

Sophie Lykkegaard Ravn
Department of Psychology
InCoRE
ThRIVE
E-mail: slravn@health.sdu.dk

Teaching Portfolio

1. Formal Pedagogical Training

I completed the Lecture Training Program at University of Southern Denmark in 2021, which include a range of activities including courses, supervision, and a pedagogical developmental project.

As a part of the program, I have completed the following mandatory and elective courses:

1. Student as Learners (0.5 ECTS)
2. Research Based Teaching (0.5 ECTS)
3. Evaluation and Data Collection (0.25 ECTS)
4. Setting up your course in ItsLearning (0.5 ECTS)
5. Peer feedback, Assessment, and Peergrade (1 ECTS)
6. Designing Blended Learning (1 ECTS)
7. Case Based Learning 1 (0.5 ECTS)
8. Team Based Learning (0.25 ECTS)
9. Aktiver dine studerende med diskussionsfora, blogs og wikier (0.5 ECTS)

Prior to the Lecture Training Program, I completed a brief course in Team Based Learning (3 hours) and a larger course on teaching called "Getting started on your teaching - Introduktion til universitetspædagogik" (2 ECTS). Further, I have in April 2021 taken a course on PhD supervision.

2. Administrative Task Related to Education

Several administrative tasks are related to designing and conducting the elective course "Pain Psychology", which I was as part of in 2016 and have been in charge of in 2017, 2019, 2020, and 2021.

Further, I participate in the "kvote 2" process every year, where 50% of our students are now selected. This was, however, been cancelled in 2020 and 2021 due to the COVID-pandemic.

3. Experiences with Teaching, Supervision, and Exams

All experience with teaching, supervision, and exams are outlined per year below. In addition to this, I'm a co-supervisor for at PhD-student doing a PhD on acceptance and psychological adaptation after spinal cord injuries, and in 2022, I will be co-supervising a pregraduate student with a project on validation of a depression questionnaire in chronic pain. Further, I have held several presentations at conferences and seminars for researchers and clinicians as well as a line of patient presentations, which will not be mentioned below except for a pre-conference workshop.

2021

Responsible for the elective course "Pain Psychology" (B11), BSc Psychology, SDU (10 ECTS)
Teaching all B11 students on systematic reviews, BSc Psychology, SDU (2 hours)
Supervision and examination of 5 bachelor projects (individual), BSc Psychology, SDU (20 ECTS)
Supervision and examination of one master thesis (individual), MSc Psychology, SDU (30 ECTS)
Teaching psychological factors in pain, MSc Musculoskeletal Physiotherapy, AAU (2 hours)
Teaching psychological comorbidities in spinal pain, MSc Musculoskeletal Physiotherapy, AAU (2 hours) (will be carried out in September)

2020

Responsible for the elective course "Pain Psychology" (B11), BSc Psychology, SDU (10 ECTS)
Teaching all B11 students on systematic reviews, BSc Psychology, SDU (2 hours)
Supervision and examination of 3 bachelor students on their bachelor projects (one individual project, one group project), BSc in Psychology, SDU (20 ECTS)
Teaching psychological factors in spinal pain, MSc Musculoskeletal Physiotherapy, AAU (6 hours)

2019

Responsible for the elective course "Pain Psychology" (B11), BSc Psychology, SDU (10 ECTS)
Teaching all B11 students on systematic reviews, BSc Psychology, SDU (2 hours)
Supervision and examination of 12 bachelor students (3 groups, 5 individuals), BSc Psychology, SDU (20 ECTS)
Supervision and examination of 1 group master thesis, MSc Psychology, SDU (30 ECTS)

2018

Supervision and examination of one bachelor project (individual), BSc Psychology, SDU (20 ECTS)

2017

Responsible for the elective course "Pain Psychology" (B11), BSc Psychology, SDU (10 ECTS)

Co-conductor of a pre-conference workshop, 15th conference European Society for Traumatic Stress Studies (ESTSS), Odense, Denmark (3.5 hours)

Supervision and examination of 19 bachelor students (6 groups), Bachelor's in Psychology, SDU (20 ECTS)

2016

Participating in the supervision of two research internships at Department of Psychology, SDU

Co-responsible for "Psychological factors and pain" (B11), BSc Psychology, SDU (10 ECTS) Supervision and examination of 9 bachelor students (1 individual, 3 groups), BSc in Psychology, SDU (20 ECTS)

Facilitator of discussion groups, "Health Psychology and Medical Psychology 1 incl. Methods 5" (B06), BSc Psychology, SDU (4 hours)

2015

Facilitator of discussion groups, "Psychology of Health and Counselling Psychology" (B06), BSc Psychology, SDU (3 hours)

Prior to 2015, I have been a student assistant in several courses at bachelor level in both health psychology and developmental psychology.

4. Methods, Materials, and Tools

I have primarily conducted teaching on smaller elective courses. In these, I use a number of different methods, materials, and tools. On sight, I use power point presentations and boards in combination with a mix of different approaches to active learning. These includes case materials, audio and video material, clinical assessment materials, practical try-outs (e.g., with experimental pain testing tools), MCQ-based tasks we all as different tasks such as discussion groups, oral peer feedback, and specific group tasks (e.g., "station training" with rotation from assignment station to assignment station). Further, I combine this with a number of offline, asynchronous activities from a blended learning perspective. This is among others different versions of written home assignments using digital support tools (e.g., BlackBoard or ItsLearning), focusing on for example answering specific questions, reflecting on a case, or explaining a theory or an empirical finding. Sometimes, these are also combined with (peer) feedback elements.

5. Educational Development and Applied Research into Teaching at the University

I have participated in designing the elective course "Pain Psychology" and am a part of the continuing process of developing this course as well as the overall course guidelines. However, I have not yet participated in any applied research into teaching. As of now, I have only designed and completed a developmental project on blended learning as a part of the Lecture Training Program.

6. Reflection on Your Own Teaching Practice and Future Development

Teaching at a university means that our teaching ought to be evidence-based. To me, this refers both to the content of the teaching as well as the teaching approach. As such, it is important that I as a teacher am not only knowledgeable, updated, and experienced within my academic field, but also within learning and teaching methodology. In my view, this forms evidence based teaching.

As a teacher, I aim to create inspiring, engaging learning settings focusing on knowledge, skills, and competences alike. I aim to motivate and spark curiosity within my field as well as encourage critical and reflective approaches to the material. Further, I try to be a very appreciative and available teacher (and supervisor) and think it is important for learning to create an informal learning environment with room for reflections, questions, and discussions.

Over time and in particularly during the Lecturer Training Program at SDU, I have developed my understanding of myself as a teacher. Specifically, I have developed from being a more passive teacher merely transferring knowledge to a more active one. This means that I have now shifted my focus from me as the teacher to them as the students and to the learning itself, in which I try to reposition myself not as an expert transferring knowledge but to an engaging partner in an active learning setting.

As a part of this approach to learning, I'm very preoccupied with the discrepancy between the number of student hours as according to ECTS points on one side and the hours of teaching lectures on the other side. In my primary course at the moment, for example, 90% of the working hours for the students are placed outside the classroom. In this way, the vast majority of the student hours (and hence, the learning) takes part outside the classroom. This being the situation, I'm very attentive of how we can make the most of these hours to ensure optimal and in-depth learning. Hence, I understand learning as something that happens throughout the course rather than primarily at the teaching sessions.

As a specific way to address this, I am very inspired by blended and flipped learning. I have experimented with a number of different asynchronous online learning activities in between physical teaching sessions, as also described above. I have used this in its own right (to learn material better, to ensure in-depth engagement, to stimulate reflections while reading, to focus on specific elements in the material etc.), but also as a meaningful preparation for (physical) teaching sessions and as a way to spend time outside the classroom to lower taxonomic levels (e.g., understand) and then spend the time inside

the classroom to higher taxonomic levels (e.g., apply and evaluate). I have found this very meaningful both in terms of increased (in-depth) learning, motivation, and active participation. While I realize this is easier in courses that are passed with presence and participation, I look forward to developing these skills in courses that are passed with exams as well. As a part of this work, I have also experimented with (peer) feedback and see some important learning potentials in this approach as well.

I find the student evaluations generally very positive and with constructive inputs for improvements for my teaching. I attempt to apply these inputs whenever I find it meaningful for the learning experience as well as doable.

Finally, I view my development as a teacher as an ongoing learning process that will continue throughout my career. This also includes the recognition that there is important learning value in making mistakes. I will continue to seek inspiration and development in this area among others through courses.