

Teaching Portfolio

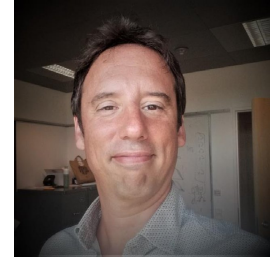
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1. Educational Training

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| 2018 | Basics of Good Teaching (Basic Course University Didactics, Bayern, Germany) |
| 2018 | Teaching in Intercultural Classrooms (Basic Course University Didactics, Bayern, Germany) |
| 2018 | Examining in English (Basic Course University Didactics, Bayern, Germany) |
| 2018 | Writing in English (Basic Course University Didactics, Bayern, Germany) |
| 2018 | Giving Lectures in English (Basic Course University Didactics, Bayern, Germany) |

2. Administrative tasks relating to education

From 2016-2019 I have been a member of the Junior Scientists Committee of the Interdisciplinary Center for Clinical Research (IZKF) of the ErlangenNuremberg University. The Committee meets every 3 months, and my role is to evaluate medical student's applications for the Medical Faculty's MDPHD program. Among the other administrative tasks related to education, I collaborate in the organization of the annual IZKF graduate students' scientific workshop, and of the bi-annual graduate students' retreat.

3. Experience of study programmes, supervision and examinations

Since December 2017 I am an associate lecturer at the Cell Biology course of the Master in Molecular Medicine and of the Bachelor in Biological Sciences of the FAU University of Erlangen.

Since September 2019 I am an associate lecturer at the Cancer Biology course (BMB835) at the Master in Biomedicine, integrating theoretical and practical aspects of basic and translational cancer science and coordinating the laboratory activities.

I give lectures on topics of Cell Biology and in Molecular Oncology and Targeted Therapies. I am also in charge of organization, mentoring and moderating the students' in-class presentations of scientific literature. I also prepare and evaluate the final exams.

4. Methods, materials and tools

In the classroom my lectures are mostly given using self-prepared PowerPoint presentation, to which I add different types of media like audio, video and various types of animations. I implement modern teaching techniques to activate and motivate my students to keep their attention alive and let them being part of the learning processes. An important part of the course is represented by the assignment of research papers from the scientific literature to read and present, or asking the students to write and discuss their own research ideas and strategies. I also like to share and discuss some of the details of my own research, and I appreciate hearing their feedback, comments and questions. In the lab, I like getting students involved by asking how and for what purpose they would perform a specific experimental procedure, by assigning them bibliographic research on specific topics of interest, or by encouraging them to write their own project proposals based on the activities performed for fellowships and training grant applications.

5. Educational development and applied research into teaching at university, including educational awards

None

6. Reflections on your own teaching practice and future development including student evaluations

As a teaching philosophy, when I teach (in the lab or in a classroom) I try to involve my students and let them be part of an active learning process in which they engage with the course material and they feel comfortable asking questions and

interacting with me and the other students. So, I envision academic education not only as a way to share knowledge or skills with students, but as an actual reciprocal learning experience, which could be the basis for a successful professional collaboration. I am very enthusiastic about teaching and definitively looking forward to develop further in the role of teacher and mentor (for instance by attending more formal education training).

In the lab or in a classroom I try to maintain a process of constant mutual feedback, and I encourage my students to give me feedbacks about the material of the classes and how my performances could be improved. Over the time I could learn a lot from their comments and adapted my material and lectures based on those important specific feedbacks. I learned, for instance, that especially the Master students are highly interested in hearing real-life experiences about research, in discussing the possibility of pursuing a career in science, industry, or getting information about the possible job types outside of Academia, and I now implement these Q&A sections in my classes.