

## Undervisningsportfolio

### 1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

Courses: 2nd semester: Bioactive Molecules – an Introduction to Biological Chemistry, Human Physiology and Toxicology (5 ECTS). (2015-present) 4th semester: Biological Chemistry (5 ECTS). (2015-2022) Student semester projects Overview from 2012 - present (jan 2023) BSc. level Semester projects (15 ECTS): 86 Bachelorproject (20 ECTS): 15 MSc. level Semester projects (15 ECTS): 19 Master projects (60 ECTS): 17 PhD students I have been main supervisor of 3 PhD students and co-supervisor of 7 PhD students I have been external examiner of five and internal examiner of one PhD student(s) External censoring tasks Educations in Biotechnology and similar (AU and DTU) Master projects: 7 Bachelor projects: 8 Laboratory technician education: Bachelor projects: 31

### 2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

Course coordinator of Bioactive molecules (2nd semester; 5 ECTS; 2015-present) og Microbial Biotechnology kemi (4th semester; 5 ECTS; 2015-2022).

### 3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

I have completed the "University Pedagogy for Assistant Professors" (2012-2014) at Aalborg University where I have participated in the following courses and workshops: •Teaching Portfolio as a Method to Further Develop Teaching and Supervision (4 ECTS) including the mandatory workshops •Teaching Methods and Learning Processes (1 ECTS) including the mandatory workshops •Project Work and Supervision (2 ECTS) including the workshops "Introduction to PBL" and "Supervision" •Students, teaching methods and learning environment – making changes (1 ECTS) including the "Introduction", "Assessment" and "Feedback" workshops Attending the courses gave useful tools which I can use in my teaching. Because my activities are mainly within supervision I had much benefit from the "supervision" workshop. The assessment workshop made me reflect upon how students can be assessed during the teaching period and the also gave me some ideas that I will pursue in the future where I will try to adapt the formative only approach. Furthermore I have attested the " PhD workshop course" at Aalborg University, Department of Chemistry and Bioscience.

### 4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

Coauthor on Brewing as a Comprehensive Learning Platform in Chemical Engineering" published in The Journal of Chemical Education in December 2015. Coordinated a yearly four day stay from HTX Esbjerg in our lab

### 5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

Skriv dit svar her...

### 6. Nominering til og/eller modtagelse af undervisningspriser.

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### 7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v.

In my lectures I follow the content of the books closely in order to maintain focus on the essential. However I also use examples from the real world to explain how the acquired knowledge can be applied. In all projects I have designed the experimental work so that the outcome if successful can be beneficial for the research in our group. This is achieved through development and optimizing protocols or by performing pre-experiments to gain experience in successive larger scale experiments. I use this approach because it acts as a strong motivating factor for the student if they know that the experiments that they perform eventually can result in a publication, where they either are included or acknowledged. In the projects I keep a flexible program and let the results control the development of the projects. This gives the students an influence on the projects and increases their motivation and thereby eagerness to learn. I try to be as much in the labs

together with the students as much as possible because it often here that the students have the opportunity to ask theoretical questions. This gives also a friendly atmosphere where the students are not afraid to ask "stupid" questions and thereby clear out eventual misunderstandings. To encourage the students to gain a deeper theoretical understanding I am also willing to assist in providing relevant scientific papers, which can otherwise be difficult to retrieve due to the limited starting knowledge of the students or rarity of the papers. I believe that one of the most important ways to improve learning is through inspiration. The students are not motivated if they cannot see the point in their projects other than it is something that they need to have in order to get their diploma. I therefore also stress how their projects relate to our research and how their results can be used by us and what potential their projects have if they are successful. Furthermore I think it is important for the students that they use state-of-art equipment and methods, because it is not only important for them to master these techniques it is also a useful way to keep the students interested in their projects. I also try to keep an informal tone when we are in the lab so that the students are not afraid to ask questions. I also try to answer questions send to me per email as fast as possible in order to show that the students are important to me. This is also the case for reviewing draft version of their report where I try to have a fast as possible response time (max. 2 days) without lowering the supervising standard.

## **8. Andet.**

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