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1. FORMAL EDUCATIONAL TRAINING

In 2019 I started the Lecture Training Program, SDU, and expected to complete the program during 2020.

COURSES

2019-2020 'Core courses', Lecture Training Program, SDU
2018 'Supervision - roles and relation', SDU
2018 'Interactive Lecturing', SDU
2018 'Questioning - how it can support learning, teaching and assessment', SDU
2013 'Health communication - Scientific communication in English for health workers', Aarhus University

2. ADMIRATIVE TASKS RELATING TO EDUCATION

2020-present: Course coordinator 'Diagnostic Imaging', SDU (Master's degree in clinical biomechanics)
2018: Revising the curriculum for 'Diagnostic Imaging', SDU (Master's degree in clinical biomechanics) with colleagues.

3. EXPERIENCE OF STUDY PROGRAMS, SUPERVISION AND EXAMINATION

TEACHING

2017-present: 'Diagnostic Imaging', SDU (Master's degree in clinical biomechanics), 2 x annually, 16 ETCS, 40 contact hours (lectures) each semester
2010- 17'Preclinical course', SDU (Master's degree in clinical biomechanics), 2 x annually, 2,5 ETCS, 2-4 contact hours (lectures) each semester
2014 'Spondyloarthritis', Lecture for practicing chiropractors, Chiropractic Foundation, Copenhagen

SUPERVISION

Supervision of one PhD student:
2018-present: Stine Haugaard Clausen, 'Ultrasound scans of patients with hip osteoarthritis.'

Supervision of four master theses (six students):

2018: 'The prognostic value of MRI findings in patients with back pain'
2017: 'Association between MRI findings and pain in the cervical and thoracic spine'
2015: 'Association between springing test and MR finding'
2014: 'The clinical profile of patients with positive sacroiliac joint pain provocation tests'

EXAMINATIONS

2017-present: Preparation of assignments for 'Diagnostic Imaging' examination, SDU (Master's degree in clinical biomechanics) 2 x annually, written exam.

2015- present Examiner (intern censor) 'Preclinical course', SDU (Master's degree in clinical biomechanics), combined oral and practical examination

4. METHODS, MATERIALS AND TOOLS

METHODS OF TEACHING AND ASSESSMENT

- Lecture: used primarily for reviewing theory and often as dialogic lecturing with group discussions, think-pair-share activities and other forms of student involvement to promote active learning.
- Group-work: Facilitating case work with a focus on specific, constructive and timely peer-feedback.
- Supervision: Focus on process-oriented supervision and students' proximal zone of development.

TOOLS

- Padlet: used for exercises in writing radiologic reports
- Blackboard (E-learn): used as a communication tool and for various assignments

TEACHING MATERIALS

- Collection of cases and images used in 'Diagnostic Imaging'.
- Quizzes used for repetition.

5. EDUCATIONAL DEVELOPMENT

- Participating in the Lector Training Program (LTP) including preparation of development project and supervision by LTP-supervisor, local mentor and colleagues.
- Exchange of experience with colleagues.
- Students' immediate feedback and more formal evaluations constructively used for future preparation and as part of my own learning as a teacher.

6. REFLECTED PRACTICE DESCRIPTION

I strive to provide a learning experience that will encourage critical thinking and deeper learning. I emphasize dialogic teaching and learning activities that promote practice and confidence in own skills and give students the opportunity to formulate own understanding and reflections. For example, I use case-based teaching, either as facilitated think-pair-share activities or more structured group work focused on writing radiologic reports and peer-feedback. As a supervisor for master thesis, I seek to facilitate students to be active partners in research and have focus on the process and problems rather than the content itself (Healy 2007).

I find it important to create a safe, comfortable and respectful learning environment for discussion and I attempt to provide various opportunities for participation. Moreover, I try to accommodate students' different preferences as learners, by providing space and time within class to think about questions before providing the answers. Moreover, I use both independent study activities, group-work and discussions in class.

Finally, I emphasize clear and structured communication and I believe one of the most important roles of a teacher is to create overview and perspective. Specifically, I complete each topic with a repetition of key elements and a discussion of differences and similarities between different topics. I seek to illuminate central elements of the topic and to create the context and deeper insight that can be difficult to achieve by self-study. Finally, I pursue stimulating students' capability to navigate in a super-complex world and also be critical to the framework in which a problem is understood (Barnett R. 2000).

I work to remain attentive to students' concerns and suggestions about the course by asking for feedback in class in addition to the written course-evaluation provided by the university. As a result of this feedback, I have changed my lectures to be more dialogic and added more case-based teaching. I believe that one of the keys to effectiveness of teaching is to be constantly striving to keep courses up-to-date and to remain responsive to student input and concerns.