

Teaching Portfolio

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FORMAL PEDAGOGICAL EDUCATION

YearCourse

2011Teacher-training programme (associate professor level) lectures at the University of Southern Denmark (Syddansk Universitets Universitetspædagogikum)

2011Computer-based ways of achieving interaction during teaching

2010Course for Pd.D.-supervisors

2010Teaching natural science subjects

TEACHING RESPONSIBILITIES

YearCourseNumber of studentsMy role

2012-presentFundamental biochemistry (BMB530)110-140Responsible teacher

2010-presentModul 4 (now Modul 3) (Medical biochemistry)180-200Responsible teacher

2010-presentBMB205: Advanced methods in20-40Teacher

protein mass spectrometry

2010-presentBMB802: Proteomics: Techniques and 20-40Teacher

application in biochemistry and biomedicine

2010-presentFF501: 1. year science project3-5Supervisor

2010-presentMass Spectrometry-based proteomics 20-30Guest teacher

and its applications in biology

(Copenhagen University)

2010-presentUndergraduate and graduate students 4Supervisor

(associated to my research group)

2009-2010BMB515: Fundamental mass spectrometry20-40Teacher

2007-presentEMBO and HUPO courses in Proteomics20-40Teacher

2005-2006Molecular Biophysics40-60Teacher

(Uppsala University)

OTHER TEACHING RELATED ACTIVITIES

-Member of the Institute Teaching Committee at the Department of Biochemistry and Molecular Biology, University of Southern Denmark, (2011-present)

-Member of the Educational Board, University Collage Lillebælt, Denmark (2012-2013)

-Member of the Study Board (Pharmacy), University of Southern Denmark (2013-2017)

-Member of the Ph.D. Teaching committee at the Department of Biochemistry and Molecular Biology (2018-present).

TEACHING PHILOSOPHY

Ultimate goal of university teaching: Achieved when a student is able to apply knowledge gained to new situations in a critical manner. This skill should be realized both independently, but also in collaboration with other people.

Why is this goal important? Because overcoming the "barrier" of critical thinking is necessary for development of new ideas, theories and concepts for solutions in academia and the society.

How can this goal be reached?

By active learning and self-motivation

By creating a dynamic and interactive classroom to stimulate discussions, reflection, and critical thinking.

By avoiding the monotonous element of lecturing and instead use combinations of power point slides, black board, and clicker questions and e-learn.

By promote learning through connecting my teaching to relevant cases (e.g. human diseases) or theories from other courses.

Considerations: Realizing that students learn differently. Some students learn best by visualizing, memorizing, experimenting, or peer-instruction, etc. This enforces use of many different teaching techniques.

ASSESSMENT

I have experience with a wide range of examination methods, including oral examinations based on submitted reports (NAT501, undergraduate, and graduate exam) and written examinations (Modul 4 and BMB530). Examinations, including both a written reports and oral presentations, provide the most comprehensive evaluation of the student.

COURSE MATERIAL

I have produced lecture notes (power point), laboratory protocols, group assignments, learning objectives (study guides), clicker questions, and exam assignments.