

Teaching Portfolio

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Teaching philosophy

Teaching of students and thus of young academics has always been of high importance for me in addition to my scientific work. The challenge in studying pharmaceutics as an applied science is the width of the field requiring a profound knowledge of basic principles in chemistry, biology, physics as well as technology. My teaching activities generally focus on understanding the basic principles and their relation to other scientific areas as well as application rather than just teaching facts. Another important point of my teaching philosophy is the motivation of students to an independent way of thinking and work as well as critical reflection as this is a prerequisite of their future responsible work as a pharmacist in the pharmacy, industry, university or research institute.

Teaching methods

Lectures are held "in front" of usually a larger collective of students and provide the student with the basic knowledge within the field. A main focus in preparation of my lectures is the clarity of presentation to provide the students a "red line" e.g. for further reading and learning. Usually, I start my lectures with a short summary of key issues of previous lecture by using small test questions. During the lectures, I usually include some cases and/or questions to activate the students.

Seminars are held with smaller groups of students (between 15 and 25) and the theoretical background is elaborated with the students. Students may have to solve a list of questions or problems which are then discussed during the seminars or to prepare short presentations about a selected topic. During the seminars, the students may work on some questions or problems alone or in small groups where they afterwards present the results to the others.

In the **practical courses** the students carry out various experiments alone or in small groups. Practical courses are of great importance because the students have the possibility to apply their theoretical knowledge here. The practical courses are intensively supervised by assistants in such a way that students always have a direct contact person to answer questions, to get help in carrying out the experiments as well as to discuss the results. Another key point of most practical courses is the acquisition of the skill to accurately keep records on the preparations and/or experiments as this provides the basis for any quality assurance in the pharmacy, pharmaceutical industry and research institutes.

Project supervision finally is teaching at individual level. Depending on the educational level of the students, my main intention is to provide enough practical and scientific guidance to finish a project successfully, but also to motivate the students to take full responsibility for the project and to work more and more independently.

Administrative tasks related to education

Since January 2014, I am leader of the Study Board Pharmacy at SDU. In this function, I am also member of other work groups and teaching committees.

Educational awards

In spring 2019, I received the award "Teacher of the year 2019" by the Faculty of Science at SDU. I was especially happy to see that the students acknowledge my general teaching philosophy:

"Judith Kuntsche er ifølge sine studerende en ekstraordinær underviser, der altid formår at levere undervisning af høj kvalitet til sine studerende. Hendes engagement er smittende og motiverer til læring og faglig nysgerrighed. Hun har stor faglig viden inden for sit felt, som hun formår at formidle på en simpel og letforståelig måde til forelæsningserne, uanset hvor kompliceret stoffet er. Til forelæsningserne fokuserer hun på de vigtigste og mest relevante pointer fra undervisningsmaterialet og tydeliggør, hvad der forventes af de studerende. Hun giver sig tid til grundig feedback på afleveringer og er generelt særdeles hjælpsom og imødekommende, uanset om hun har travlt eller ej. Hendes velorganiserede undervisning og hjælpsomme sind er to kvaliteter, der af de studerende fremhæves, i indstillingen af hende til undervisningsprisen 2019."

Teaching experiences

1. Teaching of undergraduate students

Friedrich Schiller University Jena, Martin Luther University Halle Wittenberg, Germany (2000 – 2009):

- Laboratory exercises in Galenics (2nd or 3rd semester) and Pharmaceutical Technology and Biopharmaceutics (8th semester) together the corresponding seminars.- Seminars on Quality Assurance in the production and control of medicines (7th semester, series of 7 seminars á 2 h). - Supervision of Master projects.

Arab International University of Damascus (2008):

- Guest lecturer

University of Southern Denmark (since 2011):- Responsibility and teaching (lectures, seminars and laboratory exercises) KE517: Manufacture and Design of Medicines A (Bachelor, 10 ECTS, 2011-2015).

- Responsibility and teaching (lectures, seminars and laboratory exercises) FA502: Drug formulation and production A (Bachelor, 5 ECTS, since 2015).

- Responsibility and teaching (lectures, seminars and laboratory exercises) FA508: Advanced Drug Formulation (Master, 5 ECTS, since 2017).

- Supervision of First Year Projects (Bachelor, 10 ECTS, groups of 4-5 students, since 2012).

- Supervision of Bachelor projects (Bachelor, 10 or 15 ECTS, since 2013), some in collaboration with colleagues at SDU.

- Supervision of Master projects (Master, 30 ECTS, since 2012), some in collaboration with colleagues at SDU.

2. Teaching of graduate students

Co-supervision of PhD projects at the Friedrich Schiller University Jena (6 projects, 2006 – 2011) and SDU (Askeil Hinna, 2012-2016). Since 2016 main supervision of the PhD project by Søren Kristensen.

3. Further education of pharmacists

I was involved in the elaboration and performance of the practical part of an advanced training course for pharmacists with the focus on the preparation of patient-individual infusions for chemotherapy (Friedrich Schiller University Jena, 2002).