

## Undervisningsportfolio

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

Teaching during my PhD study at the Aarhus University - Held a two hour lecture in Population Biology - In charge of Population Biology tutorial lessons - In charge of Population Ecology tutorial lessons Teaching during my post doc period at Technical University of Denmark - Held a two hour lecture in Animal production, health and welfare (Aarhus University) - Supervisor for two students doing an ad hoc 10 ECTS project at Aarhus University, (Title "The effect of temperature and density on locomotor activity in the housefly, *Musca domestica* (Diptera: Muscidae)"; Title: "The effects of mating and social deprivation on activity in the house fly (*Musca domestica*)") - Supervisor for a undergraduate student at Simon Fraser University, Title: "Characterization of the vector competence of the housefly, *Musca domestica*, for *Campylobacter* spp. using a *Campylobacter jejuni* GFP strain and suppressive subtractive hybridization" Teaching during my assistant professorship at Aalborg University Lectures: - Course coordinator and lecturer of Zoology 2015 (5 ECTS, 5th semester bachelor students; target group is mainly biology students) - Held a two hour lecture in "Climate Change and Energy Law", 2013 and 2015 (10 ECTS) at Aarhus University, Department of Law. - Held a two hour lecture in "Zoology" in 2013 (5 ECTS, 5th semester, bachelor students; target group is mainly biology students) - Teacher in "Global Change Biology" in 2013 and 2015 (5 ECTS, 7th semester, master students; target group is biology, Environmental Engineering and Sports science) Project work: - Supervisor in "Microbial Ecology" (2014, 3 students, 3rd semester, bachelor students; target group is mainly biology students, 15 ECTS) - Supervisor in "Field Biology" (2013, 6 students, 8th semester, master students; target group is biology, (10 ECTS) - Supervisor in "Population Biology" (2014, 5 students, 5th semester, bachelor students; target group is mainly biology students, 15 ECTS) - Supervisor in "Experimental Ecology and Ecotoxicology" (2014 and 2016 with a total number of 36 students, 4th semester, bachelor students; target group is mainly biology students, 15 ECTS) - Supervisor in "Naturforvaltning" (2014, 3 students, 8th semester, target group is biology, (10 ECTS) Supervision of students: - Current supervisor for post doc Neda Nasiri moghadam (2015-) - Current supervisor for Phd student Temesgen Alemneh and Tibebu Alemu (2015-) - Co-Supervisor, Master degree, Søren Østergaard Gertsen (Aalborg University), 2014. - Co-Supervisor, Master degree, Anna Kathrine Peis (Aalborg University), 2014. External examiner: - Course: "Biologiens Forskning i teori og praktik", 2012, University of Aarhus - External examiner, Course: "Population ecology", 2014, University of Aarhus - Biological project, Palle Jensen, 15 ECTS, 2012, University of Aarhus - Nominated and accepted for Biologisk Censorkorps pr. 2014 - Master Thesis: Signe Klange, 2014, Title: "Personalities of the solitary and social spider species *Pisaura mirabilis* and *Stegodyphus dumnicola*", University of Aarhus - Master Thesis: Anne Katrine Jønsson, 2015, Title: "Comparative study of hemolymph antimicrobial activity indicates a lower immune efficiency of social inbreeding *Stegodyphus* spiders compared to their sub-social outcrossing sister-species", University of Aarhus - Master Thesis: Nikolai Tvilling Kreilgaard, 2016, "Mating system, sexual behaviour and degree of polyandry in a population of sedentary spider, *Agelena labyrinthica* (Agelenidae)".

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

Course coordinator of the Zoology course at AAU

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

Completed the "AAU certification in English as a medium of instruction" to level C1 (spring 2015) and "Adjunktpædagogikum" (Teacher Training Programme) (2016). I have attended and graduated the following AP courses: - Good lectures in large classrooms - Infusing everyday teaching with the ideas of PBL to motivate learners - Making most of diversity in classrooms - Certification in English for AAU University

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

Skriv dit svar her...

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

I was the course coordinator of the Zoology course in 2015 at AAU. During this I have developed the teaching material and so that it focus on both invertebrates and vertebrates. I have included new textbooks and developed teaching material for the practical lessons on dissection of animals. I have changed the exam form so that it reflects the learning goals of the course.

## **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.**

I teach mainly biology students and like the students to develop their own project within the timeframes of the given problem, but find it helpful to help them in designing the experimental work so that the outcome is successful. I therefore also ask the students to prepare a detailed project description before carrying out laboratory work. I use this approach because it acts as a strong motivating factor for the student to be involved in the development of the project and laboratory work. I try to be as much in the laboratory together with the students as possible, which allows the students to grow. The students are asked to be independent, but can always ask questions and there are no "stupid" questions. This gives a friendly atmosphere where the students can learn. I would like the students to find the relevant literature, but I also like to help them with this and motivate them in the process. I like to take an experimental approach in my teaching, where I in my project work use both mechanistic and evolutionary approaches. Stress biology research covers many different areas including physiology, evolution, use of molecular tools, vector biology and microbiology. This is done in cooperation with different academic personal at both Aalborg University and other Universities. I use different model organisms and experimental approaches. It is important for me that my approaches will give the students the necessary knowledge related to the use of relevant techniques, experimental designing, data analysis and obtaining relevant and area specific literature. I have a close collaboration together with the other scientific personal at the department and in many instances we therefore co-supervise groups together. I believe that this creates a dynamic environment although the time allocated to this can be a challenge. The project groups perform their experiments in our lab where we have the equipment and facilities to carry out relevant experiments and with planning it is possible to have many students in the laboratory at the same time. I enjoy supervising the project groups because it allows me to combine my teaching responsibilities with my research.

## **8. Andet.**

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