

Teaching and supervision

Undervisningsportfolio

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Teaching portfolio

Formel pædagogisk uddannelse

In December 2013 I completed the Lecture Training Program at the University of Southern Denmark. My university development project was awarded as "the best university teaching development project". I have participated in four different lecture training courses covering the following topics: Applied learning theory, interactive teaching, the use of cases in teaching, the use of smart-boards in teaching (2 1/4 ECTS).

Uddannelsesadministrative opgaver

My primary administrative functions related to education are as follows:

2014-18: Head of studies, Department of Psychology, University of Southern Denmark.

2013-18: Member of the Academic Study Board, University of Southern Denmark.

2013-: Member of the Department Council, University of Southern Denmark.

2012-2013: Development and assistance in the selection process of new candidates for the psychology education through interviews and tests (MMI: Multiple Mini Interview). Known in Danish as Quota 2 application.

Erfaring med undervisning, vejledning og eksamen

I was hired as one of the first employees at the Institute of Psychology in 2009, and have since been involved in the development and management of large parts of the bachelor and master programmes in psychology. This involvement has been a natural part of my employment given my former experience with project management, teaching, development of healthcare interventions and accreditation/quality management. I have in particular been involved in the development and teaching of the following study modules:

Bachelor programme

BA1: Introduction to Psychology, 15 ECTS (2010-2011 and 2015).

BA2: Cognitive Psychology, 15 ECTS (2011-2012).

BA3: Developmental Psychology, 15 ECTS (2011).

BA4: Personality- and Social Psychology, 15 ECTS (2011-2012 and 2015).

BA5: Biological Psychology, 15 ECTS (Module coordinator: 2011-2012).

BA12: Bachelor thesis, 15 ECTS (Module coordinator: 2013-2015 and 2018-2019).

Master Programme

K03: Health psychology and Medical Psychology, 10 ECTS (2013-2015, module coordinator: 2013).

K03: 3 yearly lectures 2015-ongoing

K06: Overall module coordinator and teacher at one of the electives 2018-ongoing

K07: Applied Methods, 10 ECTS (Module coordinator: 2014).

K08: Master Thesis, 30 ECTS (Module coordinator: 2014-2019).

Examination / supervisor

As a university lecturer I have supervised several students at different levels of the bachelor and master programmes in psychology. I have been responsible for several examinations and have worked as an external examiner at two different faculties.

I am currently supervisor on 3 PhD projects.

External examiner:

2014-2016: Appointed external examiner in Health Sciences

2013-2014-: Appointed external examiner in psychology

Examination:

BA1: Introduction to Psychology, 15 ECTS (2010-2011).

BA2: Cognitive Psychology, 15 ECTS (2013).

BA4: Personality- and Social Psychology, 15 ECTS (2011-2014).

BA5: Biological Psychology, 15 ECTS (2011-2013).

BA6: Medical Psychology I: 15 ECTS (2016-ongoing)

BA12: Bachelor thesis, 15 ECTS (2013-ongoing)

K03: Health psychology and Medical Psychology, 10 ECTS (2013-ongoing).

K08: Master Thesis, 30 ECTS (2014-ongoing).

Post graduate teaching, clinical training, and popular scientific lecturing

In my professional career as a clinical psychologist and a researcher I have been invited to give lectures and training courses in numerous of settings, in patients associations and to colleagues in different health professions. Examples are as follows:

Clinical training courses

2016-ongoing: CBT training courses multidisciplinary staff at hospitals and patient organisations.

2014: Training in patient communication. A one-day training course for chiropractors.

2014:Cognitive-behavioural therapy in pain management. A two-day training course for pain management nurses.
2014:Cognitive-behavioural therapy in clinical practice. A one-day training course for chiropractors.
2013:Acceptance and commitment therapy for chronic pain. A one day training course for pain management nurses.
2008:Cognitive-behavioural therapy for chronic pain. A three-day training course for the multidisciplinary staff at a sanatorium for rheumatoid arthritis.

Patients associations

2014:PTU – Life after the accident. Psychological risk and vulnerability factors in the development of chronic whiplash associated disorders.

2010:The Faroe Islands Migraine Society. Lecture: How to cheat your pain!

2009:The Danish Migraine Society. Lecture: Pain and depression.

2009:The Danish Migraine Society. Lecture: How to live with chronic pain.

Metoder, materialer og redskaber

In my lecturing I apply a broad range of teaching methods and activities including: e-learning tools for blogging, peer mentoring, cases, role playing and group activities. In my classroom teaching I lecture in a dialog based fashion using real-life cases and role playing. I strive to motivate my students through active learning strategies and problem based learning. My extensive clinical experience has resulted in better teaching connecting the gap between theory and practice. Uddannelsesudvikling og universitetspædagogisk forskning

In the scholarship of teaching and learning tradition I have investigated the negative effect of non-academic internet use during lectures. The study was a controlled "class-room" experiment, conducted in collaboration with my colleague Jill Byrnit. In the pilot-study we found that non-academic internet use during lectures negatively impacted MCQ test-results. We are currently collecting more data in order to expand the pilot-study and submit our results to a scientific journal on teaching. The study was awarded "best university teaching development project – 2013 (for details see reserach plan study no.9, and enclosed poster at the end of the portfolio).

My assistance in the selection process of new candidates for the psychology education trough interviews and tests (MMI: The Multiple Mini Interview) has lead to a publication on the MMI results.

Refleksion over egen pædagogisk praksis og fremtidig udvikling - herunder undervisningsevalueringer

In reflecting on my teaching practice and development thereof I have been very much inspired by the paper by Kugel (1993) "How professors develop as teachers". Kugel describes how the mastering of teaching develops in stages and how you need to go through or master all stages to move from simple teaching of students to helping students to use what they have been taught and more importantly to help students to learn on their own. In my early years as a teacher and lecturer I was overly concerned with my own appearance and role in the classroom and whether I had read enough. During my extensive experience in teaching and acquisition of domain specific knowledge I have achieved a level of teaching where I have the competence to facilitate the students abilities to think critically about their own learning and their needs for teaching and supervision.

Regarding learning theory, I draw upon very different learning theories in my teaching practice. I believe that the different learning theories represent different aspects of learning applicable in different situations depending on the specific context. For instance, teaching biological psychology and the anatomy of the nervous system is a very different context than teaching in clinical psychology and therapeutic skills. Different methods needs to be applied depending on the context. My teaching practice is grounded in an integration of classical and operant conditioning, cognitive theory, critical psychology and system theory. I use problem-based learning, and strive to interact as much as possible with my students in my teaching, and thereby use the teaching situation as a feedback system. For these reasons I believe that good teaching is rooted in deep theoretical and practical teaching experience and in the ability to reflect-in-action.

In the evaluation of my teaching my supervisors wrote:

Tonny Elmoose Andersen (TEA) is a highly competent teacher, who makes use of an extensive variety of teaching methods and activities, all in a well-planned and structured fashion. TEA distinguishes himself by the mastering of a highly interactive and dialog-based teaching [...] TEA has during his affiliation with the Department of Psychology achieved an extensive knowledge with teaching, and with education administration and development - a knowledge and competence that goes much further than what is to be expected in an assistant professorship.