Line Jelver
Mads Clausen Institute (MCI)
SDU Climate Cluster
Center for Polariton-driven Light-Matter Interactions (POLIMA)
Email: lije@mci.sdu.dk
Phone: +4565507943

Fundamental pedagogical view

Key principles:
* Student responsibility for learning
* Active participation
* Communication and presentation skills
* Safe and inclusive learning environment

I believe that students are responsible for their own learning, and my role as a teacher is to design and facilitate an environment that supports them in that process. My teaching is rooted in the idea that learning happens most effectively when students are actively involved—through discussion and reflection.

I place strong emphasis on oral communication skills, especially in science education, where being able to clearly explain complex ideas is essential. Many students find public speaking difficult, so I make it a priority to create a safe, inclusive atmosphere that encourages them to practice and improve.

Good teaching, in my view, means helping students identify what matters, engage deeply with it, and articulate it in their own words—not just for the exam, but for life beyond the university.

Teaching experience

Solid State Physics (FY548 / FY837)
Year(s): 2023–2025
Role: Course Planner, Lecturer, and Examiner
Institution: University of Southern Denmark (SDU)
Level: Master, 5 ECTS
Language: English
Duration: Fall 2023, 2024, and 2025
Teaching Form: Lectures, Discussions, Group Projects, and Exercises
Exam Form: Oral
Students: ca. 30
Responsibility: Main lecturer and course planner. Responsible for developing course materials (including lectures, exercises, projects, and exam questions), delivering lectures, planning coursework, and managing two PhD student teaching assistants.

Theoretical Nano and Quantum Optics
Year(s): 2024
Role: Supervisor
Institution: SDU
Level: PhD, 5 ECTS
Language: English
Duration: Fall 2024
Teaching Form: Discussion and Exercises
Exam Form: Engagement
Students: ca. 5
Responsibility: Participate in and guide the discussion

Thermodynamics and Statistical Physics (10034)
Year(s): 2019
Role: Teaching Assistant, PhD Student
Institution: Technical University of Denmark (DTU)
Level: Bachelor, 5 ECTS
Language: Danish
Duration: 1 semester
Teaching Form: Lectures and Exercises
Exam Form: Written
Students: ca. 60

Responsibility: Supervising students during exercise sessions.

Advanced Quantum Mechanics (10112)
Year(s): 2016
Role: Teaching Assistant, PhD Student
Institution: DTU
Level: Master, 10 ECTS
Language: English
Duration: 1 semester
Teaching Form: Lectures and Exercises
Exam Form: Written
Students: ca. 20
Responsibility: Supervising students during exercise sessions.

Mathematics 1 (01005 / 01015)
Year(s): 2012–2014
Role: Teaching Assistant, Hired
Institution: DTU
Level: Bachelor, 20 ECTS
Language: Danish
Duration: Fall 2012 to Spring 2014
Teaching Form: Lectures, Group Projects, and Exercises
Exam Form: Written
Students: ca. 30
Responsibility: Supervising students during exercise and project work sessions.

Supervision Experience

In 2024–2025, I have served as the main supervisor for two bachelor's thesis projects and one 5 ECTS MSc-level project. Additionally, I have co-supervised one bachelor's thesis and one master's thesis project.

Pedagogical training

Courses

October 2025: *Use student response systems in your teaching - Poll Everywhere*, SDU.
Training on how to activate students via Poll Everywhere before, during and after teaching.

August 2025: *Flipped Learning - an online course*, SDU.
Training in becoming familiar with the pedagogical approach flipped learning and providing skills and competences to develop and use this approach in university teaching.

May 2025: *How to design, produce and use videos for teaching and learning*, SDU.
Covering various ways of using video in teaching and how to produce, upload and make videos available on the itslearning platform.

Pedagogical job functions

September 2025 (ongoing): Member of the Study Board for the *Physics and Technology* education at the University of Southern Denmark.

Pedagogical development projects

Improving oral exam preparedness through structured group discussions and concept presentations.
Course: Solid State Physics (Fall 2025)
The goal of this project was to explore how structured group discussions, concept journals, and rotating student presentations could support students' preparation for the oral exam in Solid State Physics. Student feedback indicated that the new initiatives were well received. In particular, students appreciated how the structured format helped them assess their own level of understanding.