Formal educational training

2018 Lecturer Training Programme, University of Southern Denmark

Administrative tasks relating to education

2016- Responsible for the course 'Epidemiological Methods in Biomedicine' offered to students at the Department of Biochemistry and Molecular Biology, Faculty of Science, University of Southern Denmark. The course is a mandatory part of the international Master's degree programme in Computational Biomedicine.

Experience with teaching, supervision and examination

I teach a number of courses at undergraduate, graduate and postgraduate level in topics such as epidemiology, statistics, genetic epidemiology, quantitative research methodology, and analysis of genome-wide association data. For some of these courses I have additionally been involved in the preparation and assessment of written exams. Also, since 2016 I have been responsible for the course 'Epidemiological Methods in Biomedicine', including administrative tasks in connection with planning and running the course, generation and continuous updating of the course material, preparation and assessment of the written exam, and conduction and assessment of the oral re-exam.
Over the years I have been a co-supervisor for several bachelor's and master's students in connection with their bachelor's, individual study activity, or master's thesis projects.

Methods, materials and tools

In my teaching, I primarily make use of PowerPoint presentations and the blackboard. The PowerPoint presentations are used to give an overview of relevant theoretical aspects or to recapitulate text-based answers to exercises, whereas the blackboard is used in connection with calculations or figure-based examples. In my experience, the PowerPoint presentations are very efficient at structuring the covered material and thereby at increasing the students' overview, while the use of the blackboard provides the students with more time for reasoning and understanding.
I always try to activate the students by asking questions, primarily to specific exercises but also to other more general topics. In addition, I have experienced that group work in smaller groups, where the students are asked to relate to a specific question or a specific table increases their involvement. Lately, I have also begun using online tools and find them to be terrific at activating students during lectures, and also at including all students, as it may be more appealing to the more introvert or shy students to participate in that way. In addition, online polls are a great way as a teacher to get a feeling of the students' knowledge on a particular subject. In that way, online polls can be very helpful in deciding the general level of the students and whether to move on to the next topic or not.

Educational development and applied research in university teaching, including educational awards

In connection with my completion of the Lecturer Training Programme, I participated in the courses 'Engage your students with discussion forums, blogs and wikis', 'Case-based learning', 'Use Student Response Systems in your teaching', 'Research based teaching', and 'Students as learners'. In addition, I carried out a university teaching development project concerning the effect of group work, including the theoretical design of imaginary scientific studies, wiki preparation, oral presentation and discussion, on the students' comprehension of the connection between theory and practice, and of relevance and usefulness.
In the years to come, I plan to keep on developing and improving my teaching skills by participating in relevant university pedagogy and e-learning courses.