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Teaching Portfolio

Formal Educational Training

2020-Participation in Lecturer Training Programme (Universitetspædagogikum), SDU

Courses

2021Digitale Kompetencer gennem Læringscirkler, SDU

2021How to create and use videos for teaching and learning, SDU

2021Laboratorieøvelser – pædagogisk kursus for undervisere i laboratorier, SDU

2021 Setting up your course in itslearning – an online self-paced course, SDU

Experience of study programmes, supervision and examinations

BMB508/809 Advanced Molecular Biology (course for second year students in biochemistry and molecular biology as well as biomedicine), SDU, instructor, laboratory exercises, approximately 100 students (2020-2022)

BMB836 Application of CRISPR Genome Engineering in Cell Biology and Biomedicine (bachelor, master, and Ph.D. students), SDU, instructor, laboratory exercises (2021-2022)

First year projects (research projects for first year natural science students), SDU, planning of projects and instruction of students (2014-2015, 2020)

Biomolecular chemistry (basic course for first year natural science students), SDU, teaching assistant, laboratory exercises (2009)

Protein chemistry (course for second year natural science students), SDU, teaching assistant, theoretical and laboratory exercises (2007-2009)

Structural and functional biomedicine C (basic course for medical students), SDU, e-classes, teaching assistant (2007-2008)

Methods, materials, and tools

A large part of my teaching is focused on laboratory exercises and combine practical skills and competences with theoretical knowledge and the application thereof. This applies both to larger groups of students participating in formal courses as well as individual or smaller groups of students doing projects in the research laboratory. Recently, I have also focused on preparing the students for laboratory exercises by producing short instructional videos introducing the use of fluorescent microscopes and accompanying software.

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

As part of the lecturer training program, I conducted a small development project exploring the use of instructional videos to better prepare students for laboratory exercises.

Reflections on your own teaching practice and future development including student evaluations

In my teaching, I aim to create a friendly learning environment focused on active, student-centered learning. I want to facilitate learning by active participation, room for reflection and scientific discussions and guidance through questioning. Most of my teaching is research-based and I find it important that the students learn scientific method and how new knowledge is constructed. In laboratory courses, students should learn relevant skills and competences as well as being able to relate their findings to theoretical knowledge.

Recently, I have been inspired by a flipped learning approach, which I will continue to develop, with digital resources preparing the students for classes, during which more time can be allocated for active, individual learning and reflections, potentially leading to deeper learning and understanding.