also includes research-based teaching where students can apply theories, concepts and methods into their clinical work as well as to peer-to-peer learning.

As my teaching is often set for 4 lessons at a time, I emphasise the need for variety in teaching and learning activities to support student engagement. Furthermore, I try to support an innovative and reflective learning environment, which the teaching methods and activities reflect.

Course facilitator

As chief facilitator (“modulansvarlig”) and teacher it is important for me that the module is well-planned and reflects the objectives as well as the students’ needs, wishes and ambitions for the module. Therefore, I put a lot of effort in motivating the student to be involved in the decision and evaluation of which topics should be highlighted in the lessons in relation to the objectives. Furthermore, I find it essential to create alignment though out the Master’s programme, in order to support and facilitate student’s learning.

Ideally, the students should be involved in all phases of the module; from planning to implementation and evaluation. Hence, I emphasise the need of evaluation of both lessons and courses from a student perspective in order to achieve continuous improvement

Being a supervisor

My role as a supervisor is tailored to the individual students needs and may be related to their strengths and weaknesses.

Being a supervisor for the master’s students requires special skills as the students may differ a lot on academic skills.

Master’s students may need a more structured guidance from the supervisor, as the supervision time is short. On the other hand it is very important to support and facilitate critical reflection and the learning process. However, as a supervisor, I encourage the students to peer learning in order to let them support each other by reflecting on issues through their academic work.

I have experience in supervising PhD students (one enrolled May 2016, one enrolled June 2018, one in pipeline in 2019).

My experience is that my role is more facilitating, although a PhD student might need more guidance during their first year.

To supervise and facilitate a PhD student’s active learning I am a part of a PhD seminar group on Participatory Design.

The group consists of students and their supervisors linked to Participatory Design. In this group we perform mutual supervision and discuss relevant subjects and theories in relation to Participatory Design and health science.

As a supervisor, my main aim is to take an active part in the student’s research activities such as preparation of protocol, preparing data collection, facilitating focus groups interviews, data analysis and, of course, writing papers.

Teaching tasks now and in the future

As a chief facilitator in Ricoeur network and ethnographic field work seminar group, SDU I very much look forward to continue and develop the significant work within the group in order to ensure a high theoretical level and out-come of the seminars.

As member of the ‘teacher team’ at the Master’s Programme in Nursing at SDU as well as chief facilitator and teacher I would very much like to continue my teaching task. I have visions and very much look forward to participate in the continued development of the programmes with the goal-oriented approach to educate high-quality candidates. I also want to encourage students to pursue a research career by motivating them to participate in clinical research projects including writing scientific articles.

As I am connected to clinical practice (Department of Nephrology, OUH) I will work assiduously on a close connection between the clinic and the university by connecting the modules and teaching to clinical practice.

In a team of teachers we have provided a forum for students who are doing their master thesis (group-supervision) in order to facilitate peer-to-peer learning. I see great opportunities in this approach. Likewise, we have created a common PhD group consisting of students and their supervisors linked to Participatory Design. In this group we perform mutual supervision and teaching in relevant subjects and theories.

Developing my role and task of being a supervisor to PhD student will be an ongoing process with ambitions of looking into and follow what encourages learning and communication related to development of the students’ research skills.

## PhD supervision

Main-supervisor:

MScN Bettina Trettin. 'Future management of psoriasis: a teledermatological solution'.

Enrolled July 2018

MScN Christina Frandsen: 'Advance care planning in chronic kidney care'.

Enrolled November 2020

Co-supervisor:

PhD project, MScN Charlotte Nielsen. 'The kidney transplantation process, patient involvement and mHealth - A qualitative, explorative study using participatory design to identify the experiences of kidney recipients and their families of the kidney transplant process, and the development of a telemedicine intervention'.

Defence January 2020

## Supervision Masters level

Supervision of nine masters students to completion