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Formal educational training

2026	Conference: Teaching for Active Learning, SDU
2026	The AMEE conference featuring the integrated Ottawa event
2026	PowerPoint for teachers
2025	Conference: Teaching for Active Learning, SDU
2025	Lecturer Training Programme, SDU
2025	Supervision and Feedback Tools for Clinical Instructors and Supervisors, SLB/SDU
2025	Lecture - to communicate clearly and connect wisely, SDU
2023	Flipped Learning – an online course, SDU
2022	Use student response systems in your teaching, SDU
2022	Motivational teaching, SDU
2022	MCQ - Construction and quality control of multiple-choice items, SDU
2022	Conference: Teaching for Active Learning, SDU

Educational administrative tasks

•Course leader and educator Præklinisk Kursus (Master K6) (2021 -)
•Course leader and educator Muskuloskeletal diagnostik (Bachelor B12) (2021 –)
•Course leader and educator Communication: Chiropractic interview (Bachelor B12) (2021 – 2022)
•Educator at Orthopedic, and neurological examination (Bachelor B11) (2020 + 2023 – 2025)
•Preparation of exam assignments at the Pre-clinical course (Master K6) (2021 –)
•Responsible for conducting the exam at the Pre-clinical course (Master K6) (2021 -)
•Preparation of exam assignments at Musculoskeletal diagnostics (Bachelor B12) (2021 –)

Experience with teaching, guidance and examinations

Since 2020, I have been teaching various subjects within the 'professional track' of the Clinical Biomechanics program (bachelor + master), primarily focusing on examination of the patient, communication, and diagnostics. These subjects include the Pre-clinical course, Musculoskeletal diagnostics, Communication: Chiropractic interview, orthopedic, and neurological examination (teaching and related exams).

Methods, materials and tools

Lecture: primarily through the presentation of theory (new knowledge) and always with embedded small group discussions or other forms of student engagement (e.g., PollEverywhere) to promote active learning.

elements from 'flipped classroom': mainly using video podcasts, especially for diagnosis-heavy subjects, to utilize class time for working on the topic, such as case studies with a focus on specific, constructive, and timely feedback.

Itslearning: used for communication and assignments as a tool for various student-engaging activities to enhance learning outcomes related to theoretical knowledge and to provide feedback.
Online teaching via zoom

Practical and oral exams with a combination of theoretical and practical tasks.
Oral exams with a focus on clinical reasoning
Written exams.
Guidance methods:
- Group guidance, for example, in group assignments in the subject Musculoskeletal diagnostics.
- Individual guidance, for example, in journal writing in the subject Pre-clinical course.
- Homework assignments with peer feedback.

RISE – Meaningful Feedback – https://www.risemodel.com/
A tool designed to make peer-to-peer feedback more meaningful for students. Used in connection with journal

submissions in the Preclinical Course (K6)

Educational development and university pedagogical (follow-up) research, including pedagogical awards

Lead a major revision of the Pre-clinical course (2022) in connection with changes to the master's program regulations in Clinical Biomechanics.

Development of a new examination format for the subject Musculoskeletal diagnostics (2023 – 2024).

Nominated for SUND's teaching award 2026

Teaching Philosophy

My teaching is anchored in research-based learning, where evidence-based practice and critical thinking are central. I structure my lessons with a focus on reflection, active participation, and dialogue in a safe and engaging learning environment. Through clinical experiences and complex cases, I demonstrate that healthcare practice is rarely straightforward, and I invite professional discussions where nuances and dilemmas are given space.
My goal is to support students' academic depth and independence through differentiated guidance and a clear connection between theory and practice. Teaching is continuously adjusted based on reflection, student feedback, and collegial sparring, contributing to the ongoing development of my teaching practice.