

Teaching portfolio

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1. Formal pedagogical training

No adjunct or university pedagogy education course - but a great desire to complete one

Uddannelsesadministrative opgaver

Du kan fx nævne opgaver som kursusleder, modultovholder, planlægningsarbejde ifm eksaminer.

2021-nuværende Lorem ipsum dolor sit amet

2023 Development of examination form in relation to transition from a written to oral exam on Musculoskeletal Diagnostics (B12 Clinical Biomechanics).

Erfaring med undervisning, vejledning og eksamen

2020-current Orthopedic and Neurological examination, Clinical Biomechanics BSc, 6th semester

2021-current Muscular skeletal diagnostics, Clinical Biomechanics 6. semester BSc, B12

2021-current Biomechanics, Health Informatics and Technology Engineering (BSc in Engineering)

2020-current Theoretical biomechanics 2, Clinical biomechanics BSc

2020-2022: Theoretical biomechanics 1, Clinical biomechanics BSc

2021-current Sports injuries - diagnostics and treatment, Clinical Biomechanics MSc

2021-2023 Extremities: Diagnostics and treatment of extremity disorders, Clinical biomechanics MSc

I have been an instructor in all of the above subjects. I have helped prepare exam questions on Theoretical biomechanics 2, Biomechanics, Musculoskeletal Diagnostics and Orthopedic and Neurological Examination. I am module manager on Orthopedic and Neurological examination.

I have participated in several feedback meetings with students that have not passed their exams. I have also participated in Board of Appeals when students have appealed decisions on their initial examination appeal.

4. Methods, materials and tools

I min undervisning har jeg stort fokus på inddragelse af de studerende, samt at de skal interagere med stoffet de bliver fremlagt. Det er et af mine bærende principper, uanset hvilken form undervisningen ellers tager:

Forelæsning:

Primært ved gennemgang af teori (ny viden) og altid med mindre gruppediskussioner indlejret eller anden form for inddragelse af de studerende (fx speed-dating med vidensudveksling) for at fremme aktiv læring.

E-læring / Hybrid undervisning - Gruppe arbejde / hold undervisning

Jeg bruger ofte video podcasts til at fremlægge teori-dele i undervisningen (særligt ved de praktiske og/eller diagnostik-tunge fag), for at kunne bruge lektionen til at arbejde med emnet i form af f.eks. casearbejde eller kliniske håndgreb. Altid med samtidigt fokus på konkret, konstruktiv og rettidig feedback.

Online-baseret undervisning

Særligt under nedlukningen ifm. Covid19 omlagde jeg al min teoretisk undervisning til at være online, men synkront via Zoom. Jeg benyttede mig af at platformen kunne lave grupperum, så der fortsat kunne laves gruppe arbejde. Jeg nåede også at køre en enkelt klinisk/praktisk lektion (ortopædisk test) on line

Exams, instruction and guidance

- Practical oral exams with a number of assignments of both theoretical and practical nature

- Written exams that both test the student's knowledge within the syllabus, but also their clinical reasoning.

Guidance methods:

- "Live" feedback of groups or individuals in clinical/practical subjects.
- Group guidance, e.g. in relation to a group assignment in the subject Musculoskeletal diagnostics.
- Individual guidance, e.g. in terms of video supervision in the subject Orthopedic and neurological examination
- Homework with peer feedback, e.g. in terms of video supervision in the subject Orthopedic and neurological examination

Tools:

Itslearning:

Communication, assignments: used as a communication tool and for various student-activating activities to optimize the learning outcome in relation to the theoretical knowledge and to give feedback.

RISE - meaningful feedback - <https://www.risemodel.com/>

- A tool to make peer-to-peer feedback more meaningful for the students. Used in conjunction with development of Supervision 1 in relation to Orthopedic and neurological examination

Educational development and university pedagogical research, including pedagogical awards

On Orthopedic and neurological examination (B11 Clinical Biomechanics), I have continuously developed the curriculum. Partly through the Evidence Based Teaching modules (in collaboration with post-doc Erik Poulsen), where the literature for specific tests (or test batteries) was reviewed, and partly through revision with input from fellow lecturers in clinical practice (including shoulder and back outpatient clinics). In addition, I have looked at what the syllabus is for clinical courses from, among others, Danish Sports Medicine Society (DIMS), Sports Chiropractic Continuing Education (IKE), etc.

The students must have a video-supervision assignment approved in order to take the course exam. In order to facilitate better reflection, and thus make the assignment more useful in the actual learning of the practical skills, we have tested a more focused feedback, via the RISE (TM) model [<https://www.risemodel.com/>] in recent semesters.

On Muskel-Skeletal Diagnostik (B12 Clinical Biomechanics), I have helped convert much of the classic blackboard teaching to a video podcast format, with the aim of being able to spend more time in the classroom on group work, clinical reasoning and answering clarifying questions.

Together with module manager Lise Lykke Oddershede, I am helping to develop a new form of examination for the subject. One that intends to test the student's clinical reasoning to a greater extent.

On Theoretical Biomechanics 2, I have helped to restructure the course, when the number of lessons was reduced. In addition, there is an ongoing focus on making the subject as clinically relevant as possible, while still functioning as an extension of the competencies the student has acquired via B2 Anatomy of the musculoskeletal system, and Theoretical Biomechanics 1.

6. Reflection on own pedagogical practice and future development

I aim for a teaching approach that is dialogue-based yet structured.

I hope to encourage students to critically assess academically complex issues, enabling them to prepare for a future where there is often more than one answer.

I incorporate much of my clinical experience into my teaching to demonstrate that the clinical reality in the healthcare field cannot be fully described in a textbook but is filled with nuances.

I have a strong desire to participate in SDU's internal competence development courses.

I use student feedback during classes and formal evaluations constructively to shape my future teaching methods and curriculum development.

Furthermore, I have a substantial professional network through my employment in the primary sector, connections in sports medicine, and significant involvement in the sports world. This network is something I often utilize in developing the academic content of the courses I am involved with."