

Teaching portfolio

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Formal teacher training

2017 - 2018 University of Southern Denmark. Education: Lecturer Training Programme
2017 University of Southern Denmark. Course: Team-based Learning
2017 University of Southern Denmark. Course: Students' writing skills
2017 University of Southern Denmark. Course: Setting up your course in Blackboard
2017 University of Southern Denmark. Course: Body language - a grammar to nonverbal communication
2007 University of Copenhagen. Course: Teaching Pedagogy

Teaching experience

2020 University of Southern Denmark (MSc Pharmacy). Kursus: Sundhedsøkonomisk evaluering. Rolle: Forelæser og modulansvarlig
2020 University of Southern Denmark (MSc Pharmacy). Course: Health Economic Evaluation. Role: Lecturer and course responsible
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2018 University of Southern Denmark (Specialist Training Programme in Occupational Medicine). Course: Health Economics. Role: Lecturer
2018 University of Southern Denmark (MSc Public Quality and Management). Course: Economics and Incentives. Role: Lecturer and course responsible
2018 University of Southern Denmark (MSc Pharmacy). Course: Health Economic Evaluation. Role: Lecturer and course responsible
2017 University of Southern Denmark (MSc Public Quality and Management and MSc Rehabilitation). Course: Economics and Incentives. Role: Lecturer and course responsible
2017 University of Southern Denmark (MSc Pharmacy). Course: Health Economic Evaluation. Role: Lecturer and course responsible
2017 University of Southern Denmark (BSc Economics and MSc Economics). Course: Register-Based Analysis. Role: Guest lecturer
2013 University of Southern Denmark (BSc Economics and BSc Business Administration). Course: Microeconomics. Role: Teaching assistant
2007 University of Copenhagen (BSc Economics and MSc Economics). Course: Operations Research. Role: Teaching assistant

Supervision experience

2020- Dimitar Stoyanov Yordanov. PhD student in Health Economics. Role: Co-supervisor
2017- James O'Halloran. PhD student in Health Economics. Role: Co-supervisor
2017- Rasmus Trap Wolf. PhD student in Health Economics. Role: Co-supervisor
2017- Thesis supervisor for students in MSc Rehabilitation, MSc Public Quality and Management, and MSc Pharmacy

Awards and honours

2020 Nominated for "Teacher of the Year" at the Faculty of Health Sciences, University of Southern Denmark
2018 Winner of the award for best poster and project on the development of teaching practices, University of Southern Denmark

Course and curriculum design

I am responsible for the courses Health Economic Evaluation and Economics and Incentives at University of Southern Denmark. As course responsible I have designed the course curriculum and content. I focus on making the courses

relevant for the students who (plan to) work within the health care sector.

Teaching philosophy

STUDENTS' LEARNING

In my opinion, students' learning may be influenced by several factors, for example: 1) Their previous knowledge and experience with the subject, 2) whether the learning objectives are clearly communicated, 3) whether they understand the relevance of the material for their career, and 4) whether they are encouraged to actively engage in the material. In my teaching I therefore seek to take these factors into account.

FROM ABSTRACT TO CONCRETE

I believe that continuously explaining the common thread in the curriculum is important for students' learning. Thus, I start and end each lecture with explaining to the students the purpose of the lecture and how this purpose fits into the course's learning objectives. In addition, I make an effort to explain the relevance of the class activities. In my courses, I also provide students with a rubric, which clarifies the assessment criteria for their exam.

DISCUSSION AND DIALOGUE

I believe that students are more likely to go from being surface learners to deep learners if they engage in discussions about the taught concepts. As I find it challenging to provide each student with individual feedback, I introduce an online discussion forum in which students can give each other feedback on on-going work. To encourage constructive feedback, I ask the students to provide only suggestions (rather than negative criticism).

RESEARCH-BASED TEACHING

I base my teaching on high-quality research within the field of economics. Students therefore read peer reviewed research articles and acclaimed textbooks. To ensure that the students engage actively with the material, I apply different research-based teaching methods: I may ask students (in groups) to discuss and present assumptions, methods, and results from the literature. I may also ask students to formulate their own research questions in relation to real world cases. I find that these different approaches encourage students to reflect on (the use of) the taught theories and methods.

The students I currently teach are not required to have prior knowledge about economics. Thus, I also spend time during each lecture familiarising the students with the basic concepts and methods applied in the literature. However, as most of the students are studying at the postgraduate level, they are expected to be able to also apply the taught methods and theories. I therefore also use different research articles to discuss how the theories and methods are being applied.