

## Short teaching portfolio

### Formal educational training

No formal educational training.

I have participated in the course "Vejledning-roller og relationer" by Rie Troelsen SDU, ¾ ECTS.

### Education administration

I have no experience yet, but from September 2019, I will be responsible for the course Biostatistics 1 at the bachelor level of the Public Health education, SDU.

From September 2019, I will be 50% responsible, for the course Biostatistics at the two-year Master's degree programme in nursing (Master of Science), AAU.

### Experience in teaching, supervision and examination

#### *Postgraduate level*

2018 Guest lecturer at the PhD course "Pregnancy, programming and later risk of obesity", KU.

2016 Guest lecturer at the PhD course "Pregnancy, programming and later risk of obesity", KU.

2015 Guest lecturer at the PhD course "Pregnancy, programming and later risk of obesity", KU.

#### *Bachelor level*

2018 Assistant teacher, Biostatistics at the Master's degree programme in nursing, 6 hours, AAU.

2018 Assistant teacher, Biostatistics, Bachelor Public Health students, SDU, 5 hours, SDU.

2011 Epidemiology for medical students, University of Copenhagen, 1 semester, KU.

2011 Use of SAS statistical software, Master of Public Health Students, 1 semester, KU.

2010 Epidemiology for medical students, University of Copenhagen, 1 semester, KU.

2010 Use of SAS statistical software, Master of Public Health Students, 1 semester, KU.

#### *Supervision*

2019 Main supervisor, Bachelor thesis in Public Health, University of Southern Denmark.

2018 Main supervisor, Bachelor thesis in Public Health, University of Southern Denmark.

2016-2017 Co-supervisor, Master thesis in Public Health, University of Copenhagen.

2014 Co-supervisor, Bachelor thesis, Medicine, University of Copenhagen.

2015 Co-supervisor, Master thesis in Public Health, University of Copenhagen.

2010 Co-supervisor, Master Thesis in Public Health, University of Copenhagen.

### Methods, materials and tools

#### *Methods*

- Classic lectures
- Case-based group work
- Exercises, teacher assisted
- Short presentations from students.

#### *Materials and tools*

- Scientific papers
- Books
- Notes presented as slides

### Education Development and research following University teaching, including educational awards

I have not specifically been involved with developing new educational content or research with teaching and education as its objective.

### Reflection on own teaching practices and future development - including teaching evaluations

My teaching has been based on lectures, exercises and small group presentations. I do always put an emphasis on interaction with the students and the ability to make the literature seem relevant to them. I find that group-based presentations where students are asked to present the most important points from the assigned literature creates a more committed and interactive class room. Further, it creates an active learning environment, when the students are asked a scientific question and should try to solve this in a group.

It is of foremost importance to me to create a link for real world data or scientific hypotheses by examples from my own

work or a real world setting for the problem addressed in exercises.

I try to include simple slides that are focused rather than full of text and often stop and ask the students for input during the lecture.

An important aim of my future career is to improve my teaching skills with a Diploma of Education, whenever possible.