

Teaching experience

2015:

Sports science
- Screening new students

Welfare Technology
BA, Work- and Training Physiology
- Class lectures

Sports science
BA, Modul 5: Rehabilitation
- Planning of the course
- Lectures
- Class lectures
- Exams
- Re-examination

Sports Science,
MSc, Muscle fatigue, overuse and disuse
- Class lectures

Sports Science,
MSc, Physical Activity and Health in Work life
- Lectures
- Class lectures

Sports Science,
MSc, Tailored physical activity and movement
- Lectures

Sports Science,
MSc, Theory of science and research methodologies
- Lectures

2016:

Welfare Technology
BA, Work- and Training Physiology
- Class lectures

Welfare Technology
- Co-supervisor on two master theses

Sports science
BA, Modul 5: Rehabilitation
- Planning of the course
- Lectures
- Class lectures
- Group feedback
- Exams

Sports Science,
MSc, Physical Activity and Health in Work life
- Lectures
- Class lectures

Sports Science
- Co-supervisor on 1 master thesis

Science of Clinical Biomechanics
- Co-supervisor on 1 master thesis

2017:

Sports science
- Screening new students

Sports science
BA, Modul 5: Rehabilitation
- Planning of the course
- Lectures
- Class lectures
- Exams

Sports Science,
MSc, Physical Activity and Health in Work life
- Lectures

2017/2018: Maternity leave Sept. 2017 - Oct. 2018.

2019:

Sports Science,
MSc, Physical Activity and Health in Work life
- Lectures
- Class lectures
- Censor, written assignment

Sports Science,
BA, Training and health (TS7) - health projects in practice
- Supervisor
- Examiner, written + oral exam

Teaching skills

Given my basic education and research background I am able to teach and supervise within the following areas:

Basic courses:

- Biomechanics, physiology, aerobic and anaerobic metabolism, quantitative research methods, exercise and physical activity as research interventions, lifestyle disease and treatment options, basic statistics, data collection, and analysis.

Specialised courses:

- Physical exercise as prevention or treatment, workplace interventions, exposure assessment, exercise and physical activity as adapted activities, intervention mapping, clinical trials and methods (including trial preparation, registration and conduct), survey investigations, mixed method research, feasibility and efficiency evaluation.

Examinations and supervision:

- I have acted as an examiner on oral and written exams at BSc level, and written exams at MSc level.
- I have supervised BSc and MSc thesis as a co-supervisor.

Teaching philosophy

My teaching philosophy is that I am here for the students and it is my responsibility as a teacher to create a fruitful teaching environment. In accordance with the Faculty of Health's two fundamental principles for education – activating teaching and active learning, it is my job to give the students optimal conditions for learning, clarification of the course objectives, and the use and application of the course in relation to the student, their education and their future work. Naturally, it is an interaction between students and teacher to create this environment, and the students carry the responsibility of actually learning.

In practice, I would like to create such a teaching environment by facilitating as much interaction as possible during lectures, classes, and exercises. I think that interaction should be regarded in its broadest term, meaning not only interaction between lecturer and students, but also amongst students, and between students and information sources. During my previous teaching and in addition to classical lecturing, I have applied short discussion breaks with pre-defined questions, quizzes, and walk-and-talk assignments.

Depending on my role (course developer, lecturer, or supervisor), I strive to create transparency about the teaching objectives – whether it is for the whole course or individual lessons. I believe, it is easier for the students to gain new knowledge if they can see the relevance with the course/individual lesson in the context of their education and in relation to the application of the specific knowledge in future work situations. In this regard, I encourage group work, where the students over a period work with a specific case and afterward present the output in plenum and receive feedback, not only by me as a lecturer but also by the other students.

In my future work, I would like to work even more with new aspects of activating teaching and active learning. For

example, flipped classroom lecturers where I provide small videos for the students, podcasts or preparation questions before course start/lectures. This creates more time for the student to reflect on the course content and place it in the right context. Advantages of this teaching method are that the students can access the material as many times as needed in their own pace and it may promote individualized learning better than the traditional one-way lecturing.

I have not completed a Lecturer Training Programme at the University at this current time. However, I hope to do so as an assistant professor as I consider this a valuable step in my academic career development. I will look forward to accumulating a more theoretical basis for lecturing and applying this in my teaching activities to ensure high-quality teaching and developing my teaching skills further.