Teaching portfolio Jean-Marie Delaisse

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Teaching and supervision

Human Pathology

Jean-Marie Delaissé
07/10/2019 → …

The variable sensitivity of breast cancer patients to treatment against bone resorption – a combined in vitro and in vivo approach

Kent Søe & Jean-Marie Delaissé
01/07/2016 → 24/05/2020

HUMAN PATHOLOGY - SU810

Module 4: musculoskeltal disorders: bone physilogy and pathology

-DIPLOMA:
« Agrégé » in Education (1971), Université Catholique de Louvain, Belgium
-Lecturing :
oProfessor of Biochemistry at the Faculty of Medicine of the Universidad Nacional Autonoma de Mexico (1976-1979)
oProfessor of Enzymology at the Faculty of Medicine of the Universidad Nacional Autonoma de Mexico (1976-1979
oDEA lecturer since 1995 at Université Paris VII / Université Claude Bernard of Lyon
-Tasks as director and supervisor of researchers, post-docs, graduate students and technicians:
oSupervisor of 41 students over the years (incl. Masters, PhDs, PostDocs),
oSpecial assignment for bringing young scientists to the level of project leaders at Osteopro/Nordic Bioscience (1999-2003)

MY TEACHING PHILOSOPHY AND METHODOLOGY.
Teaching should be of course adapted to the students and to the practical situation one is dealing with. The general principles I am sensitive to, are indicated below.
-A key principle in teaching is to generate interest and enthusiasm.
Teaching does not consist merely in delivering knowledge, but in making the student himself eager of knowledge. My ambition is to communicate my interest and enthusiasm for cellular biology. Enthusiasm allows the student to be a hard worker, and sharpens his insight into difficult problems.
-I like “active” teaching, as I practiced in Mexico
I briefly describe this teaching approach. The teacher introduces the students to the next lesson (mainly by indicating the objectives/questions to be answered), so that the student can learn by himself at home in the textbook. Next lesson consists then in asking questions to the students, thereby verifying whether they got it correctly, clarifying the more difficult points, and stressing the relative importance of the issues within a given topic. An additional benefit of this way of teaching is that the student learns formulating his ideas (I notice that students starting a PhD are on average not good enough in formulating their ideas).
Here is another system I like, to favor an active attitude of the students during the lecture, while still helping them. It consists in providing them with hard copies of “powerpoint” schemes/figures devoid of legends, and project the corresponding slides with legends during the lecture. In this way, the students have to “force their attention” writing down the legends, but do not waist time in drawings and encounter a lower risk of making incorrect or confusing drawings.
-When teaching a given topic, one should place it in its context, and indicate its relation with other topics.
I often experience that students do not understand automatically how different topics relate to each other, and what is their relative importance. The teacher should thus take care of placing the topic in its general context, and clearly indicate how it is connected to other topics. This holds also true for PhD students and “speciale studerende” who focus on very specific issues in their labwork, but should also know how this contributes to understanding a general phenomemon, and how other scientists are looking to these issues. The lab student should thus know the literature well enough. However, he needs guidance for this (without guidance, a new student gets lost, because he cannot appreciate well enough by himself which are the important papers).
-A task that is often forgotten: to teach a critical attitude
Many students/researchers are “hindered in their way of arguing”, because they tend to take the concepts that are taught, as definitive and unquestionable. This holds true for clinicians who give sometimes the impression to believe too much in old methodologies/recipes, just because of textbooks and tradition. One should of course be careful when questioning

well-established concepts or so-called golden standards, but one should also be open to the possibility that they are not necessarily definitive. A concept originates merely from the interpretation of observations, and the interpretation may have to change because of new observations. A way a lecture can create awareness of this, is by mentioning the experimental basis of the concepts (e.g. in post-graduate teaching), or by organizing critical readings of publications by the lab students.
-Concerning examinations:
I have no special experience with examinations, but I feel the most attracted by oral examinations based on a written preparation by the student