

Katja Schrøder
User Perspectives and Community-based Interventions
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Pedagogical education

2012: Pedagogical course for clinical teaching
2019: Lecturer teaching programme

Administrative tasks related to teaching

2012-2016 Member of advisory board for Research programme in humanistic health research
2016- Modul lead for module J2 (10 ECTS); Midwifery science: Perspectives and approaches (10 ECTS), Master programme of midwifery science.
2017 Module responsibility for module F2 (15 ECTS); Qualitative approaches to health research, Master education programmes in nursing, occupational therapy and midwifery
2020 Module responsibility for Humanistic research approaches within Health Science (15 ECTS); Master education programmes in health sciences, nursing, occupational therapy and midwifery

Experiences of study programmes, supervision and examinations

Medical training

2011-2012 K8; class lectures (18); the normal pregnancy
2018 B3; class lectures (8); qualitative methods (interview and mixed methods)
2017 K8; class lectures (6); the complicated birth
2013-2018 K8; lectures; the clinician's meeting with the normal pregnancy (2 lectures each semester)
2014-2016 K8; lecture; traumatic childbirth from the perspective of the physician
2015-2019 K8; lectures (1 each semester); normal labour and birth
2018 B6; class lectures (5); argumentationtheory.

Master programme of health sciences

2014 S1; lectures (8); Socialkonstruktivism, Mixed methods.
2016 K4; lectures (2) and class lectures (12), Qualitative methods.
2017 K4; lectures (4) and classes (4); Qualitative methods.
2019 Patient and society; lectures (4); Gender (vs Sex)

Master of Midwifery Science

2014 J2; lectures (3), Midwife identity
2015 J3; lectures (5); Traumatic Childbirth, Risk perceptions
2015 J2a; lectures (5), class lectures (12); Midwife identity and selfperception
2016 J2a; lectures (5), class lectures (4); From philosophy of science to research methods, Traumatic Childbirth
2017 J2a; lectures (12), class lectures (10); Midwife identity, Risk perceptions, Use of knowledge, Traumatic Childbirth
2018 J2; lectures (26); Midwifery identity, Risk perception, Birth place studies, Gender studies.

Masterprogrammes in Midwifery, Nursing, Occupational therapy, physiotherapy and Master in Health Sciences

2015 F2; lectures (4) and class lectures (28); Qualitative methods.
2016 F2; lectures (4) and class lectures (10); Qualitative methods.
2017 F2; lectures (6) and class lectures (6); Qualitative methods.
2018 Humanistic approaches to health research; lectures (4) and class lectures (8); Qualitative methods.
2019 Humanistic approaches to health research; lectures (10) and class lectures (40); Qualitative methods.

Guestlectures

- 2018 Sociology of Health, University of Copenhagen; lectures (2); Impact of errors and adverse events on healthcare professionals (second victims)
- 2019 Master of Public Health, University of Copenhagen; Patient safety and learning culture: Context analysis. Lectures (2); Second victims in healthcare.

Postgraduat

- 2016 PhD course: Qualitative health research - Research design, literature search and data generation in practice; lecture (1); Mixed methods.
- 2016 U-course in intrapartal obstetrics for trainees in ob-gyn; lecture (1); Traumatic childbirth from the perspective of the healthcare professional.
- 2017 PhD course: Qualitative health research - Research design, literature search and data generation in practice; lectures (2); Mixed methods.
- 2017 U-course in intrapartal obstetrics for trainees in ob-gyn; lecture (1); Traumatic childbirth from the perspective of the healthcare professional.

Supervision

Main supervisor of 20 mastertheses

Exams

Written and oral exams at bachelor- and masterlevel (J2, B6, B7, F2, Humanistic approaches to health research).

Methods, materials and tools

- Teaching I base my teaching on interaction and dialogue with the students, both at lectures and at classes. When teaching more clinical or practical skills, I also add elements of more traditional master teaching. My primary pedagogical position is based on constructivist learning theories. My ambition is to allow the students to work actively with the material, and to facilitate a reflection on their existing knowledge in the field that they can build on during their course program.
- Supervision: I try to adapt my approach as a supervisor to the individual student. My focus is on the process, especially at master thesis level, where I guide the students through critical questions to foster their own reflexivity and ability to argue for their methodological and academic dispositions.
- Materials Teaching materials are carefully selected in the process of creating the study guide of the module. I try to find the most relevant, illustrative literature that will encourage the students to independent, critical thinking. At lectures, I often use slides to support my presentation. I also use the black board – in some lectures I only use the black board without slides – to support the interactive learning by allowing students' comments and reflections to be integrated in the lecture. I use PollEverywhere or similar tools for quizzes and poles. And I use the online software PeerGrade to work with peer feedback on written exercises.

Educational development

I have developed and undertaken the lectures on normal pregnancy and childbirth at the master programme for medical students (K8). I have participated in the development of the master programme in midwifery science, and I have developed the module named Midwifery science: Perspectives and approaches (J2). I am module lead and primary teacher at that module. I have participated in the development of the Humanistic research approaches within Health Science on the master programmes in health sciences, nursing, occupational therapy and midwifery, where I am currently module lead and teacher. Finally, I have developed a 2-hour seminar for healthcare professionals as a part of my research project, The Buddy Study, and I have undertaken the teaching at the seminar (28 times).