

Teaching portfolio Malene Kaas Larsen

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Formal educational training:

2019: Effective presentation of medical results 1,9 ECTS, University of Southern Denmark

2019: Using News media and social media 2,0 ECTS, University of Southern Denmark

2019: Teach the teachers about shared decision-making. Educational training at bachelor's level. 16 lessons, Odense University Hospital

2022: The Lecturer Training Programme 10 ECTS, University of Southern Denmark

Administrative tasks relating to education:

Bachelor level

Between 2012 to 2019, I have been the course leader of a two-day course on introduction to surgical gastroenterology for nurses and physicians. The course is held two times a year.

Since 2023 I have been chief facilitator and teacher on module B7 Bachelor's degree in medicine, SDU "Scientific method III: the patient perspective."

Master's degree level

Since 2013, I have been the chief facilitator of the Journal Club, OUH. Journal clubs are held four times every year (will continue).

Since 2017, I have been the chief facilitator and organizer of Research and Growth seminars at the Department of Surgery. The seminars are held six times a year (will continue).

PhD level

Since 2018, I have occasionally been the chief facilitator in the phenomenology network. The network and seminar group is multidisciplinary and includes researchers from different academic levels, from PhD students to professors.

Experience concerning study programs, supervision, and examinations:

PhD level

During my PhD (2017-2020), I have given lectures in the phenomenology network, the network for Danish researchers working in the cancer field, and the Ricoeur network within the following teaching areas:

- Ethnographic fieldwork – from descriptive fieldnotes to analysis
- Ethnographic fieldwork – access to the field, making participant observations
- Using photos in research
- Focus group interviews – strengths and limitations
- The argumentation with qualitative data
- Longitudinal studies – possibilities and challenges

Since 2022, supervisor for two pre-PhD students and the co-supervisor for one Ph.D. student (Ole Abildgaard Hansen, Department of Neurology).

Master's degree level

Since 2017, Chief facilitator and supervisor at Journal Clubs, OUH. Journal clubs are held four times a year for clinical nurse specialists and development nurses working at OUH (will continue).

Since 2017, Chief facilitator, teacher, and organizer of Research and Growth Seminars at the Department of Surgery (will continue). Teaching areas:

- Qualitative methods
- Implementation and change – what to be aware of when introducing new ways of working
- Making a poster – avoid the pitfalls
- Abstracts and presentations at conferences

2019 Master's degree programme in Clinical Nursing, SDU: teaching on module K3, "User-driven Innovation and health technology," "Inequality in health," two lessons.

In 2018 and 2019, I supervised ten master's students on module K1.

Since 2021, I have been the principal supervisor for five master's students on their master's thesis.

Bachelor level

Since 2018, Teaching on bachelor's degree in Medicine on module B7: "Scientific method: Patients' perspectives," 14 lessons (will continue) at SDU.

In 2021-2023, I taught in the introduction course program for nurses, physiotherapists, and occupational therapists, "cooperation and relationships with patients," four lessons six times a year at Odense University Hospital.

Department of Surgery, OUH

Since 2017, the supervisor at Forum for nurse specialists six times a year (will continue).

Since 2017, the supervisor at Forum for Nurses interested in research four times a year (will continue).

In 2019 and 2020, I taught all 350 nurses about shared decision-making, 45 lessons.

In 2020, I supervised nurses in shared decision-making in practice for 108 hours.

I have also taught and supervised nurses and physicians on several occasions within the following teaching areas:

- Narratives
- Patient participation and relative participation
- Patient-centered care
- Focus groups interviews
- Family Nursing
- Communication

- Academic writing
- Literature search
- The use of photos in research
- Documentation

Tests and exams:

In 2018 and 2019, I was an internal examiner on module K1, "Clinical Nursing," with an individual written examination by the 7-point grading scale.

Since 2020, an Examiner at the medicine study on module B7, "Patient perspectives and qualitative methods." Individual written exam with pass/non-pass.

Since 2021, I have been the supervisor of five master's students in Nursing (master thesis) and evaluated by oral exam with an external examiner. A 7-point grading scale assessed all students.

Methods, materials, and tools:

I have a broad experience in teaching methods such as lectures, teaching in teams, supervision in groups, and individual supervision. Teaching methods and student activities are based on the University of Southern Denmark's principles of activating teaching and active learning through relevant E-learning tools. In my teaching, I use dialogue and Poll Everywhere to increase deep learning, use the students' resources, and give each other feedback. The teaching is planned according to the learning goals, which I try to make explicit, and I invite the students to reflect on their learning and what they find difficult. Even in classes with more than 150 students, I try to involve them with tools like Polls, argument play, or discussions with fellow students. Furthermore, I use brief summarising meetings during class (fx. two and two conferences) and pro and con discussions or short presentations of a topic by the students.

Conferences and other relevant educational activities:

In 2013, facilitator and organizer of the National Research and Evolution Conference held in March 2013.

From 2014-2016, organizer and facilitator of patient feedback in the Department of Surgery, OUH. Patient feedback was conducted four times a year in the presence of former patients, nurses, and physicians.

In 2015 and 2016, organizer of the annual OUH Nursing Symposium held in January 2015 and January 2016.

Since 2017, organizer and facilitator of the annual Nursing Symposium in the Department of Surgery

Educational development and applied research in university teaching:

Supporting and enhancing the development of high-quality students in their learning is essential. Nevertheless, larger classes or shorter time to learn place demands on the teacher and the planning of the lessons. Team-based learning, time for brief discussions with the person next to the student, increases dialogue and deep understanding and actively uses the students' resources. I find it essential that teaching is based on research results and teaches the students to find and use research results.

The Corona pandemic has entailed the use of virtual teaching and put demands on how to engage the students at a distance. I find it extremely difficult to optimize student-centered learning at a distance. However, I see it as an evolution of my teaching with new instruments and platforms.

Since January 2023, the chief facilitator on module B7: "Patient perspectives and qualitative methods." The students must experience a well-planned module, reflecting the learning objectives and the student's needs and wishes for the module.

Reflection on own teaching practice and future development:

Through several years as a clinical nurse specialist, quality coordinator, and, later on, PhD student, I have built broad-based teaching experiences. My pedagogical values are respect, appreciation, a sense of security, dialogue and involvement. My teaching is based on the belief that learning is a relational and reflective practice where students and the teacher take an active part in the learning environment. I have used different teaching methods such as lectures, reflective interactive questions, group-based instruction, exercises based on clinical cases with arguments, and individual supervision. Creating a good environment with mutual respect for the individual student's learning is essential.

My role as a supervisor differs according to the student's needs, strengths, and weaknesses. Students may vary a lot in academic skills. As a supervisor, I believe it is essential to support and facilitate critical reflection, listen attentively, and paraphrase and assist in decision-making. It is vital to help the student move through an agenda while keeping track of activity and goals. I have experience in supervising master's students on different levels. Currently, I supervise two pre-ph.d. students and one ph.d. student. My experience in that role is new.

Developing my role and competencies as a teacher and supervising is an ongoing process. I believe there is a lot to learn to proceed in teaching, especially in interactive learning. Concerning the process of being a new supervisor for Ph.D. students, I discuss my practice with mentors and research colleagues. The dialogue with mentors will inspire me to reflect on my supervision skills and improve my supervision skills.