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Formel pædagogisk uddannelse

2013	Completed Lecturer training program "Adjunktpædagogikum"
2017	PhD supervisor course
2019	PhD supervisor course

Uddannelsesadministrative opgaver

2011-2013	In 2011 I was asked to be responsible for developing and coordinating a postgraduate course for Biologists, engineers and other environmental staff in the private and public sector. In close cooperation with Assistant Professor Mogens Flindt the course: "Measures to fulfill the WFD Water action plans", was accomplished in 2011, 2012 and 2013 with another course name. It was a great challenge for me being responsible for development, marketing, facilitation, and completion of the course including agreements with external and internal teachers, teaching myself, as well as supervision and evaluation of written reports.
2012-2013	In 2012 I became responsible for the course Practical's in aquatic ecology for exchange students instead of Associate Professor Frede Ø. Andersen until the course stopped due to changes in the study program. It was already a well-planned course so here I focused on imprinting my own teaching style.
2013- now	In 2013 I was asked to be responsible for developing the course Sustainable Future, which was another big challenge. It is a mandatory bachelor course at 4. Semester providing the theoretical professional background in combination with cases and company visits building up to a 5-day innovation workshop facilitated by the Faculty of Science. The aim is to introduce the students to innovation, entrepreneurship and introduce a vocational course at the biology study too. The course was running for the first time in spring 2014.
2013-now	I have been involved in several tasks concerning study development at the department. E.g. update of course descriptions, reorganization of the ecology study profiles and work with development of an eventually new profile in environmental biology orientated towards a job in the environmental sector.
2016	In 2016 I have developed a new master course in climate adaptation. I am course responsible and main teacher.
2018	Part of the coordinator team regarding company projects (trainee) for master students
2019	Member of the teaching board at Department of Biology

Erfaring med undervisning, vejledning og eksamen

	Teaching has been an integrated part of my professional career since 2005, where I started teaching during my master. Since 2011 I have been course responsible and I have experience in teaching bachelor, master, PhD and postgraduate courses. For me teaching and study development is an important and interesting part of my career. Below is listed the courses I have taught
Bachelor courses	Sustainable Future (responsible since start 2014), 1. year projects (2013-2014+2016-2019 with several groups per year).
Master courses	Climate adaptation (responsible since start 2016), Aquatic ecology (2005, 2007, 2010-2013, 2018), Assessment of water quality in freshwater systems (2005-2009), Geographical information systems (GIS) in environmental management and climate adaption (2011-2019), Aqualink PhD course (2014), Mentor Carrier Planning (2016+2018-2019).
Postgraduate courses	Concerning: 1) Methods to fulfil the European Water Framework Directive (2011-2013), and 2) Removal of phosphorus in stormwater (2011-2014).
Supervision	I had my first supervision experience in 2005. Since, I have mentored students at all levels (biologists and engineers). I enjoy working together with the students for longer time periods and help facilitate their learning process often through multidisciplinary projects requiring competences gained through the whole study. Very often my supervision activities are performed in cooperation with an external partner. It could be an industrial partner, a consultancy, a utility company or a municipality. Past: 2 industrial PhD student, > 30 master students and >20 undergraduates/research projects Present: 3 PhD (5+3), and 7 master students + bachelor and project students
Examination	I have experience with most assessment forms from written exams and reports to oral exams and defenses at all levels also PhD defenses. Internally I have performed examinations both at Faculty of Science and Faculty of Engineering. Externally I have been examiner at all Danish Universities.

Metoder, materialer og redskaber

Teaching and assessment methods

During teaching preparation I always try to put myself into the students place. Would I find this inspiring and interesting if I was a student? Nowadays students starting at the University have a teaching background that are much more case and project based than just a decade ago. Additionally the ways of gaining knowledge are much more widespread due to all the electronic possibilities today. Therefore as a good university teacher you need to offer the students something which they think they cannot achieve by them self through study groups or information seeking.

As a teacher you must be enthusiastic, inspiring, vivid and interested in the topic. Student involvement and dialog are other important measures in my teaching. My teaching are often very case based with cases from my own research as well as cases from project with collaborators both in research and industry. Also cases from the students daily life's are often included, as asking into the students own experiences or knowledge are the best way of starting a good dialog. I am always open for suggestions and questions from the students during teaching and to enhance the process of learning I often include learning styles that either activate the students or varies the teaching. Teaching at Department of Biology requires a wide range of teaching skills, as an optimal teaching performance require competences for lectures, tutorials, and study groups as well as laboratory exercises, field work and excursions including field courses. That is what also makes teaching in this area so inspiring and varying and it also facilitates a wide range of teaching methods including tools to activate the students. Lately I have used videos a lot with good success. To achieve good learning it is my experience that one of the most important factors are that the students are capable of emphasizing the relevance of the topic and being able to set it into perspective.

Also regarding assessment it's important to choose methods after what is relevant and best for the specific course. I have of course experience with traditional individual oral and written exams, but also with oral group exams, multiple choice exams, project exams, and various exams based on e.g. reports, active participation and case work.

Supervision

I like to supervise – especially the very close contact to the students on specific projects during a longer time period. So supervision is a part of my daily work that I really invest time in. Very often the students are also working on topics related to my own research projects. I have experience with supervision of students at all levels both concerning practical and theoretical projects as well as supervising individuals and groups. Very often I like to have e.g. master students working together on related topics even though they are performing individual projects. They can benefit a lot from each other during field and laboratory work and discuss results etc. in common.

I find it important to inspire and help the student at all levels during a supervision process, but the project is still the students own responsibility and that is important for me to emphasize to them, so that they also get trained in project management before they obtain their degree as their future work life will most likely include project management for most of them.

Teaching materials

In the postgraduate courses I have been coordinating I have been deeply involved in scheduling the course and thereby also the course material needed. I have been responsible for preparing the material for my own teaching part in the courses and for gathering and organizing the course material from the other internal and external teachers.

Most of my teaching materials are placed on e-learn before each lesson to give the students the possibility to prepare beforehand or use it for taking additional notes on during the lecture. Therefore I have developed a wide selection of mainly PowerPoint presentations and pdf-files also including a lot of cases relevant for the theme. For e.g. the first year projects I have developed laboratory manuals and manuals for field work and the same is the case for most of the PhD, master and bachelor projects as well as individual study activities that I have been involved in.

I have arranged and prepared materials for a wide range of excursions, company visits and arrangements for university students, high school students and employees in the public and private sector.

Uddannelsesudvikling og universitetspædagogisk (følge)forskning, herunder pædagogiske priser

2014

I participated in a funded application concerning electronical manuals for laboratory courses made on iPad. The aim was to make the laboratory exercises more flexible, introduce small demonstration videos and include own research data and online knowledge directly in the teaching.