

Marianne Holmer
Faculty of Science
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Teaching portfolio

Marianne Holmer, Science Faculty, University of Southern Denmark

Teaching administrative tasks

Responsible for the educations at Science Faculty

Teaching experience

Main topics: Terrestrial and Marine Ecology, Tropical Ecology, Teaching methods in Biology, Biogeochemical seminars, Biological Oceanography, Natural Science projects Field courses in Lake Ecology, Marine Ecology, Biological Oceanography Ph.D. course: Population and community dynamics of aquatic plants and their interaction with the environment. Ph.D. course: Environmental issues of marine fish farming in the Mediterranean Ph.D. course: Nordic Seagrasses Supervised about 20 bachelor, 40 master students and 10 Ph.D. students Member of Ph.D. research training program in Biology

Undergraduate teaching:

Not teaching at the moment

Graduate teaching:

Not teaching at the moment

Other:

Invited teaching lecture: Gyldensteen Coastal Lagoon. DTU-Aqua master program. Spring 2015

Previous teaching:

Ecology (BB510), Field course (BB808), Science project (FF501)

Other student tutoring

Supervision in research projects (BB810)

Teaching methods

Lectures, seminars, exercises, laboratory courses, field courses, problem-based teaching, project oriented teaching.

Educational development

Participated in lecturer training program when I was assistant professor. Taking various courses in teaching pedagogics and technology.

Reflection on teaching practice

I prefer to use a mix of different teaching methods to encourage active participation by the students. Lectures are useful for providing specific and large amounts of knowledge, whereas more practical instruction is useful for training the students to take responsibility for their own learning process and to structure this process. I use seminars, individual and group assignments, field work, laboratory exercises and project work. I aim to inspire the students by providing updated knowledge and active dialogue during the lectures to support their learning process, either on their own during preparation or in the formal (or informal) group work. If it is possible, I invite guest lecturers to present the original papers to stimulate the students to critically read the primary literature and to discuss the perspectives with the actual author of the papers.

I really enjoy teaching and supervision of students, and have put a major effort in this over the years. I try to organize the supervision within my group, so that the students can benefit from working together. I usually have individual meetings with the students once a week and every second week we have group meetings, where we discuss their progress and related issues. I encourage the students to focus, use the primary literature critically and write reports with perspectives.