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Employment

Department of Molecular Medicine

SDU

1. Jul 2023 → present

Associate Professor

Cancer and Inflammation Research Unit - Cancer

SDU

1. Jul 2023 → present

Undervisningsportefølje

1. Formel pædagogisk uddannelse

2020 Use Student Response Systems in your Teaching (Poll Everywhere)
2020 MCQ - Construction and quality control of multiple choice (MCQ) items
2020 Interactive lecturing course

2. Uddannelsesadministrative opgaver

Co-organizer of PhD course, "Molecular Methods in Cancer Biology/Basic Cancer Biology", SDU.

3. Erfaring med undervisning, vejledning og eksamen

Supervisor: Current (total): PhD students 1 (1), International Erasmus-internship (master-project) 0 (1), Master students 1 (2), ISA-students 0 (2).

Co-supervisor: Current (total): Postdoc's 0 (1), PhD student 0 (1), 1 master student (0) 1, Pre-graduate medical student 0 (1), ITEK students 0 (1), Bachelor students 0 (1).

Undergraduate students

BMB512 Lecture in Immunology "Antigen recognition in the adaptive immune system"

Institutions: University of Southern Denmark

Teaching formats: Lecture (~150 students), small exercises, Q&A sessions.

Aspects of the teaching process: Planning, write exam questions

Duration: 1x2 hours per year

Year: 2016- present

Medical students

Modul B12 Lecture in translational cancer biology "Molecular aspects of cancer"

Institutions: University of Southern Denmark

Teaching formats: Lecture (~150 students), small exercises, Q&A sessions.

Aspects of the teaching process: Planning, implementation, write exam questions

Duration: 4x2 hours per semester

Year: 2018- present

Modul B12 Classroom lecture in translational cancer biology "Molecular aspects of cancer"

Institutions: University of Southern Denmark

Teaching formats: Small classroom teaching (~50 students); discussion, group and case solving exercises.

Aspects of the teaching process: Planning, implementation, write exam questions

Duration: 1x1 hours per semester

Year: 2018- present

Modul B10 Classroom lecture in immunology "B-cells, rearrangement and isotype switching"

Institutions: University of Southern Denmark

Teaching formats: Small classroom teaching (~50 students); discussion, group and case solving exercises.
Aspects of the teaching process: Planning, write exam questions
Duration: 4x1 hours per semester
Year: 2018- present

Modul B10 Classroom lecture in immunology "Humoral immune response"

Institutions: University of Southern Denmark

Teaching formats: Small classroom teaching (~50 students); discussion, group and case solving exercises.

Aspects of the teaching process: Planning, write exam questions

Duration: 4x1 hours per semester

Year: 2018-present

SU502 Kidney physiology - Class room lectures – practical exercises

Institutions: University of Southern Denmark

Teaching formats: Small group teaching (~5 students per group); facilitating experiments, supporting experimental calculations and group discussion of theory

Aspects of the teaching process: Written report evaluation

Duration: 4x1 hours per semester

Year: 2000-2003

Graduate students

SU810 – Lecture in Molecular/cellular pathophysiology "Animal models in cancer research"

Institutions: University of Southern Denmark

Teaching formats: Lecture (~100 students), small exercises, Q&A sessions.

Aspects of the teaching process: Planning

Duration: 1x1 hours per year

Year: 2018-present

MMB11- Lecture in Medicinsk Billeddiagnostik "Optical bioimaging of living mice"

Institutions: University of Southern Denmark

Teaching formats: Lecture (~10 students); Q&A sessions.

Aspects of the teaching process: Exam questions

Duration: 1x1 hours

Year: 2016

Course in Laboratory Animal Science – Lecture in optical imaging

Institutions: University of Southern Denmark

Teaching formats: Lecture (~30 students); Q&A sessions.

Duration: 1x1 hours

Year: 2017

Post graduate students

PhD course: Molecular Methods in Cancer Biology/Basic Cancer Biology, SDU. Lecture in "Animal models in cancer research"

Institutions: University of Southern Denmark

Teaching formats: Lecture (~25 students); Q&A sessions.

Duration: 1x1 hours per year

Year: 2018-

PhD course: Tumour Biology. Lecture in "PDX models – Pros and Cons"

Institutions: Copenhagen University

Teaching formats: Lecture (~25 students); Q&A sessions.

Duration: 1x2 hours

Year: 2017

4. Metoder, materialer og redskaber

Lectures and small class-room teaching

It has always been very important for me to engage students as much as possible in my classes. Especially in the class-room format, where the student engagement and involvement are in focus, I am determined to use different approaches to engage as many students as possible. In university teaching there has been a long tradition for a monologued based approach where the teacher present research data and explain the causality. However, the learning value of passive involvement is very low and the competences to interpret and discuss complex knowledge are more effectively acquired through own activities (Rienecker et al, Biggs, J & C. Tang 2007).

To facilitate engagement, I include interactive methods using PollEverywhere (PollEV). PollEV is an excellent tool with many different activities and enabled the instructors to collect and analyze responses to for example multiple-choice questions and open-ended questions during class. In contrast to the face-to-face practice where I ask open-ended and rhetorical questions during class and received responses from individual students, the use of the student response systems allowed me to receive responses from many more students in a class and not just the few volunteers that usually responded. In addition to assess student learning, the student response systems can be used to engage students in the learning process (Buff, Derek 2009). I always discuss the answers. Importantly, in addition to receiving more answers to the questions, I use selected answers for further discussion which is an important element to engage all students in the learning process. In this way the student's different academic requirement is also considered (Mathiasen 2011).

I also aim to increase the learning outcome of student response systems by combining these with smaller group (or with the person sitting next to you) discussions of the questions before answering (Dufresne 1996) Another approach is peer-

instructions where students the students are asked to discuss and reflect on difficult questions with their peers before re-voting. This also enables the students access their own learning (Mazur 1997).

Blended learning is becoming more integrated in university teaching. Blended learning is the combination between traditional lecturing/classroom teaching and online based learning and provide the opportunity for learning by engagement, i.e. active learning. To increase the engagement of the students in my classroom and to help them to focus on the most important concepts and terms in the curriculum I provide material for student preparation. The modules are often very busy for the students and instead of just providing extra material on the e-learning platform, I try to integrate the different preparation elements such as providing questions that the students could reflect upon during reading the curriculum. In addition, I also provide small video clips that the students can watch before the class, which describe the key concepts in the lecture.

Student supervision

Teaching also include supervision of students in research projects. This task requires other competences and approaches due to the close interaction with individual students. It is important to design a research project for the student that is achievable and well-defined but at the same time to allow the student to work independently and inspire and encourage the student to actively take part in the progress of the project. This will provide a platform from which the student is able to develop their project and work individually. It is important to involve the student in the project planning for the student to feel involved and create a feeling of ownership towards the project, which I believe will improve the dedication and motivation from the student. It is also important to support the student to interact with other students and other researchers as networking is an inevitable part of research. The aim is to educate researchers who can develop new ideas and innovative approaches to research questions through critical and independent thinking.

5.Uddannelsesudvikling og universitetspædagogisk (følge)forskning, herunder pædagogiske priser

IngenDevelopment project (part of the lecture training programme):

Engagement of the students is very important to increase student learning. The learning value of passive involvement is very low. Especially the competences to interpret and discuss complex knowledge are more effectively acquired through own activities. Therefore, it is important to increase student engagement to increase learning. In my development project I explored how to increase student's activity and the quality of the student's responses. Taking into account that the classroom session is online and includes approximately 125 students I explored whether: 1) a thorough plan for student preparation including questions for reflection and pre-session announcements and 2) the use of various different interactive elements such as Multiple choice questions, Open ended questions, clickable image activities, peer-instructions ect. can contribute to increased student activity and quality of responses.

Collectively, it was my experience that providing material for student preparation can increase the engagement of the students in my classroom teaching. However, to enhance the benefit of the preparation it is important not just to provide the material on the e-learning platform but try to integrate the different preparation elements such as providing questions that the students could reflect upon during reading the curriculum or by using the previous lecture to announce and provide material/questions and expectations for the classroom teaching. The use of different student activities is very rewarding. Not just to break the teaching flow, but also to provide different platforms that might encourage different students to participate. The change of activation format during class is also important to maintain the level of student engagement. Importantly, in addition to just receiving more answers to the questions, some of the answers were also used for further discussion which I think is an important element in the engagement of the students in the learning process.

Future development on own teaching practice:

I will continue develop and integrate interactive learning methods in my teaching and focus on teaching for active learning. I continuously optimize and develop the lecture materials to ensure that is pedagogically appropriate and reflect the requirements of the course and I will increase the implementation of technology as learning tools. To facilitate deeper learning and increase the students' acquisition of higher order thinking skills: "analyze, evaluate, create" I use the Blooms digital taxonomy when I design my teaching materials and - strategies.