

Teaching Portfolio

1. Formal Educational Training

- Cand.Scient Idræt, Aalborg University (2008-2013): Includes courses on motivation, psychology, teaching, learning, physical education, coaching, and project management.
- Ph.D., Université de Nantes (2013-2017): Developed skills in teaching, project management, research methodologies, and pedagogy, which were applied through active involvement in various research projects.
- Lecturer Training Programme, University of Southern Denmark (SDU-UP & LTP 2022, ongoing). Development project focusing on providing feedback during doctoral supervision using multimodal digital tools.

2. Administrative Tasks Relating to Education

- Exam Supervision, Université de Nantes (2015-2016): Responsible for the supervision of examinations during advanced physiology courses, ensuring adherence to academic guidelines and a fair assessment process.
- Subject Coordinator, Advanced Physiology Course, Université de Nantes (2015-2016): Assisted in organizing course content, collaborating with other lecturers, and managing the course schedule.
- University of Southern Denmark (2020 - present): Lecturer for Anatomy and Physiology course. Conducted lectures, facilitated group discussions, and supervised examinations.
- SGI-håndbold (2021 – present): Coach for a handball team, aged 3-7, as well as adults. Managing, planning, conducting training, exercises.

3. Experience as a Teacher, Examiner, and Supervisor

- University of Southern Denmark (2020 - present): Lecturer for Anatomy and Physiology course. Conducted lectures, facilitated group discussions, and supervised examinations.
- University of Southern Denmark (2021 - present): Supervision of Master's thesis and Ph.D. students. Provided guidance on research methodologies and project development.
- Université de Nantes (2015-2016): Delivered lectures, organized casework sessions, and set up written examinations for the Advanced Physiology course.
- Aalborg University (2010): Conducted the Introduction Course for upcoming Sports Science students, focusing on foundational aspects of physiology and sports science.
- University Hospital of Southwest Denmark (2018 - present): Supervised research projects, courses in health research methodology, and project management.
- External Examiner Roles (2015-present): Participated in examination boards, evaluating student projects and thesis submissions.

4. Methods, Materials, and Tools

- Teaching Methods: Utilized group-based learning, problem-based learning, case studies, and traditional lectures to facilitate different learning needs.
- Assessment Methods: Designed multiple-choice exams, case-based written examinations, and facilitated practical assessments.
- Supervision Methods: Employed a student-centered supervision approach, incorporating digital feedback to encourage reflection and development.
- Teaching Materials: Developed original casework exercises, lecture slides, and assessments for physiology, anatomy, and health research methodology.
- Digital Tools: Currently exploring new formats for digital feedback, using video feedback, through the SDU-UP program.

5. Educational Development and Applied Research into Teaching at University

- Educational Development Projects: Participated in a project aimed at enhancing feedback delivery during Ph.D. supervision at SDU. The focus was on using digital tools to provide effective feedback and support student learning outcomes.

6. Reflection on Teaching Practice and Future Development

Over the years, my teaching practice has been shaped by a strong emphasis on student-centered learning and interdisciplinary approaches. I value the importance of engaging students actively in the learning process through case studies, group discussions, and problem-based learning. I have integrated insights from student feedback into my teaching, which has led me to adopt more flexible teaching strategies and focus on individual learning pathways. My goal for the future is to expand my use of digital tools for supervision and feedback further. I also plan to pursue professional postgraduate teacher training to enhance my knowledge of current educational trends and methodologies.

Student Evaluations and Feedback

- Students have consistently highlighted my ability to explain complex physiological concepts in an accessible manner and my dedication to their academic success. My approachability and supportive supervision style have also been appreciated.
- Moving forward, I intend to incorporate more interactive digital sessions, which I believe will foster more engagement and enhance the learning experience.

7. Teaching Philosophy

My teaching philosophy is grounded in a belief that effective learning is student-centered, interactive, and adaptable to individual needs. I see my role as a university teacher as a facilitator of knowledge, guiding students to discover concepts through inquiry and critical thinking. This aligns with my belief that deep learning occurs when students actively engage with material and connect it to real-world contexts.

The guiding pedagogical thread of my practice involves fostering an environment where students feel safe to explore, question, and learn from both successes and failures. I prioritize creating an inclusive learning atmosphere where every student's perspective is valued. My pedagogical choices are driven by the desire to promote autonomy, encourage curiosity, and build critical problem-solving skills.

I hold high expectations for my students, believing in their capability to achieve rigorous academic standards while also understanding the importance of support and motivation. I aim to encourage them to take ownership of their learning journey and to see challenges as opportunities for growth.

I view the pedagogical perspective of my institution as one that supports innovation, interdisciplinarity, and collaboration. I strive to align my teaching methods with the aims and competencies outlined by the relevant educational programs, ensuring that my teaching is contributing to the broader goals of the university and preparing students for the complexities of the medical and health sciences fields.

Ultimately, my teaching philosophy is a commitment to continuous improvement—reflecting on my own practices, adapting based on student feedback, and staying informed about educational research. I see my teaching practice as a dynamic process that evolves alongside my students and the changing educational landscape.