

## Teaching portfolio

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### 1. Pedagogical education

Between 2000-2020 I have completed 20 different educational courses, of which the last two courses have begun in 2018. The first courses have covered different pedagogical theories and tools, and have focused on the different learning approaches to students and methods of students' own learning needs and ways to acquire learning. Later courses have focused on the importance of the classroom, classroom management and team based learning, followed by student activating teaching methods, including e-learning tools to flip and blend the teaching. Several courses are taken as part of The Lecturer Training Programme, which I completed at the SDU in 2016. My final assignment involved research-based teaching, and how we facilitate that students are taking leadership of their own learning. My last courses have focused on how best to supervise my PhD students, and how I lead the teaching group for which I am responsible as the head of studies for the master's in occupational therapy. How I strengthen their skills to teach our students by using research-based teaching with a high degree of flipped teaching and ensuring coherence between learning goals, teaching methods, content and exam tests.

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#### **2020-2021 Research Management Introduction course - SDU (5 ECTS) (ongoing)**

It is the purpose of the research management introduction course that we as new executives develop our management in accordance with the SDU's code of conduct. The course is both an introduction to management at SDU and an opportunity for individual leadership development based on the individual situation of the individual manager. The course includes sparring in management teams about concrete situations with management colleagues, 360-degree management feedback on our management practices from employees, our managers and collaborators, conversation with a consultant about individual strengths and organizational knowledge.

#### **2018-2019 Basic Course in Educational Management at Danish Universities (3 ECTS)**

Course focus: As educational leaders are central for the educational quality assurance of the universities in education and the development of new teaching methods, and are at the crossroads of student expectations, professional traditions and interests, as well as education policy requirements - educational leaders may need tools and skills development in order to handle the many management roles as best as possible.

#### **2018-2019 Manager Introduction course - SDU (3 ECTS)**

It is the purpose of the lead introduction program that we as new executives develop our management in accordance with the SDU's code of conduct. The program is both an introduction to management at SDU and an opportunity for individual leadership development based on the individual situation of the individual leader: the course includes sparring in management team about concrete situations with management colleagues, 360 degree management feedback on our management practices from employees, our managers and collaborators, conversation with consultant about individual strengths and organizational knowledge.

**2018 WFOT (World Federation of Occupational Therapists) Education Day, Cape Town**

Education Day 2018, providing colleagues from around the world who were involved in the education of occupational therapists an opportunity to meet, to exchange information about education programmes at all levels, to share experiences and to plan for the future on issues of global importance within occupational therapy education.

**2017 PhD supervision process, methods and tools - SDU (½ ECTS)**

The aim of the course was to support PhD supervision process by providing us as supervisors with a toolbox of practical tools, which helped us organize a PhD supervision process in a manner that encourages learning and communication.

**2017 Activate your students with blended learning – SDU (½ ECTS)**

How to blend and flip your face-to-face teaching with many different e-learning tools to increase the students learning ability. A special course made for the researchers at the initiative for occupational science and occupational therapy on my request.

**2017 How to involve change processes in groups and ensuring a good mental working environment - DF & ETF (1/4 ECTS)**

The aim was to gain insight and skills on how to undergo a change process with success without decreasing the mental working environment.

**2016 The Lecturer Training Programme (10 ECTS)**

The programme aimed at strengthening our educational and pedagogical skills. The programme was mandatory for newly appointed assistant professors at SDU.

**2016 Research teaching - SDU (1/4 ECTS)**

The course focused on how to include your own research in your teaching and thus how you ensure to deliver Research Based Teaching.

**2016 Students' academic writing skills – SDU (1/4 ECTS)**

The aim was to give tools to us as teachers to support the students writing academic skills. The course was designed as a workshop, and presented tools to support and develop students' writing skills.

**2016 Activate your students with discussion forums, blogs or wikis (½ ECTS)**

The aim was to gain insight and skills on how different online learning tools could support teaching and learning, including discussion forums, blogs, wikis and Gilly Salmon's five-stage model on motivating active participation in online courses.

**2015 Teaching to Celebrate Diversity - to students as learners – SDU (½ ECTS)**

The aim was to offer insights into how to welcome and celebrate student diversity. Whilst scaffolding learning for all learners is important, current research indicates this is particularly relevant for students who are unfamiliar with the expectations of university education; such as first generation university students and international students.

**2015 Activating teaching and active learning with Flipped Learning (1 ECTS)**

The aim was to give us the knowledge, skills and competences to design and run flipped learning. The course consisted of online activities where we were introduced to the flipped learning and the tools Adobe Presenter and Adobe Presenter Video Express. We worked with the restructuring of our own courses into flipped learning.

**2015 The university introductory course for external teachers – SDU (½ ECTS)**

The aim was to give us knowledge, skills and competence to prepare and implement our teaching content on the academic level and on the basis of research, required for university teaching.

**2014 The conference "Teaching for Active Learning" – SDU**

The aim of the conference were, to connect activating teaching and active learning at an educational level (including learning theories); reflect on the students' perspective and impact on future practice; giving examples of innovative and effective teaching and learning; to strengthen the arguments for the importance of activating teaching and active learning; to strengthen the link between the SDU's guiding principles and planning and implementation of active teaching and learning activities; to discuss opportunities and challenges in the implementation of activating teaching and active learning.

**2013 Cooperative learning, courses at Social and Health School (2 ECTS)**

The course focused on six principles based on Johnson et al. (1990) and Felder & Brent (1994). Here, the teaching is founded on the principle that students who work in well-functioning groups learn more, get a deeper understanding of the material they work with, a more positive attitude toward the subject they work with, and have greater confidence than when working individually or in a competitive situation. CL emphasizes the development of the students argumentation ability. This requires that students receive a social learning community where all students are active.

**2012 Supervisor and supervision - pedagogic diploma in supervision (10 ECTS)**

The course included instructional theories, including methodological implications of different supervisor approaches; research evidence in relation to supervision and counseling methods; strategies and models for supervision activities, including supervisors' role and function; individual guidance; groups and collective guidance activities; various IT-based supervision activities; ethical dilemmas and principles for supervisors and supervision, including the guidance of administrative law.

**2012 Conflict Management – diploma in pedagogic – UC (10 ECTS)**

Content of the course: Based on our own practical experiences, we learned to work with our own and others' conflicts, gained insight into handling conflicts in educational practice, including understanding of conflicts, patterns of conflict, conflict culture and psychological work; conflict analysis - methods and tools; social competence and conflict; communication that promotes conflict development aspects; methods of cooperation that supports constructive conflict resolution; development of conflict culture in the university context on individual, group and organizational level.

**2011 Didactics and Evaluation - diploma in pedagogic – UC (10 ECTS)**

The course aimed to give insight and skills about evaluation theory and research, and evaluation and teaching, including the relationship between learning, teaching and assessment, as well as didactic and evaluation and differentiated teaching.

**2010 Basic course in pedagogy – AU (3 ECTS)**

The aim was to give insight in the planning, implementation and evaluation of teaching activities and how they act together. The course involved a high degree of participant activity and teaching methods was alternated between presentations and exercises.

**2000 Education in counseling, guidance and supervision – AU (2 ECTS)**

The aim was to give insight in the different pedagogical approaches, including guidance, counseling and supervision; the learning house and problem-based learning.

## **2. Administrative tasks within education**

Between 2014-2015 I was the Deputy of studies for the Master of Rehabilitation at SDU. Since 2016, I have been the head of the Master's Degree Program in Occupational Therapy, and have taken the responsibility for all the administrative tasks it requires. These include ensuring alignment in the education, selection and supervision of module managers and teachers, collaborating with international heads of the Master's Degree Programs in Occupational Therapy as well as domestic and foreign guest lecturers, international student exchange, PR tasks etc. Once a year, another task is to produce a status report on the quality and the economy of the education. Afterwards, I present the status report at a meeting with the Dean of the Faculty of Health Sciences and the Head of Department at the institute where the MSc in Occupational Therapy belongs. The quality and the economy of the education is assessed on the number of completed students, the student's completion time, continuous evaluations of the teachers' competencies and the student's learning skills, the student's possibilities for supervision and feedback as well as their social well-being. Other administrative management task includes participation in joint study meetings with my fellow heads of studies, where pedagogical learning tools and methods are evaluated and plans are laid out on how to incorporate learning tools and methods into our different master programs.

In addition, I am elected to the Board of Studies for Master's Degrees in Midwifery, Clinical Nursing, Health Sciences, Physical Therapy and Occupational Therapy, where merit applications are being handled.

The Master's Degree Program in Occupational Therapy at SDU is the only master's program for occupational therapists in Denmark. The two-years master's degree program builds on the learning skills our students have received at one of the seven occupational therapy bachelor programs in Denmark. To ensure coherence between the bachelor programs and the MSc in Occupational Therapy, I participate twice a year in meetings with the heads of studies of the seven bachelor programs. On these meetings, initiatives and methods to remedy the transition from bachelor to master's degree are discussed as well as discussions on how the most competent bachelor students are led to the master's degree program in Occupational Therapy.

From 2014 till today, I have been managing modules at four different university master's and bachelor's programs - for a total of 15 different modules. Most of my module responsibility has been at the MSc in Occupational Therapy. It has given me experiences with modular organization, including the preparation of study guides. I have gained experience in describing purposes, developing learning outcomes, organizing the content of the teaching, selecting and instructing teachers on the module's lessons, as well as determining the examination form and criteria for assessment.

From 2018, I have been appointed a member of the Education Committee for Occupational Therapy at University College South.

2018 - Appointed member of the Education Committee for Occupational Therapy at University College South

2016 - today Head of Studies, Master's Degree program in Occupational Therapy, SDU

2016 - today Elected member of the Board of Studies for Master's Degrees in Midwifery, Clinical Nursing, Health

Sciences, Physical Therapy and Occupational Therapy

2016 - today Module responsible, Introduction program (1/2 ECTS), Master of Occupational Therapy (IST, SDU)

2016 - today Module responsible, Master's program plan (5 ECTS), Master of Occupational Therapy (IST, SDU)

2015 - today Module responsible, Occupational Science and everyday living - theory and methodology (15 ECTS), Master of Occupational Therapy (IST, SDU)

2016 - today Module responsible, Master's thesis (30 ECTS), Master of Occupational Therapy (IST, SDU)

2014 - 2017 Module responsible, Quality Management (5 ECTS), Master of Occupational Therapy (IST, SDU)

2015 Module responsible, User Involvement and Client Centred Practice (5 ECTS), Master of Public quality and management (IST, SDU)

2015 Module responsible, Measuring Quality (5 ECTS), Master of Public quality and management (IST, SDU)

2014 - 2015 Module responsible, Quality and quality management (5 ECTS), Master of Public quality and management (IST, SDU)

2014 - 2015 The Deputy Head of studies, Master of Rehabilitation, SDU

2013 - 2016 Master of Physiotherapy (IOB, SDU)

Module responsible, Medical law, Health Economics and Quality Improvement (15 ECTS)

Module responsible, Quality Management (5 ECTS)

2013 - 2015 Master of Physiotherapy (IOB, SDU)

Module responsible, The theoretical basis and history of physiotherapy Scientific methods (15 ECTS)

Module responsible, RCT studies (5 ECTS)

2014 - 2015 Master of Rehabilitation (IOB, SDU)

Module responsible, Methods in Rehabilitation science (15 ECTS)

Module responsible, Masters thesis (15 ECTS)

2012 - 2018 Module responsible, Physical activity in Occupational Therapy (5 ECTS), Bachelor of Occupational Therapy

### **3. Experience with teaching, exams and supervision**

#### **3a. Teaching experience**

2018-today Teaching within the module Activity based complex interventions, Master of Occupational Therapy (IST, SDU)  
Are teaching our students (in total six lectures) on how to implement, measure and sustain occupational therapy interventions within the MRC guidance for developing and evaluating complex interventions.

2016-today Module responsible, Introduction program (1/2 ECTS), Master of Occupational Therapy (IST, SDU)  
Approx. 25% of the teaching are carried out by others, the rest I teach myself. At study start, students complete a two days introductory program, containing information about student life at the university, student expectations - incl. the FAIR principles, an overview of the education of the MSc in Occupational Therapy, a historical review of occupational therapy and occupational science, etc.

2016-today Module responsible, Master's program plan (5 ECTS), Master of Occupational Therapy (IST, SDU)  
I carry out all the teaching. At the MSc of Occupational Therapy, students complete a program plan that shall reflect a progression on how the students plan to achieve the learning objectives of the education across the various modules as well as thoughts for their final thesis. The plan is thus handed in three times and I read and provide feedback to the students every time.

2016-today Module responsible, Master's thesis (30 ECTS), Master of Occupational Therapy (IST, SDU)  
Approx. 25% of the teaching are carried out by others, the rest I teach myself. In conjunction with the master's thesis in the MSc in Occupational Therapy, I guide the students on how to write their thesis, followed by two master classes, where the students alternately present their overall plans for their thesis, their backgrounds, hypotheses, choice of methods and analyses.

2015-today Module responsible, Occupational Science and everyday living - theory and methodology (15 ECTS), Master of Occupational Therapy (IST, SDU)  
Approx. 75% of the teaching are carried out by others, the rest I teach myself. My part of the module consists of lectures, case teaching and supervision - all within the principles of blended learning and as research based teaching.

2014-2017 Module responsible, Quality Management (5 ECTS), Master of Occupational Therapy (IST, SDU)  
Approx. 50% of the teaching were carried out by others, the rest I taught myself. My part of the course consisted of lectures, case teaching and supervision. The supervision consisted of both peer-to-peer and teacher feedback. During the course the students also had to prepare a Wiki with online feedback on E-learn.

2015 Module responsible, User Involvement and Client Centered Practice (5 ECTS), Master of Public quality and management (IST, SDU)  
Approx. 50% of the teaching were carried out by others, the rest I taught myself. The teaching were all flipped - with a high degree of student led activities. E-learning tools as discussion forums and Poll Everywhere were used. In addition, I supervised the students regularly while they worked on their synopsis as a basis to their final exam.

2014-2015 Module responsible, Measuring Quality (5 ECTS), Master of Public Quality and Management (IST, SDU)  
Approx. 50% of the teaching were carried out by others, the rest I taught myself. My part of the course consisted of lectures, case teaching and supervision. The supervision consisted of both peer-to-peer and teacher feedback. During the course the students also used discussion forums to reflect on assignments I have prepared, followed both by online peer-to-peer and teacher feedback on E-learn. In addition, I supervised the students regularly while they worked on their synopsis as a basis to their final exam.

2013-2016 Module responsible, Master of Physiotherapy (IOB, SDU)  
Module responsible, Medical law, Health Economics and Quality Improvement (15 ECTS)  
Module responsible, Quality Management (5 ECTS)

Medical law, Health Economics and Quality Improvement (15 ECTS)  
The module was a 10 weeks program consisting of three parts: Medical law, Health Economics and Quality Improvement. In addition, to planning and managing of all 10 weeks, my tasks consisted of introduction, collection and evaluation of the module, as well as teaching and examining the course Quality Improvement (see below).

Quality Management (5 ECTS)  
Approximately 50% of the lessons were provided by external teachers, the other half I taught myself. My part of the course consisted of flipped lectures and supervision, as the students had to prepare a synopsis ahead of their written exam. Other methods used were speed-dating, methods of CL, face-to-face feedback, and preparation of Wikis with online feedback on E-learn.

2013-2015 Module responsible, Master of Physiotherapy (IOB, SDU)  
Module responsible, The theoretical basis and history of physiotherapy Scientific methods (15 ECTS)  
Module responsible, RCT studies (5 ECTS)

The theoretical basis and history of physiotherapy Scientific methods (15 ECTS)  
The module was a 10 weeks program and consisted of one introductory week, one week of scientific theory and history and three times two weeks with respective information literacy (BINKO), basic statistics (BASTA) and study designs - primarily RCT, plus one examination week and one week containing workshops. In addition to planning and managing all 10 weeks, I taught the introductory week, the trial designs, the RCTs, and the exam week. The introductory week consisted of lectures and sparring with class and two workshops. In the workshops the students were divided into three groups, as they were given a brief introduction to themes such as Stata, Adobe Connect and Excel.

RCT studies (5 ECTS)  
Week 7-8 with study design and RCT, the students prepared a project-protocol (based on the guidelines of the Ethics Committee) that formed the basis for a final oral examination. Along the way, students received instructions, either face-to-face or via Adobe Connect.

2013-today Teaching within the module Physical activity and health in Worklife (10 ECTS), Master in Sports and Health Sciences (IOB, SDU)  
My 18 lectures were followed up by preparation of Wikis with subsequent online feedback. Partly in the classroom with inlaid exercises to learn the activity measurement equipment as E-patch, Actigraphs and Pedometri. The course was taught in English.

2013-2014 Teaching within the module Sports and rehabilitation (10 ECTS), Bachelor in Sports and Health Sciences (IOB, SDU)  
My 12 lectures were carried out as classroom lecturing and students presentations, both with peer and teacher feedback.

2012-2018 Module responsible, Physical activity in Occupational Therapy (5 ECTS), Bachelor of Occupational Therapy  
Responsible for designing and teaching a brand new course of 16 lectures, all of which I carried out. The teaching consisted of exercises to support the pedagogical understanding of physiology and how it was tied closer to an occupational therapy framework.

2011-today Teaching within the module Occupational Therapy, prevention and the working environment (10 ECTS),

Bachelor of Occupational Therapy

I give two hours lectures followed up by questions and discussions.

2010-2011 Teaching within the module Measuring physical fitness (5 ECTS), Bachelor in Sport Science (IFI, AU)

My 12 hours of teaching was partly in laid classroom exercises to learn the use of Watt-max and sub-max tests on Monark bikes and partly by lecturing.

2010-2011 Teaching within the module RCT's within activity studies (5 ECTS), Bachelor in Sport Science (IFI, AU)

I gave eight lectures followed up by questions and discussions.

2009-2011 Teaching and supervision (approx. 75 hours in total) (IFI, AU)

Of graduate students who handled the weekly instructions in the one-year combined intervention within my PhD project.

2008-2011 Guidance of test-leaders within my PhD project (approx. 25 hours in total) (IFI, AU)

15 bachelor - and graduate students.

1997-2013 Teaching and supervision (at Aarhus Social and Health school)

The courses have been many, but the main focus has been the subjects "Rehabilitation" and "Activity, Culture and Identity". The courses included activity analysis, ADL taxonomies, MOHO, ICF, rehabilitation – and habilitation, health medicine, exercise physiology, ergonomics, prevention and health education.

### **3b. Experience with exams**

2018-today The module Activity based complex interventions (10 ECTS), Master of Occupational Therapy (IST, SDU)

The examination is graded on a 7-point scale with external examiner and consist partly of a written assignment and an oral examination. The exam will be held ultimo 2018.

2018-today The module Assistive technology and everyday life (5 ECTS), Master of Occupational Therapy (IST, SDU)

The examination is graded on a 7-point scale with internal examiner and consists of a written assignment.

2015-today The module Occupational Science and everyday life theories - theory and methodology (15 ECTS), Master of Occupational Therapy (IST, SDU)

Had in 2015, 2016 and 2017 a module A - a group examination, and module B - one written exam approx. 5000 words constructed as a Wikie, and finally a module exam. The final examination was graded on a 7-point scale with internal examiner and consisted partly of a written assignment and an oral examination. As from 2018 I'm just responsible for the final exam.

2015-2017 The module Evidence and quality of occupational therapy (10 ECTS), Master of Occupational Therapy (IST, SDU)

Had in 2015, 2016 and 2017 a module exam. The examination was graded on a 7-point scale with external examiner and consisted of a written assignment.

2014-2017 The module Quality management (5 ECTS), Master of Occupational Therapy (IST, SDU)

Had in 2014, 2015, 2016 and 2017 a course exam, which consisted of a written assignment in 14.400 characters. The final examination was graded on a 7-point scale with internal examiner.

2014-2016 The module Quality and Quality management (5 ECTS), MPQM (SDU)

Had in 2014, 2015 and 2016 a course exam, which consisted of a written assignment in 12.000 characters. The final examination was graded on a 7-point scale with internal examiner and consisted partly of a written assignment and an oral examination.

2013-2016 The module Quality improvement (5 ECTS), Master of Physiotherapy (IOB, SDU)

Had in 2013 CSF-12 to a course exam, which consisted of a group presentation followed by an oral examination. Had in 2014 CSF-13 to a course exam, which consisted of a written assignment in 72.000 characters. Had in 2015 and 2016 CSF-14 and CSF-15 to a course exam, which consisted of a written assignment in 14.400 characters.

2013 The module Sports and rehabilitation (10 ECTS), BA-course (IOB, SDU)

The final examination was graded on a 7-point scale with internal examiner and consisted of a written assignment in 72.000 characters.

2018-today A member of the censorship for public health and related education in the period from 1 April 2018 to 31 March 2022, and assigned the following:

Bachelor Level - Occupational Therapy; Occupational Science; Rehabilitation; Prevention, health behaviour and health promotion; Physiotherapy - physiology

Candidate (Master) Level - Occupational Therapy; Occupational Science; Rehabilitation; Prevention, health behaviour and health promotion; Physiotherapy - physiology; Working environment

Master (Danish Master) Level - Occupational Therapy; Occupational Science; Rehabilitation; Prevention, health behaviour and health promotion; Physiotherapy - physiology; Working environment

2018 Has served as censor of four candidate (Master) thesis at AU

2011-today Has taken 36 candidate (Master) master students to their final exams (AU og SDU)  
10 as MSc in Occupational Therapy

2009-today Has taken 26 bachelor students to their final exams (AU og SDU)  
12 as BA in Occupational Therapy

1997-2013 Has taken approx. 200 students from the Social – and Health School to their final exams. All in the field of occupational science and rehabilitation.

### **3c. Experience with supervision**

#### **2016-today Supervision of PhD students (FEA, SDU)**

Will enrol three present Pre-PhD-students in 2021 to carry out the following projects:

1. 'The process evaluation of the Danish Obesity Intervention Trial (DO:IT)'. I will be the PhD-students main supervisor.
2. 'A qualitative evaluation of the Danish Obesity Intervention Trial (DO:IT)'. I will be the PhD-students main supervisor.
3. 'Danish Obesity Intervention Trial (DO:IT) - Implementation and effectiveness in a Danish municipal setting'. I will be the PhD-students main supervisor.

Are in June 2020 PhD-supervisor within the following projects and for four PhD-students:

1. 'Lifestyle habits and screening for cardio-vascular risk factors in patients with rheumatoid arthritis - from register to the patient's perspective'. The PhD-student have a MSc in Occupational Therapy and is expected to deliver in her thesis in 2022. I am the PhD-students co-supervisor.
2. 'WORK-ON – work rehabilitation for persons with inflammatory arthritis'. The PhD-student have a MSc in Occupational Therapy and is expected to deliver in her thesis in 2022. I am the PhD-students co-supervisor.
3. 'Lifestyle-oriented occupational therapy intervention for patients with chronic non-malignant pain – A randomized controlled trial'. The PhD-student have a MSc in Occupational Therapy and is expected to deliver in her thesis in 2021. I am the PhD-students main supervisor.
4. 'Development of a weight loss program with long term effect - based on occupational therapy (Danish Obesity Intervention Trial DO:IT)'. The PhD-student have a MSc in Health Science and is expected to deliver in her thesis in 2020. I am the PhD-students main supervisor.

The following PhD-student has completed her PhD with the project:

1. 'Exploring client-centred practice in Danish Occupational Therapy, and the influence of the Canadian Occupational Performance Measure'. The PhD-student delivered in her thesis in 2018. I was the PhD-students co-supervisor.

At the moment, I am partly supervising our PhD students together. Making them act as peers to each other's design, theories, methods and articles, making the supervisions easier for us as supervisors as well as increasing the learning curve for each PhD student.

#### **2013-2017 Supervision of PhD students (IOB, SDU)**

In my former research group at IOB, we have had about 20 PhD students since 2013. I have participated in the general PhD supervision on the side-lines with the two professors in the research group.

**2011-today Have supervised 52 master students (AU and SDU)**  
26 as MSc in Occupational Therapy

**2009-today Have supervised 34 bachelor students (AU and SDU)**  
20 as BA in Occupational Therapy

**1997-2013** Have supervised approx. 200 students to their final assignment (Aarhus Social- and Health school) All in the field of occupational science and rehabilitation.

## 4. Methods, materials and teaching tools

### 4a. Methods

1997-today Broad teaching experience

As shown in my portfolio, I have a broad teaching experience on many levels. From social and health care assistants to PhD students, as well as lecturing, being an expert in panels and at seminars. I am therefore accustomed to plan and adapt my teaching to the given audience. My teaching typically consists of a mix of lectures, discussions and dialogues, case assignments and group work, student presentations with both peer and teacher feedback – including rubrics. The principles of flipped-learning and research based teaching are always in mind and my teaching is said to be very student-activating. In addition, I uses cooperative learning, Pod-casts, multiple-choice quizzes, wikis and blogs when appropriate.

### 4b. Materials

2018-2019 Co-author on the book "Clinical rheumatology" (50 pages - in review)  
The three chapters I have drafted are shown in my list of publications.

2017 Co-author on the book "Health promotion, prevention and rehabilitation" (52 pages)

2013-2016 Co-author on the book "Prevention and Rehabilitation"  
First edition was published 2013. It was re-printed four times (46 pages)  
The I-book version was published in 2014 and each year since (60 pages)  
The second edition was published in 2016. It was re-printed two times (54 pages)

2012 Developed a compendium – Physical activity in Occupational Therapy (Analog)  
To Occupational Therapy Bachelor students 4. module (88 pages)

2007 Developed a compendium "Mind training" (Analog)  
– an introduction to cognitive solution strategies (AU) (146 pages)

2005 Developed a compendium "Physical exercise to people who suffer from mental problems" To nurses aides (Aarhus Social- og Health school) (68 pages)

### 4c. Teaching tools

1997-today A large set of tools

In addition to what is already stated in point 4a methods, I have worked with various tools: Rubrics, Wikis, Blogs, multiple choice tests, discussion forums, Poll Everywhere, Adobe Connect, Skype, pod-casts, Blackboard, E-learning, and other student nets due to my association with various educational institutions.

## 5. Educational developments and university educational research

Since the master's program in occupational therapy was initiated in 2014, there have been several developments of the program since I took over as head of studies in 2016. From 2016 to 2017, I have developed a new curriculum - which was accredited in 2017. From 2017 to 2018, I initiated two major changes to the education. The first was concerning the largest occupational therapy module "Occupational science and Theory of Everyday living" (15 ECTS), where the content of the module was aligned better to the module's overall learning goals, and the teaching of the module more consistent with research-based teaching. The second change in the master's program was a development and an implementation of a new module "Activity based complex interventions" (10 ECTS). My aim was to teach our students to design, test and implement occupational therapy and occupational science interventions by using the MRC guidelines on complex interventions. The latter initiative was due to the fact that occupational therapy interventions are mostly multi-stranded and complex interventions, where it is difficult to measure the outcomes of the different parts of the intervention.

From my participation in various pedagogical courses, where I continuously have handed in assignments regarding my reflections on teaching and course planning, I have strengthened my ability to plan, implement and evaluate my own teaching. Today I am using teaching methods that enables our students to take leadership for their own learning. I use pod-casts, multiple choice tests, create discussion forums on Blackboard where students can share reflections with each other - and me as their supervisor. Therefore, I also teach the students how to give peer-to-peer feedback - as well as ethics in their feedback, so it feels safe and positive to provide and receive feedback.

Both as a teacher and as head of studies, I continuously try out new teaching methods and tools which in research have shown a significant effect in increasing learning skills. Thus, I closely follow up on all the evaluations from our students, and subsequently adjust our teaching, if it hasn't had the intended learning effect.

I have participated several times in the SDU's Teaching Conference, as well as other research education conferences (WFOT among others).

Last year, I have agreed to co-supervise Mette Krohn (an occupational therapist with a masters' degree). Mette Krohn's PhD is called "Team Based Learning as a training tool to promote cooperation, well-being and increasing learning skills among occupational therapy students". Mette will be enrolled at Aalborg University, with Professor Lene Tang Pedersen (Department of Communication and Psychology, Aalborg University) as the main supervisor and Professor Ottar Ness (Department of Education and Lifelong Learning, Norwegian University of Science and Technology) and myself as co-supervisors.

## **6. Reflections on my own teaching practices and future developments**

In my many years as a teacher I have primarily taught students with a health education aimed at clinical practice. The clinical focus has enabled the students to incorporate their own experiences in the learning activities, thus giving a good dynamic in the teaching, with good reflections as well as academic and clinical arguments for their choices of occupational therapy models and their choice of design, methods and outcome measures. The challenge with these students is their lack of ability to seek and critically assess and integrate new theory and knowledge as part of their academic education. I have therefore taken a special responsibility to increase the student's academic competencies, by a continuous progression of critical and reflective thinking, academic writing skills, systematic and critical literature search, etc. I aim to achieve this goal by giving regular courses in the abovementioned academic skills followed by exercises and assignments over the academic years of study and incorporating Journal Clubs.

Also of great importance, is creating coherence between learning outcomes, the content and form of teaching and the assessment of the exam, in order to promote student learning. I'm inspired by John Biggs's Outcome-Based Education method. Biggs developed the SOLO Taxonomy (Structure of the Observed Learning Outcome), which is a tool for classifying learning outcomes in relation to complexity for the purpose of assessing the quality of student work. Biggs further developed a model for the relationship between teaching, exams and learning ability (The Model of Constructive Alignment) which I use when organizing teaching and examinations.

Teaching skilled occupational therapists to become skilled academics will also be my future focus. Just like creating coherent and activating teaching which enables students to be responsible for their own learning. Finally, my future focus is to keep on developing an education with competent teachers with high academic and educational skills. Hopefully this can form a platform for skilled occupational therapists to be future researchers that can help document the effects and evidence of occupational therapy and occupational science in the years to come.