

Michael Haurum Marcussen
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User Perspectives and Community-based Interventions
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1. Formal Educational Training

2022 University lecturer programme, SDU
2019 Pedagogical introductory course, SDU

2. Administrative tasks relation to education

SDU

2020- Module responsible for: User Involvement in health practice and research, elective course (5 ECTS)

Mental Health Service - Region Zealand

2020-2023 Member of advisory board for teaching and research programmes: Introduction; Basic and Special Course in de-escalation

3. Experience of study programmes, supervision and examination

Medical Training

2021- K5: lectures User involvement and Healthcare technology (2 each semester)

MPQM

2022- MPQM: Summer School
2021- MPQM: User Perspectives and User Involvement

Master programme of Health Science

2022- MSc: Human Health Summer School
2020- MSc: Epidemiology and Biostatistics
2020- MSc: Evaluation
2020- MSc: lectures (7 each semester) Project management
2019- MSc: lectures (3 each semester) User Involvement in health practice and research, elective course

Master programme in Public Health

2021- MSc: lecture (1 each semester) Systematic Development of Interventions - Participatory design

Supervision

2019- Main supervisor of 12 mastertheses

Exams

2020- Written and oral exams at master's level (K5, MSc: Project management, User involvement in health practice and research)

4. Methods, material, and tools

Teaching Interaction and dialogue with the students to support their active learning is the cornerstone of my teaching methods. A main goal is to support the students to work actively with the material, in groups and through peer-feedback, and to facilitate their reflection on a specific topic and field of research. Asynchronous teaching increases the learning of the student through a consistent focus not only on the lecture but also on the student's preparation and reflection – often in written with teacher feedback–post-lecture.

Supervision In my supervision of student's focus is on their learning and active participation. I aim at supporting their learning process with reflexive questions to support their exploration, analysis, reflections on a specific topic. Rather than a few long supervision sessions during the semester, I offer frequent (potentially shorter) sessions with concrete and constructive feedback on the specific section that the student is currently working on. This combined approach has shown good results in terms of consistently supporting the student's analytical capacity as well as their consistent progression in their writing throughout the semester and ability to successfully submit their master thesis.

5. Educational development and applied research into teaching at university, including educational awards

Reflections As a module responsible, I have further developed the master's level elective course: User involvement in health practice and in research, by pledging a greater focus on written argumentation and the students' active learning, keeping a strong focus on the connection between teaching and learning objectives. I have also participated in the development of the master's level elective course: Systematic Reviews of qualitative studies.