

## **Formal pedagogical education**

Completed the Lecturer Training Program at SDU in 2019

## **Administrative tasks relating to education**

I am, together with Associate Professor Sören Möller at SDU, leading the statistical part of the course 'Epidemiologi og Biostatistik' for master students in Health Science, Physiotherapy, Occupational Therapy, Midwifery and Nursing.

I am, together with Professor Rune Lindahl-Jacobsen at SDU, leading the course 'Modul B10-Forskningsmetnologisk grundkursus' (Modul 10) for third year medical and biomechanics students.. I am responsible for the statistical part of the module (The 5 courses).

## **Experience as teacher, examiner and supervisor**

Since 2007, I have been an instructor in group lessons of epidemiology and biostatistics for medical and biomechanics students.

Since 2013, I have been responsible for the lectures in statistics for third year medical and biomechanics students, including participated in forming the exam questions

Since 2015, I have been teaching the Study-start assignments for medical students.

Since 2018, I have been responsible for the lectures in statistics for The 5 courses, including participated in forming the exam questions

Furthermore I have principal supervisor for a Master student and I have been co-supervisor for 2 PhD students.

## **Methods, materials and tools**

I use research-based teaching as much as possible in my teaching. This happens very naturally because the teaching is about getting the medical students ready to work with the new knowledge in the field in which they specialize. In the field of medicine, new research and new methods are constantly being published via scientific articles. Therefore, we must enable them to perform, interpret and be critical of new research. The challenge of teaching is to make the students understand that this is important for them in the future. The problem is that they are actually able to cope with textbooks in most of their medical study, where they are rarely challenged to be critical of these guidelines. In general, the students are expected to acquire basic knowledge about the topics through the teaching material. Of course, this is difficult to do research oriented, but then we will discuss with the students how this knowledge should be used for new and potentially more complex situations. In addition, we discuss how other researchers analyze and interpret their results, and whether they agree with this.

In my opinion, the teacher's commitment when being in front of the students is one of the most important obligations in the achievement of excellent education. The teacher's role is to facilitate the student's understanding of the material by creating a pleasant environment so that the students can feel comfortable enough to ask questions or add input. I often use teaching techniques, which promote individual reflection and common construction of knowledge among the students, for example peer-learning techniques (from two-person communications to larger teamwork) and the use of student response systems (such as Poll Everywhere). Especially in lectures I find it efficient to combine peer-learning and the student response systems in order to activate the students and to advocate a deeper understanding of the academic content among the students. In my lecturer training program project I among others experimented with the use of peer-learning techniques, which were received positively by the students. Hopefully all this combined will encourage the students to make an effort in their own learning of the material. Hence, excellent teaching can only be achieved by a thorough preparation by the teacher, so the students feel that the teaching is structured and focused with a clear objective of the learning goals, but also so there is room for questions and comments by the students. Last, but not least, I think that the material and the lessons have to be made exiting and interesting and, to some degree, be adjusted to the students' academic level so that most of the students can benefit from the teaching.

To accommodate this philosophy, I strive to be kind and forthcoming regarding all questions from the students and to answer their questions using examples from the students' present academic level. Also, I aim to improve my way of teaching and to change it if I get a feeling that my approach or explanation is not helping the students in their understanding of the material.

## **Uddannelsesudvikling**

We are continuously working to develop and adapt the teaching to increase the students learning.