

TEACHING PORTFOLIO

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Formal educational training

2023 Lecture Training Programme, University of Southern Denmark

Courses

2023 Team-based Learning, University of Southern Denmark
2023 Feedback, Peer Feedback, and Rubrics, University of Southern Denmark
2023 Motivational Teaching, University of Southern Denmark
2021 Supervision – Roles and Relations, University of Southern Denmark
2019 Getting Started on Your Teaching, University of Southern Denmark
2015 Teaching Pedagogy for Teaching Assistants, University of Southern Denmark

Administrative tasks relating to education

2023 Course responsible for Economic Evaluation (MSc. level), Department of Public Health, University of Southern Denmark
2020 Course responsible for Introduction to Health Econometrics (PhD level), Department of Public Health, University of Southern Denmark
2015-2016 Member of the Academic Study Board of Economics, University of Southern Denmark

Experience as a teacher, examiner and supervisor

Lecturer

2023 Lecturer in Economic Evaluation, MSc in Public Health, University of Southern Denmark
2022 Guest lecturer in The Economics of Prevention in Health, MSc in Public Health, University of Southern Denmark
2021 Guest lecturer in Evaluation, MSc in Health Science, University of Southern Denmark
2021 Guest lecturer in Economic Evaluation in Health Care, MSc in Public Health, University of Southern Denmark
2021 Guest lecturer in The Economics of Prevention in Health, MSc in Public Health, University of Southern Denmark
2020 Guest lecturer in Evaluation, MSc in Health Science, University of Southern Denmark
2020 Lecturer in Introduction to Health Econometrics, PhD level, University of Southern Denmark
2019 Guest lecturer in Evaluation, MSc in Health Science, University of Southern Denmark
2019 Guest lecturer in 'Talent Programme Radical Rethink! 2019', interdisciplinary BSc and MSc students, University of Southern Denmark
2018 Guest lecturer in Econometrics, BSc in Economics and BSc in Mathematics-Economics, University of Southern Denmark (). Course: Econometrics. Role: Guest lecturer.
2016 Guest lecturer in Register Based Analysis, BSc in Economics and MSc in Economics, University of Southern Denmark

Teaching assistant

2018 Econometrics II, BSc in Economics and BSc in Mathematics-Economics, University of Southern Denmark
2017 Mathematics, BSc in Economics, University of Southern Denmark
2017 Econometrics, BSc in Economics and BSc in Mathematics-Economics, University of Southern Denmark
2016 Advanced Tools for Quantitative Analyses, BSc in Economics and Business Administration, University of Southern Denmark
2016 Statistics, BSc in Economics, University of Southern Denmark
2015 Methods for Dynamical Economics, BSc in Economics, University of Southern Denmark
2015 Statistics, BSc in Economics, University of Southern Denmark
2014 Microeconomics, BSc in Economics and BSc in Mathematics-Economics, University of Southern Denmark

2014	Macroeconomic Analysis, BSc in Economics, University of Southern Denmark
2014	Mathematics 2, BSc in Economics and Business Administration, Department of Business and Economics, University of Southern Denmark
2014	International Economics, BSc in Business, Language and Culture, Department of Business and Economics, University of Southern Denmark

Supervision of master's theses

2023	Main supervisor of a MSc in Public Health student, University of Southern Denmark
2020	Co-supervisor for two MSc in Health Science students, University of Southern Denmark
2019	Co-supervisor for a MSc Health Science student, University of Southern Denmark

Supervision of PhD students

Current	Line Beate Hjuler Petersen
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Examiner

2023	Health Economic Evaluation, MSc in Pharmacy, University of Southern Denmark
2023	Economic Evaluation, MSc in Public Health, University of Southern Denmark
2022	The Economics of Prevention in Health, MSc in Public Health, University of Southern Denmark
2021	Economic Evaluation in Health Care, MSc in Public Health, University of Southern Denmark
2019	Evaluation, MSc in Health Science, University of Southern Denmark

Methods, materials, and tools

Recognising the potential influence of multiple motivational factors on students' learning, including challenging learning tasks, active participation, teacher-student interactions, meaningful educational experiences, practice-oriented learning, and a sense of belonging, I actively incorporate these elements into my teaching approach. Understanding the varying preferences of these motivational factors among students, I employ a flexible approach, incorporating a variety of methods and adapting my teaching content to accommodate the distinct requirements of my students.

CHALLENGING LEARNING ACTIVITIES

I prioritise understanding students' competencies at the start of each course, leveraging their prior knowledge and diverse backgrounds. Adapting my teaching approach to create optimal learning conditions, I aim to familiarise students with the subject matter, regardless of their prior expertise. For instance, while guiding economics students through exercises involving data, math, and statistics, I also spend time introducing fundamental concepts to students with no prior economics knowledge. Teaching health professionals involves encouraging the application of economic theory to their daily work experiences, fostering critical thinking and dialogue-based learning. To accommodate different learning preferences, I employ diverse pedagogical tools, including graphical, verbal, and mathematical representations. Engaging students through various activities like group work and presentations of published articles, I strive to strike a balance between challenging and supporting them, fostering self-efficacy and independent thinking. The same applies when supervising students. I believe in assessments that prioritise understanding and application, utilising resources for comprehensive problem-solving rather than rote memorisation.

ACTIVE LEARNING

In my teaching, I emphasise the use of different lecture formats and strategies to encourage active student involvement, fostering dialogue and interactive learning. I believe that a dynamic learning environment can promote learning, heighten engagement and motivation, give essential feedback to the teacher and the student, and increase satisfaction for both. Therefore, I encourage - and expect - students to play an active role in my classes. Utilising various pedagogical tools, from traditional lectures to collaborative learning activities like group work, presentations of published articles, and online discussion forums, I aim to facilitate comprehensive knowledge sharing and peer feedback. Emphasising the importance of critical evaluation skills, I believe in nurturing students' ability to provide constructive criticism and self-assessment, vital for their academic development.

CONTACT BETWEEN STUDENT AND TEACHER

As a teacher, I prioritise establishing a strong connection between students and myself to foster an open and safe learning environment where questions are encouraged, and students actively contribute. At the start of each course (and likewise in the role as supervisor), I try to align expectations with the students. I strive to be an encouraging teacher, offering praise and support when students engage in discussions or presentations. My role involves guiding students to grasp the course material through various interactive methods and adapting teaching tools to accommodate different learning styles. My aim is to facilitate learning by introducing relevant theories and providing the necessary knowledge and tools for students to engage in the learning process. While I expect students to be well-prepared and participate in classroom discussions, I emphasise their responsibility for their own learning journey. Maintaining an 'open-door' policy has promoted productive dialogues and fostered a collaborative atmosphere between my students and me.

ENRICHING AND MEANINGFUL LEARNING EXPERIENCES

I prioritise the learning objectives of the course, ensuring that each student feels enriched after every lecture. Structuring my courses with clear expectations and organised lesson plans, I create a supportive framework that progresses

systematically from one topic to the next. Aligning teaching approaches and assessments with learning objectives remains a key focus, emphasising the relevance of the curriculum to students' career paths and the real world. To ensure student engagement, I connect the concepts to practical scenarios, emphasising its significance and practical application, often utilising real-world examples and current health policy issues. Despite the complexity of (health) economic theory, I encourage students to critically analyse topics, complementing theoretical discussions with empirical examples and interactive group activities. Balancing traditional teaching methods with varied activities, I continuously adapt my approach to effectively communicate even the most challenging concepts. My enthusiasm for the course material aims to sustain students' interest and involvement throughout the course.

PRACTICE-INTEGRATED LEARNING

I integrate research-based teaching methods, leveraging practical and real-life examples to enhance students' comprehension and application of concepts. By incorporating these strategies, students not only grasp the material's significance but also recognise its practical utility and how it can be implemented in the real world. My teaching approach is anchored in rigorous research from the field of (health) economics, wherein students are exposed to peer-reviewed articles and renowned textbooks. To foster active engagement, I utilise diverse research-based teaching techniques, covering all aspects of the Healey model. This involves incorporating research examples in lectures and textbooks, guiding students in the application of theories through group work, discussing published articles in group presentations, and prompting students to independently identify and design their own research studies in their exams. These varied practices prompt students to contemplate the practical implications of the theories and methods taught.

SENSE OF BELONGING

I promote a welcoming and supportive learning environment, prioritising open communication and a positive classroom atmosphere that encourages active student participation. Initiating the course with an introductory lecture allows for mutual familiarity and sets a tone of inclusivity, facilitating effective learning experiences for all students. My role as a teacher is not limited to transmitting knowledge but extends to guiding students in understanding and applying newly acquired skills. I actively promote knowledge sharing by fostering an inclusive space where students feel empowered to ask and answer questions, as well as share their insights. By maintaining a relaxed atmosphere, I aim to stimulate critical thinking and vibrant discussions. Various interactive elements such as questions, exercises, and illustrative examples are incorporated throughout my teaching to engage students and encourage their active involvement. Group work is also integrated to foster a sense of belonging and collaboration within the class. To foster constructive feedback, I encourage students to provide constructive suggestions rather than negative criticism.

Educational development and applied research into teaching at university

2023 Poster presentation, TAL, University of Southern Denmark

I work continuously to develop and adapt my teaching approach to strengthen the students' learning.

In my capacity as Assistant Professor, I completed the Lecture Training Programme in 2023. In my development project, I assessed the impact of structured peer feedback, observing its significant role in fostering active participation and facilitating deep learning among students.

During my time as a Teaching Assistant, I actively contributed to the implementation of innovative teaching methods in the exercise classes for several courses, including 'Microeconomics,' 'Macroeconomic Analysis,' and 'Methods for Dynamical Economics.' Encouraging student participation, I delegated the responsibility of presenting the exercises on the blackboard to the students themselves. In the course 'Statistics', I facilitated interactive sessions where students gave feedback and discussed the exercises with each other, fostering critical thinking and collaborative learning.

I have also honed my ability to discern and respond to the diverse needs of my students. Consequently, I continuously adjust the content, level, and teaching methods throughout the semester, accounting for the diverse learning preferences and abilities within each class. I have encountered varying degrees of effectiveness among different student cohorts, which has enriched my understanding of the nuanced requirements of diverse learners.

Reflection on your own teaching practice and future development

In general, my student evaluations consistently surpass the average, highlighting my strong pedagogical and professional competencies. Moreover, I have received positive verbal feedback from students who have expressed genuine satisfaction with my work.

Aligned with my teaching philosophy, I continuously refine my teaching techniques, prioritise delivering high-quality education, and explore innovative teaching methods. Engaging in discussions on teaching strategies, assessments, and supervision with my peers has been invaluable. I also find my colleagues' feedback and attending their lectures to be enriching experiences.

I have come to appreciate the importance of diversifying my explanations, employing relatable examples, and simplifying complex topics to ensure comprehensive understanding. Balancing practical, real-world illustrations with academic concepts has been pivotal. Implementing various teaching techniques to sustain a dynamic and engaging learning environment, without compromising educational quality, has been an ongoing focus. Despite these efforts, I recognize the potential for growth as a teacher. Specifically, I aim to enhance my capacity to structure time effectively, ensuring that I can impart comprehensive knowledge without compromising on content. While I continuously strive to actively engage students through diverse learning activities, I acknowledge the room for improvement, such as incorporating more e-learning activities or exploring the implementation of a flipped classroom approach.