

Undervisningsportfolio

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Pædagogisk grundsyn

From my perspective, the superior prerequisite to promote successful learning and teaching is to create a respectful teaching arena and a pleasant teaching climate. Particularly I like seeing the students as partners. This requires fair play, transparency and openness from both me as a teacher and the students with regard to expectations and their fulfilment. From my side I ensure this by bear in mind the items below. In the beginning of a course it is of particular importance to:

- clarify and – if applicable (e.g. in project work) – discuss the main objectives of the course.
- clarify the expectations of the students, to get to know my students .
- clarify my expectations, e.g. with respect to work load and active participation in class, requirements on reports and hand-ins.
- provide clear information about grading and examination to make this process as transparent as possible.

During the semester it is necessary, that

- the students can approach me in case of questions.
- I provide course related materials (slides, movies, assignments, additional material and organisational information) in a clear manner and in time to my students.
- I give formative feedback on written reports and assignments regularly.

During the individual class my approach is characterised by the following:

- I prepare the content of my classes carefully and relate it to relevant examples. It is further important to make cross-links between different topics and courses.
- I highlight the specific learning objective of the lecture/class. Often is it beneficial to use a key question a common thread through the class.
- I adjust the teaching method to the content, the group size and if possible to the expectations of the students.
- I use a clear language and make clear work assignments.
- I am aware of a limited attention span and thus I vary focus, topic or method several times during class and include breaks.
- Students shall participate actively during class. Thereto I implement active learning and teaching methods, e.g. discussions, peer/collaborative work, polls or quizzes.
- I ensure a proper alignment of lectures and associated assignments and laboratory work.

These items allow to create a framework where the student-content relation is emphasised and deep learning becomes possible. My role as a teacher is thereby mainly characterized by being a guide, who is, paving the way for students, showing the right direction but giving reasonable degree of freedom. By this, the students will learn how to formulate scientific questions and how answer them using proper methods. Overall, I want to transmit my passion for the subject to my students and act like a coach or stimulus for student's self-development.

Undervisningserfaring

Applied Electromagnetics

Till Leissner & Vladimir Bordo
01/02/2018 → 30/06/2020

Applied Optics and Photonics

Till Leissner
01/04/2019 → 30/06/2019

Applied Optics and Photonics

Till Leissner
02/04/2019 → 05/04/2019

Electronics

Till Leissner
01/09/2017 → 31/12/2020

Thermodynamics

Till Leissner
01/09/2017 → 31/12/2020

Vejledningerfaring

Advanced Imaging of Biological Samples using Ion Beam Microscopy and Related Techniques

Jacek Fiutowski, Jonathan R. Brewer & Till Leissner
01/09/2018 → ...

Formel pædagogisk uddannelse

| | |
|------|---|
| 2016 | Interactive lecturing, 0.5 ECTS |
| 2016 | Setting up your course in Blackboard, 0.5 ECTS |
| 2017 | Active teaching and learning using Flipped Learning, 1 ECTS |
| 2017 | Body language - A grammar to nonverbal communication, 0.5 ECTS |
| 2017 | Lecturer training program, 10 ECTS |
| 2018 | Questioning - how it can support learning, teaching and assessment, 1 ECTS (2018) |