

Teaching CV

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Formal Teaching Training

2019 Lecture Training Programme SDU

Administrative tasks relating to education

I have been in the examination committee for two PhD students. Andreas Turke, Bremen University, 2016, and Leif-Erik Rydland Pedersen, Bergen University 2018.

I have been in examination committees for master students at Stockholm University since 2010

Experience of study programmes, supervision and examinations

Teaching Experience

2019 Field course in terrestrial and marine biology (SDU)
2018 Research practice (SU)
2017 Ecology (SDU)
2015 ECORD Summer School, Bremen University
2009 Geochemistry (SU)

Supervision

2018- Supervision of Doctoral student Jon Zaloumis
2017- Supervision of Doctoral student Diana Carlsson
2016- Supervision of postdocs: Nolwenn Callac, Qu Yuangao, Therese Sallstedt.
2014- Supervision of technical staff: Olle Thureborn (SU), Venetea Belivanova (NRM)
2008- Supervision of master students at Stockholm University, Swedish Museum of Natural History, and National Kapodistrian University of Athens, Kew Gardens, London.

Additional teaching experience

2018 Clio online, Bonnier education. Involved in the development of digital educational tools for biology and natural science.
2016- Open lectures for high school students, teachers and at the senior university.
2016-2018 Forskarfnatt. Scientists meets public. NRM.
2012-2017 The annual day of geology. Activities at the Swedish Museum of Natural History to increase the awareness of geology among the general public.
2006-2007 Supervision of students at Gymnasium: Project title: Life on Mars. Södra Latins Gymnasium Nv3a.
2003-2004 Teacher stand-in for high school, Bilda skolresurs.

Methods, materials and tools

2018 Clio online, Bonnier education. Involved in the development of digital educational tools for biology and natural science.

Reflections on your own teaching practice and future development

My ambition as a teacher is to find a working balance between lecturing and student-centered teaching. I strive as much as possible towards leaving traditional autocratic teaching for more democratic teaching. Instead of the "full frontal teaching" method of large-scale lectures and seminars I prefer student-centered teaching that encourages learning by both students and teachers. I favor classroom dynamics that permit dialogue and foster a degree of student input and I encourage students to think about the class as a community.

My experiences with teaching is that the best results are achieved when the students are allowed to take a lot of personal responsibility and are able to influence the realization of the courses. This can be achieved by individual or group projects that are initiated, planned, performed and reported by the students themselves. It is important that the students are highly

involved from the beginning of the process to the end, and formulate the ideas, questions and goals of the project. I always strive to integrate practice, such as field-work and laboratory work, with theory. It is important for the students to “experience” what they learn in the class room. Biology/Geobiology is a subject where field-work is relatively easy to integrate with indoor teaching.