

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.

Graduate courses and projects •Cell biology, Immunology, and Genetics (5 ECTS course), Department of Chemistry and Bioscience, AAU. 8 lectures per year 2016-. I have been/am involved in developing exam questions, examining, and grading. •Global Change Biology (5 ECTS course), Department of Chemistry and Bioscience, AAU. Ca. 2 lectures per year 2013-. I have been/am involved in developing exam questions, examining, and grading. •Projects: I have supervised approximately 40 projects within the areas genetics, evolutionary biology, ecology, physiology and conservation biology. Apart from supervision, I have been/am involved in developing exam questions, examining, and grading. Undergraduate courses and projects •Genetics and Evolution (5 ECTS) Department of Chemistry and Bioscience, AAU. Course responsible 2020- •Projects: I have supervised approximately 40 projects within the areas genetics, evolutionary biology, experimental biology, field biology, ecology, physiology and conservation biology. Apart from supervision, I have been/am involved in developing exam questions, examining, and grading.

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.

Teaching relevant commissions of trust 2022 Part of a committee developing a new specialization in Environmental Processes in Water and Environmental Engineering Engineering at BUILD, AAU. 2020–Vice-head of Department for Research, Dept. of Chemistry and Bioscience, AAU 2020–Member of the PhD board, Faculty of Engineering and Science, AAU 2015–Board representative COST Review Panels (<https://www.cost.eu/>) 2010–16 Board representative of European Science Foundation network 'ConGenOmics' 2007–Opponent 8 doctoral dissertations (Denmark, the Netherlands, Australia, Finland)

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

2010: University Pedagogical Programme (Aarhus University)

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.

Pedersen, K.S., Pedersen, L.D., Sørensen, A.C., Busch, A. & Kristensen, T.N. 2012. Investigating inbreeding depression for heat stress tolerance in the model organism *Drosophila melanogaster*. *Journal of Biological Education* 46, 52-57. This article was based on an exercise that we did at Aarhus for ca. 500 high school students in to period 2008-2014 under 'Forsker for en dag' Pedagogic supervisor and mentor for 5 postdocs/assistant professors at AAU 2018-

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.

Pedersen, K.S., Pedersen, L.D., Sørensen, A.C., Busch, A. & Kristensen, T.N. 2012. Investigating inbreeding depression for heat stress tolerance in the model organism *Drosophila melanogaster*. *Journal of Biological Education* 46, 52-57
Developing the new courses Genetics and Evolution (2020) and Global Change Biology (2016)

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

Type your answer here...

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)

EDUCATIONAL PHILOSOPHY Teaching and supervision of students are very important parts of an academic job at a university. Teaching, supervision, and research go hand in hand and give the workload a nice balance. I enjoy the educational aspects of academic. In teaching I focus on sharing my enthusiasm for the projects with the students and discussing the scientific questions with them in an informal way. I think it is important that students get the feeling that their work is relevant, that students and supervisors work together as a team, and that the student gets a clear impression that 'we' are ambitious. Also, I believe in the importance of differential treatment. Students are obviously different, and I believe in using empathic skills to judge how to behave in relation to students in given situations and also to what degree a given project is appropriate for the student in question. In the courses I have taught, I try to find a good balance between covering the textbook material and including examples (from my own work when appropriate) that are not necessarily a part of required reading material. Although sometimes students prefer to learn exactly what they are meant to know for the exam, I believe in the importance of presenting the newest scientific breakthroughs related to the topic. By doing this, I hope to inspire and motivate the students and also to develop their curiosity and independence. Furthermore, I think that it is important that lectures, laboratory exercises, and theoretical sessions are taught at a level that benefits the large majority of the students. The top 10% of the students should be challenged, but not at the expense of the remaining 90%. This balance can be achieved by covering the basic material thoroughly and then presenting more advanced examples that may attract or be of benefit to only a subset of the students.

8. Any other information or comments.

Type your answer here...