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Formal educational training

2018-19: Lecture training programme
2019: Supervision – roles and relations
2019: The voice in personal development
2019: Students as learners (part of the lecture training programme)
2018: Body language
2018: Designing and updating courses
2018: Team Based Learning (TBL)
2018: Research based teaching (part of the lecture training programme)
2016: Introduction to university teaching
2015: Use student response systems in your teaching
2015: Face the monster! – how to make your lecture lively (PhD-course)
2015: Getting started on your teaching (PhD-course)

Responsible and co-responsible for modules and exams

2021: Health Measurement Scales (responsible). Master of Public Health Science, University of Southern Denmark (2,5 ECTS)

2019-2020: Epidemiology and Biostatistics (responsible). Masters of Science in Health Science, Physiotherapy, Occupational Therapy, Midwifery, and Nursing, University of Southern Denmark (15 ECTS)

2019-2020: Environment and Health (co-responsible). Bachelor of Public Health Science, University of Southern Denmark (7.5 ECTS)

Teaching experiences

2021: Teaching health measurement scales (class teaching and lectures at Master of Public Health Science, University of Southern Denmark)

2013-2020: Teaching epidemiology (class teaching and lectures at Bachelor of Public Health Science, and Masters of Science in Health Science, Physiotherapy, Occupational Therapy, Midwifery, and Nursing, University of Southern Denmark)

2012-2020: Teaching environmental health (class teaching and lectures at Bachelor of Public Health Science and Master of Medicine, University of Southern Denmark)

2006-2019: Teaching statistics (class teaching at Master of Science in Health Science, University of Southern Denmark and Bachelor and Master of Public Health Science at University of Copenhagen)

Methods, materials and tools

In my lectures, I try to keep some of the interaction from classroom teaching. I use different ways of interacting with the students depending on class size and the students' own willingness to participate. Among the tools I use are the use of student response systems and elements of team-based learning (TBL) and blended learning. I also have positive experiences with having the students choose a project within a pre-defined frame, and then continuously use the methods and concepts taught in the course to work with their own project, which gives them the prerequisites to actively use the new methods and concepts.

Educational awards

Best poster and project on the development of teaching practices, The lecture training programme 2018-19