

Qualification as research leader:

Martin Tepel's education includes training at Copenhagen Business School (Research Management Course). He has experience with projects including multiple collaborators, for example managing the head of Interreg4A project (collaborators from Odense and Kiel, Germany), the EU Eurostars ProC6-Rec project (collaborators from France, The Netherlands, and Denmark). Martin Tepel is head of the Frontline centre for renal disease, uremia, and transplantation (CENTRA) at Odense University Hospital (collaborators from the Department of Vascular Surgery (Professor Jes Lindhold), Department of Urology (Professor Lars Lund), and Department of Microbiology (Professor Thomas E. Andersen).

Patents:

WO 2013/004776 A1: Elimination of protein-bound toxins. January 10, 2013.

PA-2019-70043: Patent- og Vaeremarkerstyrelsen Danmark. Biomarker for status of allograft function. January 21, 2019.

Obtained grants:

Danish Research Council, TRPC, FSS-10-084667, 2010.

European Union (EU), Molecular monitoring after kidney transplantation, Interreg4A, Leadpartner, project 62-1.2-10, 2011-2014.

Novo Nordisk Fonden, Syndecin, 2012.

European Foundation for the Study of Diabetes, TRP and glucagon-like peptide, 2013.

Danish Research Council, LNCrNA, FSS-6110-00499B, 2016.

EUopSTART, 6146-00203B, 2016.

Frontline centre at Odense University Hospital for highly specialized function, Frontline centre for renal disease, uremia, and transplantation (CENTRA), 2018-2021.

Natural Science Foundation of China, collaboration with Professor Zhu, Medical University, Chongqing, China, 2019.

European Union (EU), Eurostars, project ProC6 Rec, collaboration with SME, Nordic BioScience, Herlev, and collaborators in the Netherlands and France; Innovation Fond Denmark, 9046-00025B, 2019.

Teaching portfolio

1. Formal teacher training

Completed study programs

20.11.1989 Promotion Dr. med., Justus-Liebig-University, Gießen, Germany

12.12.1996 Venia legendi Internal Medicine, University of Münster, Germany

Participation in higher education courses

Center for Teaching and Learning, University of Southern Denmark:

2016 Use of Multiple Choice Questions for formative and summative assessment (MCQ - Multiple Choice spørgsmål undervisning og eksamen)

2016 GCP-Refresher Course (Berlin, Germany)

2016 Use of Sharepoint Region Syddanmark, Research Electronic Data Capture (REDCap, at OPEN Odense Patient Data Explorative Network.

2017 Det Centrale Uddannelsesudvalg: Academic English (Oral) for Presentations (Science/social science)

2017 Workshop Sonographie Dopplersonographie (Mannheim, Germany)

2017 Ansvarlig forskningspraksis - Responsible Conduct of Research

2018 Forskningslederkursus (Copenhagen Business School)

2020 Effective Research OUH kursus

2. Experience as a teacher, examiner and supervisor

Teaching per Semester

Medical students

Bachelor in Medicine.

120 participants. Lectures

Modul B8, Kidney and acid-base physiology, Forelæsning, Væskerum, salt- og vandbalance (2010-2018)

Modul B8 Forelæsning, Sygdomme med salt- og vandretention (2019-present)

Modul B8, Kidney and acid-base physiology, Forlæsning, Salt- og vandretention (2010-2018)

Modul B8 Forelæsning, Nyreinsufficiens i klinikken (2019-present)

Modul B8, Class room teaching (2010-present)

Modul B8, Nyre øvelse (2015-present)

SU502 Forelæsning (2019- present) Renal physiology

SU502 Nyre øvelse (2019-present)

Undervisning K6 Team Based Learning (2020-present) Kidney function

Onsdagsundervisning Læge (2019-present)

Pharmaceutical students

Bachelor in Pharmacy. Pharmacology.

120 participants. Lectures

SU804, Human pathophysiology, Forlæsning, Urinvejsinfektion mikrobiologiske og kliniske aspekter (2012-2014)

Examination tasks per semester

Assessments for the courses mentioned above in digital examinations (Multiple Choice questions, short essays) and marking tasks

Supervision

Supervision of PhD students (Liu Y, Borst C, Xia S, Rasmussen DGK, Nagarajah S) (2010-present)

Supervision of postgraduate students (Winther)

Supervision of medical doctoral thesis in Berlin, Germany,
Supervision of Kandidat speciale students (Klinikophold på den ny kandidat uddannelse 2019: D.E., P.P., N.B., H.M.)
3. Experience with pedagogical methods, materials, and tools
Problem orientated learning including Jigsaw technique
Case-orientated learning
Flipped classroom (providing Teaching videos, scientific publications, structured knowledge in diagrams and tables)
Practical training on the hospital ward including medical history taking, patient examination, and analysis of medical records
Small written end-of-lesson tests followed by feedback
Summative assessment
Oral exam with preparation
Multiple Choice Questions
4. Educational research training
Familiarization of laboratory technicians and doctoral students in our laboratory
Literature based introduction to research area and theory behind methods
Hands-on training in the necessary research techniques
Organization of educational workshops
Literature seminars
Trainee presentations followed by feedback and discussion