

Fereshteh Baygi
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Formal Pedagogical Education

Completed the Lecturer Training Programme at University of Southern Denmark – Aug.2019-Jun.2020 (270 hours)

Pedagogical courses:

- Questioning – how it can support learning, teaching and asses (1 ECTS, 2021)
- Supervision - roles and relations (3/4 ECTS, 2021)
- Research-based teaching (0,50 ECTS, 2020)
- Evaluation and data collection (0,25 ECTS, 2020)
- Students as learners (0,50 ECTS, 2019)
- Helping students understand assessment using rubrics, peer review and exemplars, Part1. (0,50 ECTS, 2019)
- Helping students understand assessment using rubrics, peer review and exemplars, Part2. (0,50 ECTS, 2019)
- Collaborative learning workshop (0,50 ECTS, 2018)
- Oral Examination in Higher Education (0,50 ECTS, 2019)

Experience with teaching

2022-present

Bachelor students in biomechanics & medicine

- Module: Videnskabelig metode II- videnskabsteori, 5 Academic hours, 80 students, SDU
2019 – 2020

Master students in Public Health:

- Module: Health policy, Lecture: 3 Academic hours, 14 students, SDU
- Module: Worksite health promotion, Lecture: 3 Academic hours, 10 students, SDU
- Module: Health promotion planning, Lecture: 5 Academic hours, 15 students, SDU
- Module: State of global health, Lecture: 3 Academic hours, 35 students, SDU
- Module: Harmonization, sovereignty, diversity and global health, Lecture: 3 Academic hours, 20 students, SDU
2018 - 2019

Master students in Public Health:

- Module: Health policy, Lecture: 3 Academic hours, 10 students, SDU
- Module: Health promotion planning, Lecture: 2 Academic hours, 25 students, SDU
- Module: State of global health, Lecture: 3 Academic hours, 25 students, SDU
- Module: Harmonization, sovereignty, diversity and global health, Lecture: 3 Academic hours, 25 students, SDU
2014 - 2017

Master students in Public Health:

- Workshop: Research Methodology, Lecture: 2 Academic hours, 20 students, Iran University of Medical Sciences, Iran
- Workshop: How to write an article, Lecture: 2 Academic hours, 20 students, Iran University of Medical Sciences, Iran
2009-2010

Clinical teaching sessions for Diabetes patients:

- Workshop: How we should manage our blood sugar: A practical session for Impaired Glucose Tolerance patients (IGT), 50 participants, Iran
2009-2010

Non- Clinical teaching sessions for expert Nutritionist:

- Workshop: How experts should use Knowledge, Attitude and Practice questionnaire (KAP) in their research, 20 participants, Shaheed Beheshti University of Medical Sciences, Iran
- Workshop: How experts should work with N3 software, 20 participants, Shaheed Beheshti University of Medical Sciences, Iran
- Workshop: Working with Nutritract Software for experts, 20 participants, Shaheed Beheshti University of Medical Sciences, Iran

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Supervision experience

- Timilsina A, 2021, MSc in Public Health, SDU
- Nguyen P.A.T, 2020, MSc in Public Health, SDU
- Timilsina A, 2020, MSc in Public Health, SDU (Internship)
- Chauhan A, 2019, MSc in Public Health, SDU
- Fastl C, 2019, MSc in Public Health, SDU
- Gautam S, 2019, MSc in Public Health, SDU
- Nguyen P.A.T, 2019, MSc in Public Health, SDU (Internship)

Assessment experience

Internal censor

- Written exam: Bachelor students, Module: Videnskabelig metode II- videnskabsteori, 2022& 2023, SDU
- Written exam: Master students, Module: Effect evaluation- Theory and practice, 2022, SDU
- Oral exam: Master students, Module: Harmonization, sovereignty, diversity and global health, 2019&2020, SDU
- Written exam: Master students, Module: Health Promotion Planning, 2019, 2020, 2022, SDU

Teaching languages

English and Persian

Methods, materials and tools

Teaching philosophy

As a teacher, I believe research-based teaching in a flexible manner of instruction and working more collaboratively and responsive to the unique atmosphere of the class. To achieve such manner, apart from incorporating relevant and interesting examples for each subject, I would like to have a discussion point in my lectures which will allow the students to be active and create more room for learning. I introduce a discussion subject and question according to the new topics in our field and then ask students to discuss about it. Also, my course might include research- tutored elements where students discuss actively about the latest research findings in the field of public health. I think this way of teaching will allow students to develop the critical thinking which is a key point to navigate today's world. Moreover, mentioned teaching methods would give the students more confidence through their active independent learning. In mentioned teaching approaches, it is important that the students should make connection between the activity in question and the correlated conceptual knowledge. Supplementary e-learning methods like YouTube resources and other resources together with a clear and relevant question would be highly beneficial in this regard.

In term of students' evaluation, I believe final exam is not a good motivation to engage students in learning process. So, I prefer providing a challenging session and guide the students to think differently. Usually, chunking the class up into smaller time periods and put some collaborative activities or relevant assignments after each chunk can help me to provide such challenging teaching sessions. Then I will make sure that my students are not passive recipients. As I mentioned above, I usually use different scientific sources like recently published articles in our field, proceeding of the conferences, relevant films and various learning tools as a start point for discussion to achieve learning outcomes.

Lectures and classroom teaching methods

- Team based learning (TBL):

TBL is a learner-centred approach which can eliminate any concerns about student's engagement. I think, it is an appropriate approach for teaching in the field of health science.

With TBL, multiple scales of learning goals will be achieved. Students must read all related materials beforehand. So, knowledge and comprehension -as lower level learning goals in Bloom's Taxonomy- will be achieved before the session. Their participation in RATs and team application plays a vital role in achieving higher level goals. It means that they will have enough knowledge before coming to the class. Then during the session, they will apply the knowledge to improve their analytical skills.

TBL provide me the opportunity to evaluate the student's engagement and learning outcomes. For me, making sure that the students have received the messages according to the objectives of the session, is one of the advantages of applying

TBL approach.

▪ Group and individual feedback:

Continuous improvement in learning will happen with group and individual feedback. Despite giving individual feedback is time consuming but I think it is a kind of investment on learning outcome. It means that when I -as a teacher- give an individual feedback to my students, I will make sure that the learning process will be continued. Same scenario will take place in group feedback. I mean, in collaborative works I usually ask each group to give feedback to the other groups which is a kind of peer feedback but in the frame of a group discussion. My students feel more confident by applying this approach.

▪ Innovative methods:

Using You Tube: It is an effective teaching resource that can provide relevant information and enrich the learning environment. I usually use reliable You Tube films as a supplement for key points of my lecture. In my teaching sessions, You Tube as a visual method can provide additional and reliable information which I would like to transfer to my students. I believe some people work better through visual components. So, this method as a supplementary method will cover the needs of this group of my students.

Supervision of the students

My goal is to inspire students to find their scholarly potential. Students should learn how they can rely on their skills and knowledge in the process of working on their projects. My students and I meet each other on regular basis and discuss about any progress in the project. Also, we talk with each other about the problems they have faced and try to find out the best way to solve their problems. Sometimes, I give them some real examples about problems in my projects and explain how we could manage it. I think these examples can provide them better overview of doing research in reality. In this way and step by step, they will learn how to improve their competencies and my role is facilitator in this exploratory process. On the other hand, communicating well, being available for the students and giving them some hints and advice are factors that can facilitate this process. Also, students feel more confident when they have good relationship with the supervisor. This will be possible when I as a supervisor try to mention my expectations clearly, be supportive in critical moments and being accessible for them.

Reflections on own teaching practice

For me, reflective teaching is a great way to develop my teaching experiences professionally. After each teaching session, usually I try to write all my observations in the classroom in a very critical way. I go through all moments deeply to find out what worked and what didn't work - and why. Also, I reflect on my role on as a teacher in this session. What about my audiences, who were they? Then I should start thinking about every single moment and how my strategy worked. Comparing above situations can help me to see any possible problem and start thinking about how I can improve it for next session. Also, with reviewing mentioned items I can realise the advantages of my teaching method. So, this self-observation will help me to see advantages and disadvantages of the teaching sessions. On the other hand, students have access to rubrics where they can evaluate all teaching sessions. Rubrics together with teacher diary writing are great tools to start reflection and evaluation cycle.

Future development

In my opinion, teaching is a method for sharing knowledge between students and lecturers. This attitude, will extent my teaching partnership beyond the classroom to my office hours which is one of my goals. Also, Students' engagement in a flexible atmosphere- working more collaboratively in a very flexible time schedule- are my goals for teaching in the suggested courses in the future. I think, to achieve above goals I should keep myself update regarding new approaches in university teaching. Also, I will use different tools and approaches in my teaching sessions to work more collaboratively and improve learning objectives.