Teaching Portfolio

Teaching philosophy and method

My teaching includes classroom learning activities that involve abstract knowledge. In these situations I seek both to transfer knowledge to the students as well as to get the students to expand and convert the knowledge they are taught. Thus, the teaching becomes an interactive process in which both I (as a teacher) and the students are responsible for the learning. This approach to the learning process requires active and communicative students, which at times can be challenging in university teaching. A major factor in my teaching has been to match expectations for the goal of teaching between me as the teacher and the students. I also have teaching situations where abstract knowledge is combined with use of learned knowledge in practical situations. Here my approach to teaching is inspired by the Situated Learning Theory developed by Jean Lave. This theory gives me the opportunity to perceive learning as embedded within activity, context and culture. In this way of understanding the learning process knowledge needs to be presented in settings and situations that would normally involve that knowledge. Essential components of situated learning are social interaction and collaboration which become an important part of the framework of my teaching practice.

As a teacher my focus is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. Therefore, it is essential that the intended outcomes, the teaching method, and the assessment tasks are aligned to each other. My teaching method comprises plenary presentation – in order to transfer knowledge to the students – combined with activities such as group discussions, cases and roleplay to give the students opportunity to improve their learning. I feel that this kind of teaching allows me - as the teacher - and the students to reflect on the teaching material. In addition, these activities can be an effective method to motivate students and thereby promote active learning, develop critical thinking and promote communication skills on the subject being taught. E-learning has been a useful platform as an element in the process of the student’s development. With this tool it is possible to motivate the students to discuss and exchange experiences. This activity can help students to reflect on their own practice.

I have worked with different exam forms, for instance project work with oral exam, final written exam or practical testing of what was learned. I have planned the exam form for the single course module at the Master of Rehabilitation program. My considerations about the exam form were that the students should have the opportunity to gather elements from the various topics of the teaching material and then translate those into something useful in relation to their own practice. In this context, the written examination assignment was an ideal form. Generally speaking, I find that the exam forms I have used, was tailored to each individual module.

Teaching experiences and skills

I have gained broad experience in teaching and supervising students at various levels, such as diploma students, BA students, master students, and PhD students. I have taught in various fields in the health care area and at different health care educations such as Bachelor of Medical Sciences, Master of Science in Nursing, Master of Science in Physiotherapy. I have experiences with the involvement of research-based knowledge in teaching and with the involvement of students in research projects.

Pedagogic courses

I have completed a formal educational training and participated in courses that support my teaching practice.

June 22-23, 2009 Teaching course in clinical communication
December 11, 2012 Supervision – roles and relations (3/4 ECTS)
April 24, 2013E-portfolio (½ ECTS)
October 2, 2013 Enable your students with discussion forums, blogs and wikis (½ ECTS)
November 6, 2013 E-portfolio as learning and evaluation tool (½ ECTS)
December 2012- December 2013 Lecturer Training Programme (8 ECTS)

Educational development and planning

I have been associated with the Professional Master’s Programme in Rehabilitation, where I was the overall coordinator for the optional specialization modules. Furthermore, I have been coordinator and responsible for the optional module on chronic illness. At the Graduate Programme for Social Studies in Medicine I have been coordinator and responsible for the PhD seminar “The body as a biological, social and cultural construction” and the Methodology Club for PhD students and senior researcher. The courses and seminars are described in more details in the paragraph that provides an overview of my teaching and supervision activities.

Evaluation of teaching

In connection with my teaching at the University College and the University, the educational institutions handled the formal evaluation of my teaching. It has mainly been in the form of the students answering a short questionnaire. In addition, I ask for an informal verbal or written evaluation from the students at the end of my teaching when the teaching last a half-day
An overview of my teaching activities

PHD LEVEL:

The Graduate Programme for Social Studies in Medicine, SDU. "Hard work and creativity. A course in qualitative analysis", 2014.
The aim of the course was to introduce PhD students to analysis of qualitative data in health research and to reflexions regarding the analytical process. In the course the implications of theory and analytical reflexions for the qualitative research process was discussed; and the implications of the analytical process for the creation of knowledge. The teaching took place as lectures, discussions, the PhD students own writing, and critical feedback among participants. All the participants had to write an essay of maximum 5 pages and upload the essay to Blackboard. The last day of the course took departure in the essays of the participants and the analytical reflexions and experiences voiced in the essays. April 10-11 and May 15, 2014: in total 21 confrontation hours

The Graduate Programme for Social Studies in Medicine, PhD School, SDU. "PhD seminar 5: The body as a biological, social and cultural construction", 2010-2013.
The seminar focused on bodily potentials and ailments that reach beyond traditional disciplinary boundaries. Because the body is a central issue when it comes to health and illness, the seminar aimed at bring clarity to how we understand the body as a concept in research. The overall aim of the seminar was to inspire PhD students to become aware of connections between the body as a biological, a social and a cultural construction. This was to stimulate ongoing research projects regarding health and illness. The seminars supports theoretical and strategic approaches to knowledge and the production of knowledge in health science, and the seminar invites for reflections regarding the role, content and development of social studies in medicine. The seminar was composed of lectures and discussions.
Coordinator of the course.
August 29-30, 2013: 2 days, in total 10 confrontation hours
August 26-27, 2010: 2 days, in total 10 confrontation hours
The Methodology Club works as a networking and discussion forum for researchers and PhD students working with Social Studies in Medicine and applying qualitative methods and/or a combination of qualitative and quantitative methods in their projects. Every meeting will have a special focus on specific themes connected to relevant methodical and analytical issues. The themes of the meetings are based on suggestions of the participants. A senior researcher is present at each meeting. The discussions at the meetings may take departure in a published text or be based on the participants’ own material – i.e. sound clips from interviews, transcriptions etc. We encourage participants to engage in and initiate discussions at the meetings.
4 meetings of 2 hours each semester.
Teaching in qualitative method and publication under the auspices of the Methodology Club:
March 11, 2014: 2 confrontation hours
May 27, 2014: 2 confrontation hours

MASTER'S AND POSTGRADUATE LEVEL:

Rehabilitation needs: Functioning and disability an optional module at the Professional Master’s Programme in Rehabilitation, SDU, 2018.
The teaching focused on functioning and disability in a historical perspective, and looked at the tension field between a disease-oriented understanding and social-oriented understanding of functioning. Identification of the need for rehabilitation and palliation was discussed with particular emphasis on elements in ethical judgment and professional judgment. The teaching takes place as lectures and group discussions.
November 25, 2018: 4 confrontation hours

Implementing technologies and knowledge in Rehabilitation at module 5 "Evidence-based practice. Critically consideration of examination, intervention and evaluation in physiotherapy practice”. MSc in Physiotherapy, SDU, 2018 -
The aim was to give the student knowledge about models of knowledge translation and strategies to implement new technologies, procedures and interventions in rehabilitation. The students should get competences to include this knowledge when discussing how to improve the practice. The teaching was given as a lecture combined with group exercise.
Marts 12, 2018: 4 confrontations hours

This lesson aims to share my 10 years of experience with project management in health care with the students. I illustrate elements that can help to facilitate the implementation of healthcare projects. Through examples I discuss various challenges that may be present at the implementation of healthcare projects. The teaching is primarily given as a lecture.
February 28, 2017: 2 confrontation hours
Functioning and disability at module 4 “Rehabilitation and Palliative Care”, MSc in Nursing, SDU, 2015-2017.
The teaching focuses on functioning and disability in a historical perspective, and looks at the tension field between a
disease-oriented understanding and social-oriented understanding of functioning. Identification of the need for
rehabilitation and palliation is discussed with particular emphasis on elements in ethical judgment and professional
judgment. The teaching takes place as lectures and group discussions.

September 28, 2017: 4 confrontation hours
September 19, 2016: 5 confrontation hours
September 21, 2015: 5 confrontation hours

Responsible for the optional specialization modules at the Professional Master’s Programme in Rehabilitation, SDU, 2013-
2014.


The course of rehabilitation at module 4 “Rehabilitation”, the Professional Master’s Programme in Rehabilitation, SDU.
2013-2016.
The different phases of the rehabilitation process were discussed with the students taking the students practical
experiences as a starting point. There was drawn on ICF and Wades Rehabilitation model as a theoretical framework. The
form of this class was plenary discussions and group discussions.
February 12, 2016: 3 confrontation hours
February 20, 2015: 3 confrontation hours
February 7, 2014: 3 confrontation hours
March 15, 2013: 4 confrontation hours

Patients with chronic disease, optional module at the Professional Master’s Programme in Rehabilitation, SDU, 2011-
2013.
Through plenary presentations, plenary discussions and group work theoretical approaches to rehabilitation and chronic
illness was examined. The principles for preparing and implementing a plan for rehabilitation were presented, and
reflexions on how this would have impact on the everyday life of people with chronic diseases were discussed. The
students had to submit a final written paper at the end of the module.

Coordinator.

Class in spring semester 2013: In total 14½ confrontation hours
January 3, 2013: 2½ confrontation hours
January 4, 2013: 5½ confrontation hours
January 24, 2013: 5½ confrontation hours
January 25, 2013: 1 confrontation hour

Class in spring semester 2012: In total 9 confrontation hours
January 20, 2012: 2½ confrontation hours
January 21, 2012: 5½ confrontation hours

Class in fall semester 2012: In total 14½ confrontation hours
September 7, 2012: 2½ confrontation hours
September 8, 2012: 5½ confrontation hours
September 28, 2012: 5½ confrontation hours
September 29, 2012: 1 confrontation hour

Class in fall semester 2011: In total 14½ confrontation hours
October 7, 2011: 2½ confrontation hours
October 8, 2011: 5½ confrontation hours
October 28, 2011: 5½ confrontation hours
October 29, 2011: 1 confrontation hour

Examiner for classes at the Professional Master’s Programme in Rehabilitation, SDU, 2012: 39 written papers.
Examiner for classes at the Professional Master’s Programme in Rehabilitation, SDU, 2011: 40 written papers.
External examiner for classes at the Professional Master’s Programme in Rehabilitation, SDU, 2011: 9 written papers

BACHELOR’S LEVEL:

Public Health and Epidemiology at module 10 at at the Physiotherapy programme, UCL, Odense, 2017.
The module should give the students insight into and be able to apply key epidemiological concepts, including
epidemiological study design. Focus was on the basic epidemiological concepts for the collection and analysis of
epidemiological data and the use of epidemiological studies. The teaching consisted of plenary lecture, group work and
plenary presentation and discussion of group work.
Class F215/315: In total 8 confrontation hours
May 8, 2017: 3 confrontation hours
May 16, 2017: 3 confrontation hours
May 24, 2017: 3 confrontation hours

Philosophy of Science at module 7 at the Physiotherapy programme, UCL, Odense, 2016.
The module was based on key theoretical concepts of science and different discourse of ontology and epistemology was examined. The teaching consisted of plenary lecture, group work and plenary presentation and discussion of group work.

Class F614: In total 8 confrontation hours
March 22, 2016: 2 confrontation hours
March 23, 2016: 2 confrontation hours
March 30, 2016: 2 confrontation hours
April 1, 2016: 2 confrontation hours

Fall prevention at module 11 “Gerontological Physiotherapi”, the Physiotherapy Programme, UCL, Odense, 2015.
September 2, 2015: 4 confrontation hours

Clinical Communication, module B12 at the Medical Sciences/Medicine, SDU, 2011-2013.
The module was based on roleplay. The students should obtain communicative skills to be used in their practical training in the clinical practice. The Calgary-Cambridge guide to medical interview and communication process was used as a conceptual framework.

Group 1-B12, spring semester: In total 9 confrontation hours
January 7, 2013: 3 confrontation hours
January 14, 2013: 3 confrontation hours
January 21, 2013: 3 confrontation hours

Group 2-B12, spring semester: In total 21 confrontation hours
April 9, 2013: 3 confrontation hours
April 16, 2013: 3 confrontation hours
April 23, 2013: 3 confrontation hours
April 30, 2013: 3 confrontation hours
May 7, 2013: 3 confrontation hours
May 28, 2013: 3 confrontation hours
June 4, 2013: 3 confrontation hours

Group 3-B12, fall semester: In total 9 confrontation hours
October 22, 2013: 3 confrontation hours
October 24, 2013: 3 confrontation hours
November 5, 2013: 3 confrontation hours
November 12, 2013: 3 confrontation hours
November 19, 2013: 3 confrontation hours
December 11, 2013: 3 confrontation hours
December 16, 2013: 3 confrontation hours

Group 1-B12, spring semester: In total 9 confrontation hours
January 3, 2012: 3 confrontation hours
January 9, 2012: 3 confrontation hours
January 12, 2012: 3 confrontation hours

Group 2-B12, spring semester: In total 9 confrontation hours
May 30, 2012: 3 confrontation hours
June 4, 2012: 3 confrontation hours
June 6, 2012: 3 confrontation hours

Group 3-B12, fall semester: In total 9 confrontation hours
October 30, 2012: 3 confrontation hours
November 12, 2012: 3 confrontation hours
November 19, 2012: 3 confrontation hours

Group 4-B12, fall semester: In total 8 confrontation hours
November 26, 2012: 4 confrontation hours
November 3, 2012: 4 confrontation hours

Group 1-B12, spring semester: In total 8 confrontation hours
January 6, 2011: 4 confrontation hours
January 13, 2011: 4 confrontation hours

Teaching medical students module B9 in Clinical Communication, SDU, 2009-2010.
February 8-25, 2010: 18 confrontation hours
January 4-19, 2010: 12 confrontation hours
September 7 – October 29, 2009: 18 confrontation hours

Teaching medical students module 3 in Knowledge and Information, SDU, 2008-2009.
Teaching at Health Sciences’ diploma module no. 780 Patientology, Patients with Diabetes - CVSU videreuddannelse Odense and UC Syddanmark, 2007-2009.

**An overview of my supervision activities**

Internal supervisor for Eva Jespersen in connection with her Lecturer Training Programme, 2018-2019. 16 hours of supervision.

Internal supervisor for Katrine Rubin in connection with her Lecturer Training Programme, 2015. 16 hours of supervision.

**PHD LEVEL**

Supervisor on 1 PhD project (ongoing): Kathrine Rayce, PhD student, Department of Clinical Research. The project examines the impact of telemedicine in patients with severe chronic obstructive pulmonary disease, 2017 -.

Co-supervisor on 1 PhD projects (ongoing): Rikke Faboe Larsen, PhD student, Department of Clinical Research, SDU. The project examines the effectiveness of home training within the hematologic field, 2014 -.

2014-18 Co-supervisor on 1 PhD projects: Anders Hansen, PhD student, Department of Sports Science and Biomechanics at SDU. The project examines the effectiveness of interdisciplinary rehabilitation in the field of Neuro-Oncology, 2014-2018.

**MASTER’S AND POSTGRADUATE LEVEL**


Main supervisor on a Master’s thesis, MSc in Nursing, SDU: “Discharge conversation with the postoperative cardiac patient – a qualitative study”, 2016. 10 hours supervision.

Main supervisor on a Master’s thesis, MSc in Physiotherapy, SDU: “The current and future role of the physiotherapist in ER – a quantitative study”, 2015. 10 hours supervision.

Co-supervisor on a Master's thesis, MSc in Physiotherapy, SDU: "On the experience of first occupational encounters of health professionals and immigrants: a qualitative systematic review", 2015. 4 hours supervision.

Main supervisor on a Master’s thesis, Professional Master’s Programme in Rehabilitation, SDU: "Coherence between municipal services and everyday life during a rehabilitation process", 2014 10 hours supervision.

Main supervisor on a Master’s thesis, Professional Master’s Programme in Rehabilitation, SDU: "A pilot study of the validation of the de Morton Mobility Index (DEMMI) in relation to people living at a nursing home in Copenhagen", 2011. 10 hours supervision.

Co-supervisor on a Master’s thesis at Danish School of Education, Aarhus University: "When Will They Ever Learn?: Didactic Conditions Specially Important for Learning in Diabetes Education", 2009. 4 hours supervision.

**BACHELOR’S LEVEL**

Affiliated with the Physiotherapist programme at UCL, where I am the main supervisor on Bachelor’s projects (13 projects until now), 2015-2017.

October-January, 2017: In total 12 hours of supervision (2 groups):

- **Group 1, F714**
  Low back pain: Patient perspective

- **Group 2, F614**
  Pain threshold: Experimental study

March-June, 2017: In total 18 hours of supervision (3 groups):

- **Group 1, F214**
  Supraspinatus tendinopathy: Diagnostic test

- **Group 2, F214**
  Supraspinatus tendinopathy: Diagnostic test
Group 3, F114
GERD and IMT: Systematic Review

March-June, 2016: In total 24 hours of supervision (4 groups):

Group 1, F213
Karmakidz: Mixed Method

Group 2, F313
Cancer: Qualitative Method

Group 3, F313
Health Technology: Qualitative method

Group 4, F213
Pain theory: Questionnaire

October-January, 2015: In total 24 hours of supervision (4 groups):

Group 1, F612
CABG patients: Qualitative method

Group 2, F612
CABG patients: Qualitative method

Group 3, F712
Myelomatosis: Qualitative method

Group 4, F612
Stroke: Qualitative method

Co-supervisor on a Bachelor’s project at the Physiotherapist programme, CVSU-Fyn: "Patient brief case – telemedicine training for patients with COPD, from a patient-centered perspective", 2012. 4 hours supervision.

Co-supervisor on a Bachelor’s project on a Bachelor’s project at the Physiotherapist programme, CVSU-Fyn: "Shoulder problems in patients with type 1 diabetes", 2006. 4 hours supervision.