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## 1. Formel educational training

Lecturer training programme (LTP) 2020-2021.

Courses related to my LTP:

- Research based teaching (0.5 ECTS)
- Students as learners (0.5 ECTS)
- Introduction to Itslearning (0.5 ECTS)
- Evaluation and empirical data collection (0.25 ECTS)

Other pedagogical courses:

- Learning Circles, Centre for Teaching and Learning (1.25 ECTS)
- Use student response systems in your teaching – Poll Everywhere (0.5 ECTS)
- Supervision (Vejledning - roller og relationer, 0.5 ECTS)

## 2. Administrative tasks relating to education

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## 3. Experience of study programmes, supervision and examinations

### TEACHING

University of Southern Denmark, Odense, Denmark

**2022**Bone Biology B16/01, Aarhus University - PhD levelLecture + exercise, 2.5 hours

Topic: Cancer & Bone

### 2021–present

Module B1: Histology – BA level Spring and fall semester

Instructor, 2x12 hours

Topic: Bone histology and endochondral ossification

**2021–present**Module B1 (medicine) – Histology – BA level Spring and fall semester

Instructor, 2x12 hours

Topic: Bone histology and endochondral ossification

### 2020–present

BMB829 – Introduction to histological and cytological techniques – MA level, Spring semester

Lecturer, 2 hours

Instructor lab exercises, 8 hours

Topic: Introduction to histology and immunohistochemistry

### 2018–present

T580029101– Functional Anatomy (VTEK) Welfare technology – BA level Fall semester

Lecture, 3 hours

Topic: Cells, calcium metabolism

### 2019–present

T580022101 – Medicine physiology (VTEK) Welfare technology – BA level, Fall semester

Lecture, 2 x 4 hours

Topic: Gastrointestinal physiology & Calcium metabolism

EXAMINATIONS:

**2019–present** Medical physiology, Oral examination

**2018–present** Anatomy, Multiple choice questions

SUPERVISION:

I have supervised more than 16 students (bac/master) and am currently co-supervisor of 2 PhD-students - another two have recently successfully defended their thesis.

## 4. Methods, materials and tools

I do both lecturing and instructor teaching. The later with a component of lecturing aiming to resume what is important for the current lecture and to better align the practical session with theory.

The pedagogical tools used during my teaching are a mixture of power point slides, video material, practical assignments and quizzes depending on whether I lecture or have instructor classes.

Instructor: For instructor classes there are often only 2 hours and a rather strict plan for the agenda limiting a more personal planning of the lectures. However, I always try to include some elements of active learning using poll everywhere for quizzes or short blocks with think-pare-share questions.

Lectures: Lecturing allows a higher degree of freedom when planning the activities. My current lecture obligations consist of 3–4 hours lectures allowing more time to incorporate different elements of active teaching/learning such as team-based learning (group work), think-pare-share, cases, and quizzes mixed with classical lecturing using power point slides.

As preparation for lectures, I spend many hours revising the teaching material keeping it up to date. Here, I include the latest research data including my own research (if within topic) also showing the students that the material is relevant and based both on previous and on-going research. I have had great success with this approach gaining a lot of activity and relevant questions/dialogs with the students. I also prefer to include recent popular science to create a debate in the class and then ask the students to reflect on the topic using their scientific knowledge. This always contributes to a good and constructive discussion and tests their knowledge and ability to comment on popular topics – now on a more informed basis.

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

I have completed SDU's Lecturer Training Programme in 2021 and conducted my personal developmental project improving my pedagogical skills and teaching practice. During my LTP I also participated in 'Learning Circles' at the Centre for Teaching and Learning, SDU which gave me valuable insights into other ways of teaching.

Improving my pedagogical skills is of course an ongoing process but completing my LTP has sharpened my insight into pedagogical tools. It has resulted in a new interest within refining my methods both during practice but also from further pedagogical courses. Also, I have kept the contact with some of the attendees at Learning Circles to have a continued discussion on teaching matters.

I continuously participate in departmental meetings discussing teaching and with presentations from other former LTP participants.

## **6. Reflection on own teaching practice and future development including student evaluations**

My clear ambition as a teacher is to create an inspiring but also relaxed atmosphere to make the students feel confident. This gives much better activity in class as the students dare to actively participate and discuss. To create this atmosphere, my body language, voice, and eye contact with the students is important and something that I actively work with. In my opinion it's important that the students feel that I'm happy to teach them and I often say it in words. I believe that an active interaction with the students gives me energy and even inspires to new ideas in my own research.

To activate the students, I often introduce the lecture with an ice breaker question (poll everywhere), it could be 'How are you feeling today' or 'What will be the results of tonight's football game?' – something related to their daily life here and now and not the curriculum. To keep to students active and focused, I introduce smaller quizzes, think-pare-share questions, cases, or group work throughout the lecture. My experience is that the lecture then proceeds with much higher student engagement and leads to better discussions.

To activate the students, I recently tested whether the students would gain from working in groups with a typically examination question. In these groups, the students should prepare a short oral presentation like for an examination and then present it to another group who acted as an examiner. During their "examinations" I was available for questions, and I also actively supported and sharpened their answers when needed. According to the students feedback this way of working was a great success in more than one way – they practiced an exam situation and experienced that their own ability to present was even better than they expected. During this activity, I noticed a very supportive and engaged student-to-student feedback motivating and stimulating the whole group. This convinced me that this type of student activity was a success and will be implemented in future classes.