

## Formal pedagogical education

2013 University lecturer programme, SDU  
2011 Training course for PhD supervisors  
2005-2007 Furthermore, I have completed the following 3 courses as part of Master of Continuing Education, Aalborg University: Medical Education (2005), Organizational Learning (2006), and Didactics (2007)

## Administrative tasks relating to education

K3: MSc, Research Methodology I, Questionnaire Surveys  
MPQM: User Perspectives and User Involvement

## Experience as teacher, examiner and supervisor

MSc

2013- Evaluation  
2014-2017 Research methodology, Questionnaire Surveys  
2013-2014 Academic Writing  
2013-2014 Introduction to Quantitative Research Methodology

MPQM and MR

2014-2018 Summer School  
2015-2018 Introduction  
2015 Outcome Measurements  
2015- User Perspectives and User Involvement

BA

2014-2016 Questionnaire course. Bachelor in Nursing, UCL  
2015-2017 International Module 9 - Nursing, Ethics and Research Based Knowledge. Philosophy of Science (Positivism)  
2000-2013 Method course. Bachelor in Nursing, UCL

Undervising, diplomniveau

2013 Evidence-based practice and literature search. UCSyd

Supervision

Phd students

Master thesis

Trainees

Written assignments

MSc:

- Questionnaire Surveys  
- Evaluation and Outcome Measurements

MPQM:

- Summer School  
- User Perspectives and User Involvement

External examiner

2014 The National Academy for Government Management and Training  
2014 MSc, Public Health  
2008 Msc, Nursing  
2004 Master in Clinical Nursing  
2003 Diploma degree for Health professionals  
2002 Bachelor of Nursing

Peer-review

Assessment of PhD theses

## Reflections on my teaching

I plan my teaching with a view to Structure of Observed Learning Outcomes (SOLO), including SOLO level 1, Pre-structural (knowledge); SOLO level 2, Unistructural (understanding), and SOLO level 3, Multi-structural (application). The

courses are structured according to problem based learning (PBL) and active learning, or – if huge classes – team based learning. I prefer an interaction between presentations of research based knowledge and student activities. The presentations are meant to contribute basic knowledge and focus the following reflections. This problem based learning approach serves more purposes, including activating the students and motivate them to combine their previous knowledge to new information and thus facilitate their movement towards a higher SOLO level.

The students are encouraged to evaluate the courses and the results are continuously implemented in the planning of future courses. When possible, I add questions assessing the alignment between learning outcome descriptions, teaching and examination.

Regarding supervision, I prefer an interaction between guidance and instruction, depending on both the specific educational level and the skills of the individual students. I consider the academic writing process of great learning potential and thus, I emphasize supervision.