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1. Formal educational training

2020	Teaching at SDU - new international teacher
2019	Supervisor Briefing (MVM, University of Edinburgh). Half of the day course for registered postgraduate and PhD supervisors of the University of Edinburgh, UK.
2017	Supervisor Briefing (MVM, University of Edinburgh). Half of the day course for registered postgraduate and PhD supervisors of the University of Edinburgh, UK
2016	Pedagogy, 52 hours compulsory course, part of MSc in "Biology" training, Saint-Petersburg State University, Saint-Petersburg, Russia
2002	Pedagogy, 58 hours compulsory course, part of BSc in "Biology" training, Saint-Petersburg State University, Saint-Petersburg, Russia.

2. Administrative tasks relating to education

Planning, organization and examination for the biostatistics part of the course "Evidensbaseret lægemiddelanvendelse og biostatistik".

3. Experience of study programmes, supervision and examinations

Teaching

Evidensbaseret lægemiddelanvendelse og biostatistik - Biostatistik

Maria Timofeeva

15/11/2022 → 19/01/2023

15/11/2021 → 21/01/2022 (together with Maarten Wensink)

15/11/2020 → 21/01/2021 (together with Maarten Wensink)

Biostatistics II

Afsaneh Mohammadnejad, Jacob v. B. Hjelmberg, Maria Timofeeva, Ulrich Halekoh & Simon Bang Mohr Kristensen

08/04/2022 – 29/04/2022

28/10/2021 - 15/12/2021

08/04/2021 – 29/04/2021

Biostatistics I

Jacob v. B. Hjelmberg, Ulrich Halekoh, Afsaneh Mohammadnejad & Maria Timofeeva

15/09/2022 - 11/10/2022

24/02/2022 – 22/03/2022

16/09/2021 - 12/10/2021

25/02/2021 – 23/03/2021

An Introduction to Genomics in Health Science

2021, 2022 - invited lectures

Supervision

I currently supervise two master students from Computational Biomedicine and Data Science, SDU, and a PhD student . Additionally I co-supervise last year PhD student affiliated with the University of Edinburgh, UK.

Since 2014 I have supervised 13 Master students (SDU and UoE) and co-supervised 2 PhD students (UoE).

Examination

2020	Lorem ipsum dolor sit amet Lorem ipsum dolor sit amet
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4. Methods, materials and tools

I am using a number of methods from lectures (including online lectures) and seminars to group based activities and computer practical. In my teaching I apply a series of teaching formats including in person, online and blended teaching. I am routinely using e-learning tools such as on-line Polls, quizzes and online discussion boards in my teaching. I have an extensive experience with the research based teaching through individual supervision of PhD students, master students and students doing individual study activities. I have experience with written exams (solving of specific problems during allocated time) and project exams (e.g. PhD dissertations, Master project and Individual study projects).

5. Teaching philosophy and pedagogical idea

I believe in knowledge and equal opportunities. I believe in universities being a safe and nourishing environment where anybody can express themselves freely, can be heard and have equal chances to learn and develop. Therefore, as part of my teaching I aim to create a positive and encouraging learning environment. In my view teaching is a dialogue between students and a teacher.

As an active researcher, I practice research-based teaching using different approaches. Whenever possible, I combine presentation of theoretical concepts with examples from my own research to demonstrate use of specific statistical methods and techniques. Additionally, I supervise master students and students, who are working on individual study project. The projects, which I supervise, are directly related to my research interests. It provides students with the unique opportunity to develop skills required for their future career and gain experience in applying research skills and techniques. Thus, my teaching directly contributes to my research and vice versa. I encourage students to be engaged and reflective and do not be afraid of mistakes as it is part of learning. I acknowledge my mistakes and, even use them as examples on biases or other concepts in epidemiology and statistics.

Finally, I think that it is important to remember that universities are not only the place where students learn new professional skills and competences. Through our teaching and research, we should aim to provide an example of how to be a responsible citizen, a critical thinker and a long-life learner, who is kind to others and true to principals of democracy and ethics.