

Teaching Portfolio

Ingrid Charlotte Andersen

Institut for Regional Sundhedsforskning

IRS - Næstved, Slagelse, Ringsted Sygehuse (NSR), Forskningsenhed for

Medicinske Sygdomme (Slagelse)

Email: icandersen@health.sdu.dk



1. Formal educational training

2021 The Lecturer Training Programme at the University of Southern Denmark (SDU) (10 ECTS) - completed March 2022

2021 Office 365 for teachers – an introduction, SDU Centre for Teaching and Learning (½ ETCS)

2021 Peer feedback, SDU Centre for Teaching and Learning (1 ETCS)

2. Administrative task relating to education

2019- PhD level and Master's degree level – Coordinator and facilitator of Journal Clubs in the Research Group, PLUZ, at Næstved, Slagelse and Ringsted sygehuse, from 2022, at Zealand University Hospital, Region Zealand and Department of Regional Health Research (IRS), SDU. 1½ lessons are held once a week.

2019- Master's degree and Diploma level - Chief facilitator of Journal Clubs for clinical nurse specialists in the departments of Medicine at Næstved, Slagelse and Ringsted sygehuse, Region Zealand. 2 lessons are held 10 times in a year. Teaching areas related to the post-graduate teaching:

- Patient, family and nursing perspectives
- Nursing theories
- “Fundamentals of care”
- Evidence based practice
- Literature search and assessment
- Nursing culture, recruitment and retention

3. Experiences with study programmes, supervision and examinations

2021 Master's degree level – Teaching on class: “Chronic illness and everyday life,” (3 lessons); at the Master's degree programme in Clinical Nursing, SDU on Module K1 (10 ECTS): “Clinical Nursing Practice; perspectives and approaches.”

2021 Master's degree level – Teaching on class: Introduction and presentation in groups involving a “learning test” related to a specific clinical problem, (5 lessons) on Module K1

2021 Master's degree level – Providing collective supervision on individual written assignments (5 students), (8 lessons) on Module K1 – the assignments of 11 students were evaluated by an internal examiner and me using the 7-point grading scale

2021 Master's degree level – Providing collective supervision on individual written assignments (4 students), (8 lessons) on Module K4, (10 ETCS): “Health promotion, prevention, rehabilitation and palliation in clinical nursing” - the assignments of 4 students were evaluated by an external examiner and me using the 7-point grading scale

2021- Master's degree level - Supervising 2 Master students in the Master's programme in Clinical Nursing for working professionals (2 x 12 lessons over one year, until June 2022)

2021 Master's degree level – Supervising 1 master student in Clinical Nursing – including an oral exam evaluated by an external examiner and me using the

7-point grading scale, (12 lessons). Title: "Intensivsygeplejerskens oplevelser i relation til patientsikkerheden og varetagelsen af den kliniske sygepleje under den første bølge af COVID-19."

2020 Master's degree level – Teaching on class: "Chronic illness and everyday life," (3 lessons) on Module K1

2020 Master's degree level – Providing collective supervision on individual written assignments (4 students), (8 lessons) on Module K1 – the assignments of 8 students were evaluated by an internal examiner and me using the 7-point grading scale

2020 Master's degree level – Supervising 1 master student in Clinical Nursing – including an oral exam evaluated by an external examiner and me using the 7-point grading scale, (12 lessons). Title: "Inddragelse af pårørende i sygeplejen under indlæggelse. En kvalitativ interviewundersøgelse af oplevelser og præferencer hos pårørende til patienter med hjertesvigt."

2019 Master's degree level – Teaching on class: "Chronic illness and everyday life," (3 lessons) on Module K1

2019 Master's degree level – Providing collective supervision on individual written assignments (4 students), (8 lessons) on Module K1 – the assignments of 8 students were evaluated by an internal examiner and me using the 7-point grading scale

2018 PhD level – "Longitudinal kvalitativ forskning – muligheder og udfordringer" Teaching in the Ricoeur network and ethnographic fieldwork seminar group, SDU, (2 lessons)

2017 PhD level – "Liv og fortælling." Teaching in the Ricoeur network and ethnographic fieldwork seminar group, SDU, (2 lessons)

2016 Master's degree level – Providing collective supervision on individual written assignments (4 students), (8 lessons) on Module K1 – the assignments of 8 students were evaluated by an internal examiner and me using the 7-point grading scale

4. Methods, materials and tools

My experience with teaching methods includes: face-to-face and online lectures, student-driven presentations, facilitation of working in groups, individual and collective supervision and feedback in groups face-to-face and online, videos, and activities. The choice of teaching methods and student activities are strongly based on my didactic reflections, which are guided by the principles of The University of Southern Denmark for activating teaching and active learning. Furthermore, my practice is inspired by Bigg's model of Constructive Alignment, because it builds on the basic assumption that learning is not only a result of the teaching methods, but also of the students' activities. Based on the learning goals, I emphasize both research and dialogue based teaching. In my teaching on class on Module K1, this is performed by alternating between research-led teaching providing dissemination of others' and own research, and research-tutored teaching, where the students are encouraged to reflection and discussion in relation to their own clinical field. The research-tutored dimension is strengthened in the final assignment, where the students are supported and guided in how to use the theory and current research results to illuminate and relate critically to a problem within their own clinical nursing context.

Materials and tools

Mostly, I use itslearning as a tool for sharing relevant materials with the students. The platform is also used for announcement and communication about the plans and resources for the lessons. As resources, I make use of preparing and engaging activities. This includes recommended literature and slides, which are shared before or after the sessions dependent on the pedagogic strategy. The message system in itslearning is used for shorter communication. Due to the COVID-19 pandemic and restrictions, online supervision via Zoom meetings has been the norm in 2020 and 2021. In this context, clear and dialogue-based supervision, including scaffolding and matching of expectations, is used as dominant approaches to facilitate both individual and joint engagement.

5. Educational development and applied research into teaching at university

Through my development project at The Lecturer Training Programme (LTP) I gained experiences with educational development, which focused on how to improve quality and engagement in feedback activities during collective supervision seminars on individual written assignments. To guide the development work theoretically, Hattie and Timberley's model of feedback was fruitful, because it provided useful concepts to think with, including four levels to target appropriate feedback to individual persons' goals for learning. As a part of the project activities, I worked with design and test of a video with the aim to feed up and scaffold the supervision seminars. Moreover, I successfully developed and

tested a criteria-based feedback checklist in form of a “rubric” related to the written assignment at Module K1 and intended to facilitate students’ self-assessment, feedback and peer feedback. The content of the rubric was aligned to the preset learning goals and level of expectations.

My pedagogical research relates to the above described development project, where I evaluated the experiments with the students by use of qualitative research methods as observations and interviews. By these methods, I received valuable knowledge about students’ preferences and experiences in relation to feedback in the “real life” context.

6. Reflection on your own teaching practice and future development, including student evaluations

My teaching philosophy builds upon a set of values that all people can be seen as worthy, engaged and relational. This approach implies a belief that all people need to be a part of a community to develop their own potential and that all people are infinitely worthy. Thus, and in agreement with the underlying principles for activating teaching and active learning, it is my ambition always to create conditions for a good learning community, which is characterized by mutual respect, openness and engagement. To meet this, I emphasize supporting, stimulating and facilitating activating teaching to support the students in their process to become independent and self-regulated learners – and to prepare them to act in a “super complex” world. This approach is reflected in my teaching in the way that I invite to an open and reflective dialogue. Furthermore, it can be seen in the way that I seek to build up a partnership with the students when supervising them on their written assignments.

As a “drop-in” teacher, who only teaches a few lessons during a course, it is important to collaborate with the rest of the teaching group to plan and align the teaching activities to the learning goals and the students’ expectations. As a relatively new teacher at the university, I primarily made use of lectures and group work in my teaching, which did not match the principles for activating teaching and active learning very much. Through the LTP, I have tested and learned from new and activating learning activities, which support the underlying principles much better. Moreover, it is my experience that the students find an activating approach much more interesting and motivating.

In the future, I will continue to improve my teaching and supervision in that way. I will strive to tailor the activities so they allow the students to increase their level of Bloom’s Taxonomy. As an essential part of my future teaching, I hope still to be able to contribute to the Master’s degree programme in Clinical Nursing, SDU. In particular, I will continue to improve my role as a supervisor with the goal to build up partnerships with the students.

In the light of a growing interest for online teaching, this format of delivering teaching, supervision and assessment will also be a subject for my continuous improvement. Furthermore, I will be extra aware of integrating research based teaching and encourage students to pursue a research career by motivating them to take part in clinical research projects including writing scientific papers. As I am connected to clinical practice (Department of Medicine, Næstved, Slagelse og Ringsted Sygehuse, Region Sjælland), I will work on a close connection between the clinic and the university by connecting my teaching to clinical practice.

Another next step will be to acquire experience in PhD supervision. It is my ambition to pave the way for new PhD students related to the clinical context of the hospital. Based on my growing experiences in supervision, I feel ready to take the role and responsibility as a main supervisor for one or two PhD students. The hope is in that way to contribute actively to the next generation of university teachers and researchers within the science field of health and nursing.