

Teaching Portfolio

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Formal educational training

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| 2017 | The academic writing competences of today's students, The Central Education Committee (CUU), SDU. |
| 2016 | Completed the University Lecturer Training Programme (LTP) at SDU (10 ECTS) |
| 2016 | Participant Teaching for active learning (TAL) conference, SDU, Denmark. |
| 2015 | Training in public speaking and presentation skills, Centre for Art and Science, SDU. |
| 2013 | The news media and science - 5 workshops on how to understand and use the news media in science communication, The daily newspaper Information and the Danish national Broadcasting Corporation (DR), Copenhagen. |

Administrative tasks related to education

For two years (2017-2018) 25% of my time was allocated to coordination of the Biology study programme at SDU. As study coordinator I had full responsibility for organizing and running the study start for biology students and I coordinated all first year course activities such as e-tests and assignment deadlines to even out the students' work load over the course of the semester.

To direct students through their university studies faster the Danish Parliament agreed on the Study Progress Reform (Fremdriftsreformen) in 2013. In order to reduce the overall study time for bachelor students and minimize the number of students applying for extended time for the thesis I

- 1) authored a writing guide for science students and
 - 2) developed and organized workshops about scientific writing, project management, figure design and basic statistics.
- The bachelor thesis is the first larger individual project and by offering the students feedback, useful writing and planning tools and a safe learning environment with fellow students I believed that more students could actually hand in on time. The workshops were evaluated very positively by the students, and the project was awarded as Best pedagogical development project and poster 2016" at the SDU Lecturer Training Programme.

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| 2017-present | Member of Biology Teaching Committee, Department of Biology, SDU. |
| 2017-2019 | Study coordinator, Department of Biology, SDU. |
| 2006-2010 | Founder and member of Philos - network for PhD students at SDU |

Experience with teaching, supervision and examination

I started teaching in 2006 as a PhD student, and since then I have taught courses within my research area but also courses in other branches of biology, project management, and communication because I have strong a passion for science communication.

Over the years I have organized lectures, tutorials, group work, and laboratory exercises in a variety of courses and both small and large lecture formats (10-200 students).

I have supervised approximately 30 students in BSc and MA projects (pharmacy and biology). I have prepared exam questions and examined oral and written exams at SDU, and acted as external examiner of MA projects in other universities.

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| 2016-present | Basic Ecotoxicology (Course responsible), Biology, (5 ECTS) |
| 2015-present | Career development for biology students (Course responsible), Biology, (5 ECTS) |
| 2017-2018 | Workshops for BA-students: Designing, managing, and communicating research projects (Course responsible) |
| 2018-present | Scientific writing and graphic design for science students (Course responsible), Natural Science, (5 ECTS online video course) |

2013-2014	Various short courses for high school students (Development, lectures and laboratory exercises)
2011-2013	Scientific writing and graphic design for science students (Assisting lecturer and instructor), Natural Science
2011-2012	Pharmaceutical Toxicology (Guest lecturer), Pharmacy, (5 ECTS)
2007-2011	Zoology (Assisting lecturer and instructor), Biology (10 ECTS)
2006-2007	Basic Biology/From Molecule to Ecosystem (Assisting lecturer and instructor), Natural Science, (10 ECTS)
2009-present	Public events (e.g. Folkeuniversitetet, Forskningens Døgn, High Schools)

Teaching methods, materials and tools

My teaching experience includes classic teaching in lecture halls, problem solving classes and laboratories but also preparation of a scientific writing guide and lab-manuals, animal dissections, and development of 3-day biology/sport courses for high school students.

I like to challenge common practice and when met by an increasing number of students interested in my research field I developed group supervision of bachelor students with peer-feedback as an essential element. The students pinpointed two major benefits:

- 1) Giving feedback on fellow students' text and figures made them realize their own strengths and weaknesses, and
- 2) deadlines for peer-feedback helped them to initiate the writing process at an earlier stage.

As teachers we are often met by demands to make teaching more efficient and thereby reduce our teaching hours and by students asking for the permission to record lectures and thereby being able to listen to the lecture several times. This in combination encouraged me to develop an online video course in scientific writing, figure design and descriptive statistics for first semester students and the course has been running for several years at SDU.

Educational development and educational research as well as educational awards

2019	Visiting lecturer at Åbo Akademi, Åbo/Turku in Finland (ERASMUS+ teaching grant)
2017	Invited speaker Biannual Advisory Seminar on Teaching, SDU, Denmark
2016	Winner of "Best pedagogical development project and poster 2016" at SDU (Lecturer Training Programme)
2016	Platform presentation at Teaching for active learning (TAL) conference, SDU, Denmark.
2012	Winner of 'Information's PhD Cup 2012' – Awards young scientists for their ability to communicate and participate in the public debate. Dagbladet Information.

Reflections on my own teaching practice and future development including student evaluations

The keywords in my teaching are dialogue, feedback and teamwork, and I am inspired by the five journalistic news criteria because they take into consideration how the human brain works. The criteria are: Timeliness, Materiality, Conflict, Identification/proximity and Sensation. I attempt to include stories, products etc. from our everyday lives in my teaching because our brains are easily 'cheated' to become interested and to remember by using simple tricks like 'identification'. I also insist on learning the names of students to show that I am engaged in their learning, and it is actually a 'nasty trick' because it makes them feel obliged to participate actively in the lectures when I am able to call them by name. But knowing their names certainly also makes me feel better connected with the students and thereby have open dialogues and feedback.

The students coming from high school these years are so-called Digital Natives - they grew up with social media and smart phones and have different ways of thinking, learning, and interacting than we are used to. To obtain a fruitful learning environment university teachers have to understand this new generation, but the students also have to take responsibility for their own learning and to adapt to the academic environment without constant 'likes' and reminders. Therefore, I believe that communicating expectations and requirements is even more important than it has ever been, and I am always looking forward to meet a new group of students because I also learn during the process. And that is the ideal teaching situation.