

Teaching portfolio

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1. Formal Pedagogical Education

In 2020, I completed the Lecture Training Program at the University of Southern Denmark, with the self-selected subject Use student response systems in your teaching (Poll Everywhere)- an online course (½ ECTS), Motivational Lecturing (½ ECTS) and Interactive Lecturing (½ ECTS).

I have many years of experience with project management and collaboration in monodisciplinary, multidisciplinary and interdisciplinary teams.

2. Administrative tasks relating to education

Master's degree level

2016 to 2019, I have been the chief facilitator and teacher at DSSF Masterclass in "Academic writing"

Post-graduate level

In 2015, I participated in the development and organization of a post-graduate course in Geriatric Nursing, the course is held once a year

3. Experience of study programs, supervision and examinations

Lecturing

PhD level

2019 Postdoc level – Introduction to the UP/LTP winter 2019 course (lecturing 1 lecture)

2017 PhD level at Zealand University Hospital – Masterclass with Adjunct Professor – Specialized palliative care – comparing two models (lecturing 1 lecture)

Master's degree level

2019 Master's degree level – Setting, Complex Interventions and the Meaning of Context (lecturing 4 lectures on module 4)

2019 Master's degree level – Masterclass in Academic Writing: Writing your article in 12 weeks (lecturing 20 lectures)

2018 Master's degree level – Setting, Complex Interventions and the Meaning of Context (lecturing 4 lessons on module 4)

2017 Master's degree level – Academic Project-oriented course (lecturing a guest-master's student for 7 weeks)

2017 Master's degree level – Masterclass in Academic Writing: Writing your article in 12 weeks (lecturing 20 lectures)

2016 Master's degree level – Masterclass in Academic Writing: Writing your article in 12 weeks (lecturing 20 lectures)

2015 Master's degree level – Older people in Health Service (lecturing 6 lectures on module 2)

Post-graduate level

2019 Post-graduate level at Zealand University Hospital – Person-Centred practice (PCP) - Why, What, How? (lecturing 2 lesson)

2018 Post-graduate level at Zealand University Hospital – Specialized palliative care – comparing two models (Lecturing for Head nurses 1 lesson)

2016-now Forum for nurse specialists (two hours four times a year)

Supervision

Master's degree level

2021 Master's degree level – Individual supervision in connection with final graduate thesis «Living a life with dementia»

2020	Master's degree level – Individual supervision in connection with final graduate thesis «To talk about death with the living»
2020	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2019	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2019	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2018	Master's degree level – Group supervision where students wrote individual assignments (5 students in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2018	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2018	Master's degree level – Individual supervision in connection with final graduate thesis “Feeling safe at a distance - A qualitative interview study investigating patients' experiences with telephone consultations with the specialized palliative team”
2017	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2017	Master's degree level – Group supervision where students wrote individual assignments (4 students in module 2 – Health Promotion and Prevention)
2017	Master's degree level – Group supervision where students wrote individual assignments (3 students in module 4 – Rehabilitation and Palliative Care)
2016	Master's degree level – Individual supervision where students wrote individual assignments (2 students in module 1 – Clinical Nursing Practice, Care and Treatment)

Examiner/External

Master's degree level

2020	Master's degree level – Oral examination in connection with final graduate exams together with external examiner. Assessment using the 7-point grading scale
2020	Master's degree level – External evaluation using the 7-point grading scale (4 individual assignments in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2019	Master's degree level – Internal evaluation using the 7-point grading scale (8 individual assignments in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2019	Master's degree level – External evaluation using the 7-point grading scale (4 individual assignments in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2018	Master's degree level – Internal evaluation using the 7-point grading scale (7 individual assignments in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2018	Master's degree level – External evaluation using the 7-point grading scale (4 individual assignments in module 4 – Health promotion, Prevention, Rehabilitation and Palliative Care)
2018	Master's degree level – Oral examination in connection with final graduate exams together with external examiner. Assessment using the 7-point grading scale
2017	Master's degree level – Internal evaluation using the 7-point grading scale (9 individual assignments in module 1 – Clinical Nursing Practice: Perspectives and Approaches)
2017	Master's degree level – External evaluation using the 7-point grading scale (3 individual assignments in module 4 – Rehabilitation and Palliative Care)
2016	Master's degree level – Internal evaluation using the 7-point grading scale (4 individual assignments in module 4 – Health Promotion and Prevention)

Post-graduate level

2019	External Examiner at Specialist education in Cancer Care, (6 oral video exams)
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4. Methods, Materials and Tools

I have experience with different teaching methods such as lectures, teaching in teams, group and individual supervision and blogs. My teaching is associated with my didactic reflections and related to University of Southern Denmark's principals on activating teaching and active learning. My practice is based on principles of research based teaching. In general, I use Blackboard for sharing material with students in connection to lectures, I use the group Blog for group supervision and peer feedback. In my teaching I use different activities such as lectures, presentations given by students, group work using the JigSaw-model, student response systems (Poll Everywhere), brief reflections with two and two discussions and peer to peer student reflections and feed back.

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

2019	Peer feedback - Peer feedback during group supervision
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6. Reflection on own teaching practice and future development

My pedagogical values may best be described by mutual respect and a participatory approach to the students. It is my ambition as a teacher to create a confident learning environment. To me, as a teacher who only teach a few sessions during a course and who supervise students in connection with writing assignments, it requires collaboration with the rest of the teachers in order to ensure continuity and consistency between the planned learning activities and the learning outcomes. As a relatively new teacher at the university, my teaching was based on lecturing, two and two reflections and group work in small groups, which did not support the underlying principles of education at University of Southern Denmark's principals on activating teaching and active learning. Through a Lecturer Training Program, my attention was drawn to the Jigsaw-model. I found it useful in activating the students during lessons and in taking responsibility for their own learning. In addition, it was well evaluated by the students.

In the future I would like to refine working with the Jigsaw-model, in terms of preparing the students before the lecture, I would like to develop my teaching as to include student response systems (Poll Everywhere). This will hopefully involve students much more during lectures, it will offer them opportunity to reflect on the subject and to discuss it with other students. The visible wotting may encourage the students to be active during lectures.

Being a supervisor

My role as a supervisor is oriented towards the individual students needs and may be related to their individual strengths and weaknesses. Being a supervisor for the master's students requires different skills as they may vary a lot in relation to academic skills. As the supervision time is short some master's students may need structured guidance, but also facilitating critical reflection during the learning process is important. When supervision is organised as group supervision I focus on facilitating a peer feedback process. I encourage the students to continue the peer learning in order to support each other by reflecting on issues from their academic work. In my development project during the Lector Training Program, I looked into Peer feedback during group supervision. I found that preparing the students for peer feedback in the sense informing them on how to perform peer feedback and that preparation was necessary in terms of succeeding. I will work on this.

Evaluation from the students in connection with group supervision showed that they sought more information on how to prepare for peer feedback, but also that they learned relevant stuff. Evaluation from my supervisors showed that I was able to establish a positive atmosphere characterised by trust and confidens.

I have experience as a mentor for PhD-students and in supervising PhD-students in pipeline (two in pipeline to be enrolled in 2021). It is my experience that pre-phD-students often have specific questions that needs guidance.