

Formal pedagogical education

2013 University lecturer programme, SDU
2011 Training course for PhD supervisors
2005-2007 Furthermore, I have completed the following 3 courses as part of Master of Continuing Education, Aalborg University: Medical Education (2005), Organizational Learning (2006), and Didactics (2007)

Administrative tasks relating to education

MSc, Evaluation
MPQM: User Perspectives and User Involvement
MPQM: User perspectives and user involvement
MPQM: Evaluation

Experience as teacher, examiner and supervisor

MSc

2022 Human Health Summer school
2020- Evaluation, MSc (Midwives)
2020- Qualitative systematic reviews, MSc
2021- Data workshop (epi-biostat) MSc
2014-2017 Research methodology, Questionnaire Surveys
2013- Evaluation
2013-2014 Academic Writing
2013-2014 Introduction to Quantitative Research Methodology

MPQM and MR

2022 Introduction
2021- Management of user involvement
2014-2018, 2022 Summer School
2015-2018 Introduction
2015 Outcome Measurements
2015- User Perspectives and User Involvement

BA

2015-2017 International Module 9 - Nursing, Ethics and Research Based Knowledge. Philosophy of Science (Positivism)
2014-2016 Questionnaire course. Bachelor in Nursing, UCL
2000-2013 Method course. Bachelor in Nursing, UCL

Undervisning, diplomniveau

2013 Evidence-based practice and literature search. UCSyd

Supervision

Phd students
Master thesis
Trainees

Written assignments

MSc:

- Qualitative systematic reviews
- Questionnaire Surveys
- Evaluation

MPQM:

- Summer School
- User Perspectives and User Involvement
- Evaluation

External examiner

2014-2021 The National Academy for Government Management and Training
2014 MSc, Public Health
2008 Msc, Nursing

2004 Master in Clinical Nursing
2003-2015 Diploma degree for Health professionals
2002-2016 Bachelor of Nursing
Peer-review
Assessment of PhD theses

Reflections on my teaching

I plan my teaching with a view to Structure of Observed Learning Outcomes (SOLO), including SOLO level 1, Pre-structural (knowledge); SOLO level 2, Unistructural (understanding), and SOLO level 3, Multi-structural (application). The courses are structured according to problem based learning (PBL) and active learning, or – if huge classes – team based learning. I prefer an interaction between presentations of research based knowledge and student activities. The presentations are meant to contribute basic knowledge and focus the following reflections. This problem based learning approach serves more purposes, including activating the students and motivate them to combine their previous knowledge to new information and thus facilitate their movement towards a higher SOLO level.

The students are encouraged to evaluate the courses and the results are continuously implemented in the planning of future courses. When possible, I add questions assessing the alignment between learning outcome descriptions, teaching and examination.

Regarding supervision, I prefer an interaction between guidance and instruction, depending on both the specific educational level and the skills of the individual students. I consider the academic writing process of great learning potential and thus, I emphasize supervision.