

1. Formal Educational Training

I have completed several introductory courses in university teaching and oral communication, including the PhD-level course "Get Started with Your Teaching" and "Optimize Your Communication – Train Your Personal Impact!" Although I have not pursued a formal pedagogical certification, as my previous positions have not been primarily teaching-focused, I am fully committed to undertaking the required pedagogical training should it be a condition of employment.

2. Administrative Tasks Related to Education

In my previous roles as a PhD student and, earlier, as a research assistant at the University of Southern Denmark, I contributed to the coordination and planning of teaching activities within the Public Health Science programmes. This included supporting exam preparation, grading, and ensuring alignment between course content and intended learning outcomes. I also assisted in adjusting course structures, updating reading lists, and sequencing thematic modules across the semester in collaboration with teaching staff.

Notably, I held temporary course responsibility for the course Evidence-Based Health Policy during a period of parental leave for the lead instructor, Martin Marchman Andersen. In this capacity, I oversaw the course's structure and content delivery.

3. Experience of Study Programmes, Supervision and Examination

I have taught across both the Bachelor's and Master's programmes in Public Health at the University of Southern Denmark. My teaching experience spans a variety of course formats and content areas, particularly within ethics, qualitative methodology, and evidence-based policy.

Bachelor's in Public Health – University of Southern Denmark

Teaching

Qualitative Methods: Delivered lectures on research ethics and the history of scientific misconduct. Guided students in understanding qualitative methodologies and the ethical implications of conducting research in public health.

Public Health Ethics: Taught central philosophical concepts such as justice, equity, and nudging, with an emphasis on their practical application in public health decision-making. Facilitated student discussions on the normative dimensions of health interventions and policies.

Evidence-Based Health Policy: Provided instruction on the hierarchy of evidence and its role in shaping health policy. Offered critical perspectives on the use and misuse of evidence in public health strategy and intervention design.

Supervision

Supervised undergraduate thesis projects, providing guidance on ethical research design, conceptual framing, data collection, and analysis.

Johannes Peter Damgaard Nygaard Andersen & Mathias Werup Bo: "What are the ethical challenges in dementia care and can relational autonomy be a better concept of autonomy to ensure better decisions in dementia care?"

Kristoffer Drue Knudsen: A conceptual analysis of the notion of manipulation and to what extent the fertility campaign "Knald for Danmark" can be considered manipulative.

Examination

Participated in the examination and assessment of students in the following courses:

Contemporary Public Health

Evidence-Based Health Policy

Prioritization in Public Health

Master's in Public Health – University of Southern Denmark

Advanced Qualitative Methods: Provided in-depth instruction on the ethical considerations involved in qualitative public health research, with particular emphasis on reflexivity, researcher positionality, and navigating sensitive topics.

4. Methods, Materials, and Tools.

My teaching approach is grounded in fostering student engagement through critical dialogue, conceptual precision, and active reflection. I combine lectures with structured discussions, group-based activities, and case-based learning—particularly in courses that introduce students to complex normative or methodological issues, as most of my teaching has been about.

I have applied this approach most consistently in Public Health Ethics and Qualitative Methods, at both the Bachelor's and Master's level. Within these settings, I have taught topics such as ethical reasoning in public health decision-making, and research ethics in qualitative inquiry, including reflexivity, informed consent, and working with sensitive populations. These subjects lend themselves well to dialogic formats, where thoughtful discussion is essential to deep learning.

To support this, I incorporate selected elements of dialogic teaching, drawing on Robin Alexander's framework. Rather than relying on traditional recitation-based instruction, I engage students through open-ended questions, structured dialogue, and reflective tasks that encourage them to explore, articulate, and refine their understanding. This approach is particularly effective when addressing ethical dilemmas, conceptual ambiguity, and the interpretive dimensions of qualitative research.

I also make consistent use of Itslearning, SDU's digital learning platform, to organise course content, facilitate communication, manage assignments, and provide feedback. The platform helps ensure transparency and coherence in course delivery, while supporting student engagement beyond the physical classroom.

Overall, my teaching practice aims to create an intellectually rigorous yet dialogical learning environment—one that empowers students to engage critically with complex content and develop their own analytical voice.

5. Educational Development and Applied Research into Teaching at University, Including Educational Awards

While I have not conducted formal research into university pedagogy, I actively engage in ongoing reflective development of my teaching practice. I regularly revise my teaching methods based on student feedback and peer dialogue, ensuring that my approach remains both pedagogically sound and responsive to the learning environment.

My primary interest lies in how teaching can support students' conceptual understanding—beyond procedural knowledge—particularly when working with normative frameworks or interpretive research methodologies. This focus has led me to integrate dialogic strategies, case-based learning, and structured reflection exercises into my teaching. These methods aim to deepen analytical engagement and foster a learning atmosphere that is intellectually rigorous, yet accessible and motivating for students.

Looking ahead, I intend to pursue more formalised educational development, including participation in a university pedagogical programme where appropriate. I am especially interested in how dialogic approaches can be adapted across different disciplines within public health education to strengthen student participation, conceptual clarity, and ethical reasoning.

Although I have not received any educational awards to date, I consider teaching a core component of my academic identity and intend to continue developing this dimension in tandem with my research.