Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

Course co-responsible

Co-organizer and lecturer, Introduction to Fluorescence Microscopy, PhD course, 2017, Department of Clinical Medicine, Aarhus University, Denmark (English)
Co-organizer, Molecular Cell Biology Laboratory Course, BSc level course, 2013,2014,2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (English and Danish)

Lectures

"Cell Biology; Cytoskeleton", Cell Biology course, 7th semester, 2021, Aalborg University, Denmark (English)
"Optical imaging: Seeing is believing", Cell Biology course, 4th semester, 2021, Aalborg University, Denmark (English and Danish)
"Cancer cell migration", Cell Biology, 7th semester, 2020, Aalborg University, Denmark (English)
"Live cell microscopy", Cell Biology course, BSc level course, 2017, School of Medicine, Kyungpook Natl Uni, South Korea (English)

Instructor/teaching assistant

Instructor, General Biochemistry, BSc level course, 2014, 2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish)
Instructor, Molecular Cell Biology Laboratory Course, BSc level course, 2013,2014,2015, Department of Molecular Biology and Genetics, Aarhus University, Denmark (English and Danish)

Co-supervision of MSc projects

Gabriela Dobromirova Nikolova, Exploring the expression of *CALM1*, *CALM2* and *CALM3* in the human brain, 2022, Department of Chemistry and Bioscience, Aalborg University, Denmark (English)
Magnus Tudsborg Frantzen, Calmodulin Mutations in C. elegans, 2022, Department of Chemistry and Bioscience, Aalborg University, Denmark (Danish)
Ana Octavia Busuioc, Evaluation of Calmodulin-Peptide Binding Mechanisms Using a Two-Dimensional Fluorescence Anisotropy-Based Assay, 2021, Department of Chemistry and Bioscience, Aalborg University, Denmark (English)
Jeanette Jeppesen Morgen, Aquaporins and cell adhesion, 2017, Department of Molecular Biology and Genetics and Department of Clinical Medicine, Aarhus University, Denmark (Danish)
Majken Østervemb Krogshede, Investigation of hyperglycaemia Induced changes in an in vitro blood vessel model, 2016, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish)
Hans Nymand Pedersen, Tks5 recruitment in EPEC infection, 2014, Department of Molecular Biology and Genetics, Aarhus University, Denmark (Danish)

Supervision of student projects

Group projects, 1st semester (2x 15 ECTS) , Biotechnology, 2021, Aalborg University, Denmark (Danish)
Group project, 6th semester (1x 15 ECTS), Biotechnology, 2021, Aalborg University, Denmark (Danish)
Group projects, 7th semester projects (2x 15 ECTS), Biotechnology, 2020, Aalborg University, Denmark (English and Danish)
Erasmus student projects (3x 10 ECTS), Molecular Biology, 2013,2015, Aarhus University, Denmark (English)

Examinator/censor

Examinator of own group projects (1st, 6th, and 7th semester level), 2020-, Aalborg University, Denmark
Internal censor, group project in Biotechnology, 3rd semester, 2022, Aalborg University, Denmark

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

N/A

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

I have in 2022 completed the university pedagogy (UP) course at Aalborg University. The course encompasses a number of course modules, peer-to-peer and instructor supervision of teaching, as well as a pedagogical project. The project work was later published as a peer-reviewed article, which I have senior-authored (see point 4).

Courses

Teaching at a PBL university, 2021, Aalborg University, Denmark
Planning and Implementation of Group Instruction, 2021, Aalborg University, Denmark
The use of IT and Media for Learning and Teaching, 2021, Aalborg University, Denmark
The PBL Group – Collaboration, Process and Supervision, 2021, Aalborg University, Denmark
Planning, Development and Quality Assurance of Study Programmes, 2021, Aalborg University, Denmark
PBL and Bildung – critical perspectives from the human and social sciences, 2021, Aalborg University, Denmark
Enable your students' creativity during your teaching, 2021, Aalborg University, Denmark
Supervising groups in conflicts, 2021, Aalborg University, Denmark

Guidance and supervision

I have in 2021 participated in peer-to-peer feedback on lectures. In a group of six young researchers, we observed each other's physical or online lectures or supervision and gave feedback. This has been an important and fruitful way to receive inputs and constructive critique on my own teaching as well as gaining inspiration from my colleagues. Simultaneously, my mentors in pedagogy observed my teaching, both in lecturing and supervision, and provided feedback, inputs and relevant questions for my choices and style.

Pedagogy project

The Covid19 pandemic accelerated our use of digital and online platforms for teaching. Online meetings became an integral part of how we work and teach. Notes and information from group work, research or reading are often prepared and stored on a computer rather than in hand-written documents. In a group of six, we explored how digital platforms can contribute to the teaching situations, we encounter. Here I summarize my main contribution to the project.

We explored how digital tools can be used as platforms for knowledge sharing and distribution of information. For online lecturing, I used the online software Padlet as a meeting point for group work. Padlet (or similar software) eases online teaching as it provides a digital whiteboard-like work space and allows all participants to edit the same content simultaneously.

Using the online software Miro we created an information hub to be used in laboratory teaching. Here, students (and employees) can find information about chemical waste handling tailored to our laboratory. We found that Miro (or similar software) is useful to provide an updated easy-to-read guide to practical tasks that can otherwise be confusing and overwhelming for new students.

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Conference contributions and attendance

I have participated in 7 scientific conferences in Denmark and in 6 international scientific conferences (Singapore, USA, Austria, Portugal). I have co-organized two 2-day online conferences. I have had 7 poster presentations and 3 oral presentations for international audiences.

Contributions to debates

"Mod stjernerne",with Steen Gammeltoft, editorial article, BioZoom, 2nd issue 2018
"Formålet med videnskabsstof og videnskabsstof med formål", editorial article, BioZoom, 1st issue 2017
"Hvornår er det meningen, at jeg skal lære at forske?", editorial article, BioZoom, 3rd issue 2016

Scientific articles

Brohus M, Rohde PD, Echers SG, Westphal K, Ern R, **Jensen HH**: Exploring Approaches for Blended Learning in Life Sciences. *Journal of Problem Based Learning in Higher Education*. 2022. DOI: 10.54337/ojs.jpblhe.v10i1.7304

Mentoring experience

I have been mentor under the SPS programme since 2020.

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

As part of my teaching in Molecular Cell Biology at Department of Molecular Biology and Genetics, Aarhus University, I developed teaching material to support report writing. I developed a small handbook “En hjælpende hånd” and took initiative to have a 1-hour introduction to report writing as part of the course.

I have developed a 2-hour lecture/teaching session “Tænk som en forsker” about how scientific topics are presented in the media and how this is perceived. The lecture is aimed at 8th/9th grade in primary school or high school. I have held this lecture at Nibe Skole and Aalborg Katedralskole (2020).

In 2022 and 2023 I have been judge in “Kattens Hule” which is a competition of interdisciplinary science/humanities projects at Aalborg Katedralskole.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Can be provedid upon request

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

8. Any other information or comments.

Last update: March 2023