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Pedagogical Views

I believe in customized teaching. Everybody has their own individual learning process, some learn best by attending lectures, some learn by reading a textbook, some learn from examples like case-studies and some learn through applied practice like laboratory work. Therefore, I try to embed each of these learning channels in my teaching to the extent possible so that all participants can achieve learning the way they learn best. All my courses feature lectures, textbooks and all involve real life cases studies or laboratory experiments. I also make sure to engage the students with the use of group work, student presentations, student-to-student supervision and teaching and through questions & answers sessions. These student-led engagement activities also support learning by letting students receive knowledge from multiple sources and they give the most ambitious and talented students an opportunity to shine and dive deeper into the knowledge. I use Bigg's constructive alignment principles as inspiration for how I combine and align these activities and course elements to guide the students towards the learning objectives for each course.

Instilling curiosity is important to me and I always try to create a safe atmosphere where it is okay for the students to pose questions. I also try to promote scientific methodology in my courses to teach students how to conduct and interpret science in a rigorous and critical manner. Innovation and knowledge entrepreneurship are likewise important to me, they both give the students opportunity to use what they learn and also serve to impart the importance of what they learn. Together, this triplet of instilling curiosity, critical thought and innovation represents actionable steps that I use to draw students up through Bloom's taxonomy for educational learning towards greater comprehension, knowledge analysis and synthesis of new knowledge within each of the areas I teach.

When I supervise, I pay great attention to the uniqueness of each student, both their educational and personal background as well as their personality, ambition, future goals and their individual strengths and weaknesses. I then tailor my supervision towards giving them the best learning opportunity possible while preparing them for their future career. Some will require more guidance and motivation and/or support in certain areas while others will learn best by being allowed to work more independently.

Courses Taught

- Advanced Biotechnology (2020) – Course creator, manager & teacher
- Microbiology & Biochemistry (2018, 2020) – Course manager & teacher
- Biomedical Materials (2015, 2016, 2017, 2018, 2020) – Course creator, manager & teacher
- Experts in Team Innovation (2016, 2017, 2019) – Course teacher
- Biomedical Engineering (2014, 2015, 2016, 2017) – Course creator, manager & teacher
- Introduction to Chemistry, Biochemistry & Physiology (2014, 2016, 2017, 2018) – Course manager & teacher
- Scientific Methods (2014, 2015) – Course manager & teacher

Students Supervised

Summary: 2 PhD Students, 10 Master thesis, 16 Bachelor Thesis, 1 Diploma Project and 2 Erasmus Exchange Students

- Martine Khataei Notabi, PhD Student 2017-2020 and Master Thesis 2016-2017
- Anders Runge Walther, PhD Student 2017-2020
- Rasmus Peder Søgaard Wobbe, Master Thesis 2019-2020
- Rasmus Voss Reymond Jørgensen, Master Thesis 2019-2020
- Rasmus Nørregaard Leth, Master Thesis 2019-2020
- Mark Hvidbak Levisen, Master Thesis 2019-2020
- Søren Holmbjerg Schibler, Master Thesis 2017-2018
- Casper Slots, Master Thesis 2016-2017 and Bachelor Thesis 2015
- Martin Bonde Jensen, Master Thesis 2016-2017 and Bachelor Thesis 2015
- Petya Popova, Master Thesis 2016-2017
- Imara van Dinten, Master Thesis 2015-2016
- Isabell Sølvberg Hybel, Diploma Project 2019
- Niskastabin Navaratnam, Bachelor Thesis 2019
- Sara Nasr Al Rubaii, Bachelor Thesis 2019
- Trine Meier, Bachelor Thesis 2018
- Nina Vedel, Bachelor Thesis 2018
- Sumeya Ahmed Mohamed, Bachelor Thesis 2018
- Karin Sørensen, Bachelor Thesis 2017
- Anders Hjuler, Bachelor Thesis 2017

-Sebastian Isak Ditlevsen, Bachelor Thesis 2017
-Anders Ask Carton, Bachelor Thesis 2016
-Andreas Smedegård Andersen, Bachelor Thesis 2016
-Kathrine Holtz, Bachelor Thesis 2015
-Laura Møller Hansen, Bachelor Thesis 2015
-Jacob Petersen, Bachelor Thesis 2014
-Laura Marie Uhlund Jensen, Bachelor Thesis 2014
-Nerea de Frutos, Erasmus Exchange Student 2020
-Alfaro Morgane, Erasmus Exchange Student 2016

Other Activities of Relevance to Teaching

Formal pedagogical education

In 2015, I completed the Lecturer Training Programme at the University of Southern Denmark (Danish: Universitetspædagogikum), my internal supervisor was Morten Hansen and my external supervisor was Peter A.P. Wetche.

In 2016, my English teaching skills was certified to the highest level (C2) on the common European CEFR scale as part of the Teaching in English at SDU program.

I have completed courses on "curriculum design", "active teaching and learning with flipped classroom" and "student's academic writing skills". Experiences from pedagogical functions: I have participated in the educational development committee for the Health and Welfare Technology education from 2014 to present.

Other work with pedagogical relevance

I have been an informal supervisor of 12 bachelor, master, exchange, summer and PhD students at Aarhus University, the Danish Technological Institute, the University of Nebraska Medical School and at the University of Western Australia.

I have guest lectured on the courses "Nanomedicine" (from 2010 to 2017) and "Drug Delivery" (2010) at Aarhus University. I have been an external examiner of MSc and PhD students at Aarhus University and at the Danish Technical University

I have been a teaching assistant on the courses "Introduction to Biochemistry" (2008), "Introduction to Bioinformatics" (2006), "Molecular Biotechnology" (2008 & 2009), "Molecular Cell Biology" (2005 & 2007) and "Experimental Molecular Biology" (2006) at Aarhus University.