

Pedagogical education:

University Pedagogy 1 (UPC1) 3 ECTS – at the University Pedagogy Center at Stockholm
University Lecturer Training Programme at University of Southern Denmark (2013-2014)

Teaching Administrative Tasks:

Research group (CPop Biology) representative on the Department of Biology Study Council 2013-(ongoing).
Member of the Science Faculty (SDU) Study Board 2020-2022.

Teaching experience

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PhD student supervision:

PhD Student Supervision:

Supervision of Danielle Sherman on the project Life history trade-offs in plants: general patterns and demographic consequences, co-supervisor: Dr. Owen Jones, University of Southern Denmark.

Co-supervision of Matthew Tye on the project Orchid population viability and life history variation, with Dr. Nina Sletvold and Prof. Jon Ågren, Uppsala University, Sweden.

Co-supervision of Elsa Fogelström on the project The ecology and evolution of flowering time, with Prof. Johan Ehrlén, Stockholm University Sweden.

Co-supervision of Gesa Römer on the project Variation in demographic traits across the tree of life, with Dr. Owen Jones, University of Southern Denmark.

Supervision of Heide Maria Baden on the PhD project Root anatomy reveals patterns of aging in plants, University of Southern Denmark.

Undergraduate Teaching (Course Leader):

“Planter, protister og svampe” (leader of the Botany part) at the Department of Biology, University of Southern Denmark (ongoing).

The botany part (2.5 ECTS) of “Farmaceutisk Biologi”, Department of Biology, University of Southern Denmark (ongoing).

“Plant Ecology”, Department of Biology, University of Southern Denmark (ongoing).

“Ekologi II” (Ecology) at the Departments of Botany and Zoology, Stockholm University in 2012.

“Advanced statistics” at the Department of Zoology at Stockholm University in 2012.

Various lectures and supervision of student projects on population, community, conservation and theoretical ecology at Stockholm University and University of Southern Denmark 2005-2014.

Teaching Methods:

I aim for constructive alignment in my teaching, referring to an alignment of lectures, practicals, student project coordination and supervision with examination form in a way that facilitates deep learning of the subject. In lectures I otherwise aim to focus on large scale processes and patterns and try to activate students by including questions that are discussed in small “buzz groups”. I aim to allow students to learn subject-specific terms and methods in practicals or lab hours, in combination with self-studies. For practicals I also aim to keep a focus on the larger picture, by giving general tasks that will be answered with the help of acquired detailed knowledge. I also reserve teacher-led explanations of important terms and specific processes (that often are important, not least in botany which is my primary teaching subject) to shorter introduction talks before practicals. One valuable part of my practical teaching in botany and ecology has always been field courses. For these subjects, they are very valuable.

I believe that supervised individual projects are the best method to evaluate student learning, and also the examination method that most encourages deep learning in students. For practical reasons, I have most often used written tests for examinations of larger student groups. Although a courser tool to evaluate learning, they are in my opinion quite reliable. I believe the major drawback with this examination form is that it doesn't encourage deep learning in the same way as project work. Oral examination, of which I have done a few, may be an alternative that can help students that have problems with formulating themselves in writing. In my experience they do not otherwise carry any advantages over written examinations.

Educational Development:

I am experimenting with different e-learning equipment and methods, and participating in peer reviewed teaching sessions with colleagues from different disciplines