

Formal education

2009: "Adjunktprædagogikum" (professional postgraduate teacher training on assistant professor level) for university teachers conducted at the University of Southern Denmark. I have more than 20 years experience with teaching in University sector.

Administrative tasks relating to education

I have over the past several years taught, planned and coordinated training both at the University of Southern Denmark (SDU), the University of Copenhagen (KU), Aalborg University (AAU) and in various courses. In addition, I served as program director for education exports of "BSc of Science in Health Education and Promotion and BSc in Epidemiology" to Princess Nora Bint Abdul Rahman University (PNU), Riyadh, Saudi Arabia (SA).

In relation to teaching at SDU, I have many years experience in teaching in Public Health (FSV) at the University of Southern Denmark.

I have been coordinator module for:

2010- 2016: Public Health in 21st Century (offered in English at master's degree in FSV)

2005- 2016: Health Promotion in Practice / Health Arenas (3.sem. BA in FSV)

2005 - 2010: Empowerment and Social Policy (offered in English on the MSc in FSV)

2011-> ongoing: Preparing the BA project. Academic Writing (5.sem. BA)

2008-2011: Community Analysis (Sem 2. BA in FSV)

2008: Electives in structural reform and welfare reform (Sem 4 BA in FSV)

2008-2011: Internship Coordinator at the Public Health, University of Southern Denmark

2012-2013: Deputy Programme Director of Public Health at the University of Southern Denmark

2009- 2012: Member of the Board of Studies for Public Health at the University of Southern Denmark

2009-2011: Member for the Examiner Chair of Public Health in Denmark

In relation to education exports of BSc program at PNU / Saudi Arabien I have undertaken the following tasks:

2012-2015: Studies of "BSc of Science in Health Education and Promotion and BSc in Epidemiology" (PNU)

2012-2015: Academic supervision and quality control of the BSc program to PNU coordinator for:

2013-2014: Health Sociology, Settings and Planning & Preparation of the Bachelor project - academic writing

In the period 1998- 2005, I have taught sociology of education (AAU), sociology of education (KU), President / social sciences. -education 4th and 6th semester (AAU), the specialization within the sociological community analysis and based programs under the Faculty of Social Sciences and the Faculty of Science at Aalborg University.

Experience of study programmes, supervision and examination

Both as a module coordinator at SDU and PNU, I have been a primary teacher and have been responsible for conducting the examination in different courses.

In addition, I have built up a lot of experience as an external examiner both in Public Health, Political Science and Sociology programs around the country.

Methods, materials and tools

In the years I have worked within the field of Health Sciences I have become aware that basic books on health sociology are lacking in Danish. In this connection, I am the editor-in-chief together with Helle Timm (SIF / SDU) on a basic book on "Health Sociology", which is published on Hans Reitzel Forlag. The primary target group of the basic book is students at the Public Health Sciences programs and the university colleges.

In addition, I have contributed to three other textbooks that can be used in educational context: One deals with "The Danish Society", where I, together with my colleague Carsten Kronborg Bak (UC Nord) have written an introduction to the whole disease and the health field. The book is aimed at university students on a wide range of programs. The book is edited by Bent Greve (RUC), Anja Jørgensen (AAU) and Jørgen Elm Larsen (KU).

The second deals with "50 community thinkers", where I write an introduction to the work of the sociologist Richard Sennett. The book is primarily intended for use by the youth education programs, primarily for social studies in upper secondary schools and has been edited by Mogens Hansen.

The third contribution to the teaching is a contribution about focus group interviews as a research method, written together with research employee Lotte Bloksgaard (AAU). The contribution is a chapter in a textbook for social science / sociological target groups of students / researchers and presenters and possibly. problematizes specific aspects of new developments within qualitative social research. The book title is "Qualitative Challenges" and was edited by Michael Hviid Jacobsen & Sune Qvotrup Jensen, from AAU.

Educational development

In my teaching activities over the past many years at various universities (SDU, KU, AAU and PNU) I have learned that in teaching it is important to operate with goals for the pedagogy, which are closely related to the choice of educational method and the organization of teaching courses.

Through my work on teaching, I try to organize systematic courses aimed at the student acquiring insight into knowledge

and skills, as well as learning how to relate critically. In this connection, I try to create a learning-promoting environment by involving the students in summit meetings, student presentations, etc., and by creating good atmosphere and open dialogue.

In the organization of the courses, the students are actively involved in the beginning, where in the first lesson expectations are reconciled and also mid-term evaluated so that I can adapt the level, structure and course of the course. In relation to modern pedagogical philosophy, which among other things In dealing with human education, education and upbringing, I think it is important that we do not focus solely on the academic acquisition of the substance and the development of competences (the aims of the education), but as much focus on being able to be academically .

- Being academically would mean a special way of relating to the matter or substance.
- Being academically thus constitutes both being familiar with a professional tradition and critically adhering to the same tradition.

Furthermore, my pedagogical focus is that the students must be able to apply their competences in reality, and therefore it should be continuously included in the organization of teaching.