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Teaching CV

1. FORMAL TRAINING as Teacher and Supervisor

- Research leader management, 2016-2017 (CBS).
- Two-days Seminar for experienced ph.d Supervisors (Hindsgavl, 2013).
- Lecturer Training Programme SDU 2011.
- Course for PhD supervisors, 2011 (2-day course, SDU).
- Supervision-Relation and Roles, 2011 (1-day course, SDU).
- Adobe Connect for long-distance supervision and teaching, 2011 (2-day course, SDU).
- Teaching using Cases, 2011 (1-day course, SDU).

2. ADMINISTRATIVE TASK in relation to teaching/educations.

- Organizer and responsible for three-days full teaching program for 30-50 ph.d students (Danish Stem Cell Research Doctoral School (DASCDOC)), 2005 and 2006.
- Interviewer and application examiner of candidates for enrollment as medical students at the faculty of health (SUND/SDU).

3. SUPERVISION/TEACHING/EXAMS

Through the years I have gained substantial experience in supervision at all academic levels. Accordingly, I have been main supervisor for 9 postdocs, 7 PhD students, 10 master- and pregraduate students, 11 ISA/bachelor students as well as co-supervisor for 11 additional postsdocs/PhD/master/BA projects. The majority of projects concern areas of stem cell biology and regenerative medicine.
I have taught graduate as well as PhD students from science and medical faculties. My lectures, class sessions and lab exercises have mainly concerned stem cell biology and regenerative medicine as well as associated practical issues. I have participated in all aspects of course preparation and student assessment.

- **Module B11 (10ECTS)**, Medical students at the end of BA. The course concerns stem cell biology with a focus on heart regeneration. The content is dynamic and changes according to emerging frontline research within the field. Each course (rated as 24hours) involves class teaching and E-learn teaching for 16 medical students, and includes assessment of written projects as well as individual oral exams graded by the 7-scale. The course is run twice a year-each spring and autumn, and I have been teaching one or two classes (16 or 32 students, respectively) each year since 2010.

- *Examiner*: From 2010-2012, BM11 was evaluated by internal examiners, where I was appointed for five other subjects (app. 80hours) besides my own courses on stem cells.

- **BM541 (SDU,DK).** My group has one introduction lecture on stem cell biology for 80 biomedical students. Assessed by written exam. Run once a year from 2018 and *ongoing* in each autumn.

- **Stem Cell Therapy** (AU, DK). I have performed class teaching for app. 30 M.Sc. students at Århus University on stem cell issues.

- **Ph.d Stem Cell Forum** (National Danish Stem Cell Doctoral School, 2005) Research based lectures for PhD students: *Flow cytometry on cells from tissue.*

- **FACS Core Facility Method Course** (SDU, 2003-2007) concerning individual teaching (Theory and practice) for 1-4 days on tissue dissociation and Cell Sorting. I have been training PhD students and masters.

4. FORMATS AND METHODS OF TEACHING, SUPERVISION, AND ASSESSMENT

LECTURES My lectures have all been based on Power Point presentations and I have taught in Danish, but also in English. In most cases, I hand out notes either in paper format or electronically using E-learn in order to direct the students attention towards me and not their written notes. Generally, I divide my presentation into individual parts that are each summarized mostly by use of simple questions that allow me to evaluate if the students actually do pay attention to what I have taught in a given part, as well as to motivate the student both by activation but also to stimulate the students own perception of having learned something.

SUPERVISION In my experience supervision must be carefully adjusted not only according to the level of the student (bachelor through PhD and postdocs), but also to their personality. Depending on their level, they should be involved in different aspects of the research career they are facing once receiving their final degree or senior stage. I'm very dedicated to my work and I believe that it is important that students sense my enthusiasm and that their project is highly appreciated/indispensable. I therefore always implement their projects as part of my main research – and include part(s) of their work in a scientific publication. I also always motivate the student to accomplish their final thesis in English, written in an article format which is the general format in my research area. Although I usually set up specific "rules" for the amount of supervision of the thesis, I try as early as possible to recognize if the student has specific difficulties with writing, and then adjust the time needed by me as well as the student for their thesis to be supervised and written. I make my self very available to the students (present on a daily basis in the lab) and I use quite an amount of time on each student. For me supervision is a teaching duty in line with lectures and class sessions, and I think that it should be merited as such in order to prevent poor supervision.

ASSESSMENT I have assessed numerous written exam reports and prepared/assessed oral exams for medical students. I have also assessed a variety of written thesises at different levels, and despite very different subjects, at this level I find such projects relatively easy to grade from an objective point of view.

5. COURSE DEVELOPMENT

Development of two times three-days full teaching programs for 30-50 ph.d students (Danish Stem Cell Research Doctoral School (DASCDOC)), 2005 and 2006. This includes overall content, and development of course material for parts of the programs.