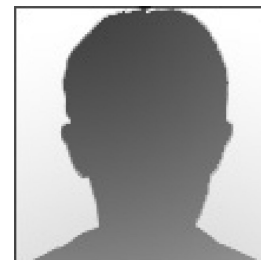


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1. Formal Educational Training

SDU Lecturer Training Programme, Centre for Teaching and Learning, 2019-
Courses in the program:

- "Introduction day", 2018
- "Students as Learners", 2018-2019
- "Residential Program", 2019
- "Supervision – roles and relations", 2019
- "Team-based Learning", 2019
- "Interactive lecturing", 2019
- "Setting up your course in Blackboard", 2019
- "Evaluation and empirical data collection", 2019

Rhetorical analysis, speech and voice training course at Rhetor, Frederiksberg, 2015

"Course for PhD supervisors at SDU", Faculty of Health Sciences, SDU, 2014

"Feedback in supervision", Lillebælt Hospital, 2013

Communication training ("Klar tale med patienterne") by role play, feedback and video supervision based on the Calgary-Cambridge guide, Lillebælt Hospital, 2012

"Pedagogical course for clinical teachers", Module 1-3, SDU, 2010

Clinical and inter-collegial supervision, OUH/Svendborg, 2007-2009

2. Administrative tasks relating to education

Organising postgraduate education day "Fagdag", Danish Society of Chiropractic, 2019

Course coordinator, "Evidence based practice", Clinical Biomechanics, SDU, 2018-

Organising and administrated postgraduate educational parallel sessions and plenary session,
Danish Chiropractic Convention (Faglig Kongres), 2012, 2014 and 2016

Organising OSCE examination at the final clinical exam (Klinikophold B) in the master's
program in Clinical Biomechanics, SDU, 2010-2017

Participating in organisation and evaluation of logbook (Klinikophold B), C1-C3, Clinical Biomechanics, SDU, 2005-2018

3. Experience of study programmes, supervision and examinations

Pregraduate teaching

• Master program in clinical Biomechanics:

• "Evidence Based Practice", K6, 10 hours per semester, 2018-2019

• Preclinical course, "Treatment plans and reporting" (Behandlingsplaner og afrapportering), K5, 1 hour per semester,
2017-2019

• Preclinical course, "National Clinical Guidelines", K5, 1 hour per semester, 2017-2019

• Preclinical course, "Imaging of non-specific and specific back pain" (Billeddiagnostisk udredning af specifikke og
uspecifikke rygsmærter), K5, 2 hours, 2019

• Preparing exam assignments, preclinical course, K5, 18 hours per semester, 2010-2017 and 2019

• Clinical training (Klinikophold B+C), "Evidence-based treatment of low back pain", "Statistical significance versus clinical
relevance", "MRI", "Modic changes" and case-based teaching, 2-8 hours per semester, 2012-2018

• Clinical training at hospital (Klinikophold B-F), Supervision in examination, diagnosis, ordering and interpretation of
laboratory tests as well as creating and testing of treatment plans. In addition, the teaching includes communication,
information and education of patients, teaching collaboration in interdisciplinary teams, as well as norms and rules for
working with patients in clinical practice. Daily in a part time position, 2005-2018

• Master thesis in Clinical Biomechanics, censor at the oral defence, SDU, 2007-2015

• Master thesis in Clinical Biomechanics, examiner at the oral defence, SDU, 2012-2019

• Master of Science in Physiotherapy:

• Evidence-based examination and treatment of the neck, "Specific diagnoses and differential diagnoses of the cervical
spine", Elective, 2 hours, 2018

• Bachelor program in Sports Science:

• Sport and exercise in health promotion, "Synthesis of evidence in National Clinical Guidelines", TS6, 4 hours, 2019

• Bachelor program in Clinical Biomechanics:

• Musculoskeletal Diagnostics, "Modic changes", B12, 1 hour, 2018-2019

Postgraduate teaching

- Course leader and teacher on continuing education course: "Lumbal spinal stenosis - Bootcamp", Nordic Institute for Chiropractic and Clinical Biomechanics, 2017
- Teacher at the course: "Selection of outcome measures" at PhD School in Rehabilitation Research, SDU, 2011
- Course leader and teacher at the continuing education course: "Evidence-based treatment of low back pain" at the Nordic Institute for Chiropractic and Clinical Biomechanics, 2009 and 2012
- Teaching of academic staff at the Spine Centre of Southern Denmark in subjects such as: "The evidence for treatment with lumbar support belts ", "The evidence for cognitive intervention for non-specific low back pain ", "The association between MRI findings and low back pain " and ongoing dissemination of my own research, 2009-2019
- Teacher at the workshop: "Evidence based management of low back pain" for chiropractors in Belgium, Germany and Sweden, 2008-2012

Supervision

I have supervised 12 master students in Clinical Biomechanics, two Bachelor students in Physiotherapy and are currently co-supervising two PhD students.

Other

Before I graduated in Clinical Biomechanics I worked as Instructor and taught "Theoretical Biomechanics", Bachelor's program in Clinical Biomechanics, SDU, 2000-01, and "Palpation", Department of Medical Biology, Bachelor's program in Medicine, SDU, 2000-2001.

4. Methods, materials and tools

Lectures with power points used for reviewing theory and ensuring active learning with student involvement such as group discussion, think-pair-share, brainstorm, polls and small activating assignments at both an individual and a group level. Flipped Classroom using a vodcast to introduce the topic, which leaves time for group discussion. Workshops to facilitate the development of a written product by actively working on it both individually and in small groups.

Group-work to facilitate the learning process by working on a specific task reflecting the curriculum and by constructive and timely peer-feedback.

Supervision with focus on process-oriented guidance to bring about the students' thoughts and reflections of their choices.

Group supervision with peer-feedback used in master thesis projects.

Bedside teaching using tools such as OSAD (Objective Structured Assessment of Debriefing) and SHARP (Set learning objectives, How did it go, Address concerns, Review learning points, Plan ahead)

5. Educational development and applied research into teaching at university, including educational awards

The Lecturer Training Program gives a valuable framework to complement and expand my theoretical and practical experience.

My focus is to review and adjust my teaching style into a more activating approach. I try to plan so students read and prepare as home assignments and then use the time in the classroom to work with the curriculum both individually and in groups.

I will try to continuously review my learning process to make sure all students make maximum progress. This I will do with self-questioning the effect and efficiency of my teaching, discussing with colleagues and students and experimenting with new ideas. Student evaluations will make them play an active part in their learning and gain insight into what needs to improve to support student development.

The focus of my development project in the Lecturer Training Program is to experiment with and study the effect of collective academic supervision (Klyngevejledning). Collective academic supervision enables incorporating a progressive and systematic interaction between master students in their writing processes and may even be resource-efficient as more students can be supervised at the same time. The project will examine which elements of collective academic supervision that the students find effective and the benefits and disadvantages that students experience in receiving feedback from their fellow students.