

## Teaching Portfolio

### Formal education training

I have been employed as clinical associate professor in emergency medicine at the University of Southern Denmark since 2014, and clinical and didactic teaching is central to this role. Unfortunately, I have not completed a formal pedagogical training course to date. I have had the best of intentions, but the courses offered have not been compatible with my other commitments. As soon as a course that is compatible with my clinical work becomes available, I intend on participating.

### Administrative tasks related to education

As part of my position as clinical associate professor at the University of Southern Denmark, it has been my responsibility to oversee the last part of the master's program in medicine (known as K14). My tasks have been coordination of lectures as well as planning the final week of teaching (known as week four).

I have, over the years, developed and updated several courses within clinical medicine. Amongst others, I have been responsible for teaching junior doctors, residents and consultants in emergency medicine. I have used lectures, classroom sessions and complex simulations.

As part of my position as adjunct associate professor at the Chinese University of Hong Kong, I will be part of the team planning and teaching a master's program in pre-hospital and emergency medicine.

### Experience concerning study programs, supervision and examinations

As clinical associate professor with responsibility for the final part of the teaching on the master's program of medical training, I have gained a solid introduction to teaching in the university environment. While I have not formally supervised the teachers on K14, I have actively participated in several of the teaching sessions in week four and provided feedback to my colleagues.

It has been a natural part of my position as clinical associate professor to participate in the final exam of medical students at the University of Southern Denmark (the OSCE exam). Additionally, I have participated in designing the test in emergency medicine on several occasions. I have also acted as chair on three Ph.D. assessment committees at the University of Southern Denmark and as reviewer on three additional Ph.D. theses at Aarhus and Copenhagen Universities.

### Methods, materials and tools

My mostly used teaching methods are lectures, classroom sessions and clinical simulation. I believe that theoretical knowledge can be better learned if put into a clinical perspective. To this end, clinical simulation provides an optimal tool to ensure that the students understand and can apply their knowledge.

While lectures in front of a large audience are sometimes the only alternative, I find that the intimacy of classroom sessions provide a better opportunity to ensure that all students are on the same page. Likewise, I sometimes use PowerPoint when teaching, but find that this limits the spontaneity that can support good teaching. I, therefore, when doing classroom sessions, often use chalk and blackboard.

As part of my employment in the emergency department at Odense University Hospital, I was asked to participate in the development of an e-learning course in resuscitation. This provided an insight into how e-learning can be used to teach a large population at low cost.

Educational development and applied research in university teaching, including educational awards

I was asked to take responsibility for the K14 course after it had been planned. This, unfortunately, did not give me the possibility to participate in the planning.

While I have not participated in formalized research in university teaching, I am the principal investigator on a research project in the emergency department at Odense University Hospital on the optimization of training in cardiac arrest treatment.

### Reflection on own teaching practice and future development, including student evaluations

I have always tried to vary my teaching methods, both to make my teaching more interesting to the participants, but also to test and learn new methods. As a consequence, I have continuously sought feedback, both from students, colleagues and organizers.

The feedback I have received has most always been positive and I continuously score high on rating scales. This is also reflected in the fact that I repeatedly get invited to teach the same courses. Whenever I receive constructive critique I acknowledge this and reflect on how I can optimize my teaching.

As I am about to embark on a 6½ months sabbatical at the Chinese University of Hong Kong where the main focus will be on teaching and supervising students, I will have ample opportunity to experience a different teaching culture and gain experience in teaching students of a different culture and learning background.

Teaching has always been a large part of my life as a physician. I like to teach and believe that I am good at it. As a consequence, I continuously try to improve my teaching.