

Teaching Portfolio

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Educational Training

2020 Lecture Training Programme (ongoing)

Current Teaching

BB832 Marine Ecosystems

BB845 Climate Adaptation

BB547 Ecology

DTU Aqua Aquatic Ecosystem Management

Past teaching activities

Experimental methods

Biogeochemistry of Marine Sediments

Zoology of Invertebrates I and II

Experience with teaching, supervision and examination

Co-supervision of 2 ISA student projects, 5 BSc students, 7 MSc students, 5 PhD students. Main supervisor of 2 ISA students, 2 BSc students, and 1 MSc student.

External examiner of 1 MSc and 1 PhD.

Methods, materials and tools

Teaching

I enjoy teaching and find it challenging to develop the optimal approach for communicating research-based and advanced scientific knowledge to others. I strive to always be well prepared and engaged to support the students during their learning process. When planning teaching materials, I consider the student's level and qualifications, to adjust the best way of communicating the material. I often use visual tools and short videos to support teaching. I have also taught a lot in the field and during laboratory practical work, which requires very different skills than during classroom teaching, since you are much closer to the individual students. I find that the combination of classroom teaching, tutorials and laboratory exercises is an efficient way of teaching advanced scientific knowledge to the students.

Supervision

Supervision is an important part of being scientist at a research institution. We recruit masters and PhD to execute the detailed research and they reach us, supervisors, to get their education and perhaps continue the career in academia. It is my experience that both sides learn during the supervision process. I often get questions and different ways of interpreting results by my interaction with the students, which I find it highly beneficial and motivating. I often connect the student projects to ongoing research topics in my research group establishing student partnerships. I find that this generates synergy at many different levels. The student learns and gains experience with field work, and feels great satisfaction knowing that the generated data will be used in a larger context. At the same time the student gets to work together with other students, senior research staff, which allows discussions of results and optimizes the demanding fieldwork required in marine ecology studies.