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Formal educational training

- 2 day training in medical teaching (Charité)
- 2 x 6 hours training in presentation skills (Charité)
- 2 x 4 hours in pedagogical methods to use in seminars (Charité)
- 2 x 4 hours training for supervising a POL group (Charité)
- 2 day course on PhD supervision (SDU)

Administrative tasks relating to education

Responsibility for the pharmacology education in the bachelor part of the medical curriculum, SDU, Odense (since Nov. 2012)

In this role I have reviewed and revised the pharmacology education in all modules of the bachelor curriculum in medicine and introduced additional lectures on hitherto uncovered topics. The new concept was approved by the study board and started in the spring term 2014. Most of the newly introduced lectures will be taught by myself.

- From autumn 2014 responsibility for the course on pharmacology for bachelor students of biomedicine (SU 503) at SDU, Odense.
- Representative of the Dept. of Pharmacology, Charité, Berlin, during planning of the new curriculum in medicine (Modellstudiengang) for several topics (Immunology and haemostasis; Dermatology; Pulmonary function; Infections). This task included preparation of respective seminar presentations for all lecturers involved in the course.
- Organisation of PhD courses and young investigator competitions at the annual meetings of the European Council for Cardiovascular Research (ECCR) 2011 and 2013.
- Initiation of a collaboration of the European Council for Cardiovascular Research (ECCR, the current president of which I am) with the EU-funded, educational networks SMARTER (Marie Curie network), ADMIRE and ENOG (both COST networks)

Experience of study programmes, supervision and examination

Teaching of students of medicine (approx. 300 per term) and dentistry (approx. 100 per term) since 1989 at University of Heidelberg, Germany, Charité, Medical Faculty Berlin, Germany and SDU, Odense, Denmark. Teaching formats included lectures, seminars, POL-groups and bedside teaching. I did most of my teaching in pharmacology and during my internship in dermatology – in both fields covering almost the entire range of subjects. Since my appointment at SDU in Nov. 2012, I have also taught selected topics in physiology.

- Since my appointment at SDU in Nov. 2012, I have additionally taught pharmacology for bachelor students in pharmacy (SU 512) as well as bachelor and master students in biomedicine (SU 503 and 803).
- Last term 22 hours of teaching. Hours will increase with continued introduction of the new pharmacology curriculum for medical students and with SU 512 responsibility. Last term at Charité, Berlin, 68 hours of teaching.
- Supervision of 2 diploma theses (students of biotechnology), 8 MD theses (2 year experimental work + thesis by medical students, in most cases pre-graduates) and 6 PhD theses at Charité, Germany.
- Supervision of one bachelor thesis (student of biomedicine) and 4 pre-graduate research projects of medical students at SDU, Odense.
- Oral examinations of medical students at various stages of the medical curriculum at Charité, Berlin, including state examinations.
- Phrasing of exam questions for written exams and correction of exams in multiple choice or essay style (last term 500) – also in Danish.

Methods, materials and tools

- “Classical” lectures and seminars using Power Point presentations, movies, black board
- POL group teaching
- Bedside teaching
- Active participation of students in courses by giving oral presentations
- Teaching of presentation skills and scientific writing

Educational development and applied research into teaching at university

I have been involved in changing the medical education at Charité from a conventional curriculum to a module-based curriculum with a strong emphasis on POL group learning. The introduction of the new curriculum has been conceptualised, supervised and evaluated by pedagogical researchers. However, I was personally not involved in this research.

Reflection of own teaching practise and future development, including student evaluations

Teaching philosophy: I regard my main task as an academic teacher in assisting students in independent learning by trying to provide structures and by helping to distinguish between important and less important information. In a curriculum I would prefer a sound mixture of “traditional” (lectures, seminars) and “modern” (problem oriented) teaching and learning. •In the position as a professor for integrated pharmacology, I would have short-term, medium-term and long-term goals regarding my teaching responsibilities.

Short term goals:

Immediate goals will be to set up the pharmacology lectures and seminars, which were newly integrated into the medical curriculum. These new lectures and seminars will certainly have to be optimised – with the help of student evaluations – over the first semesters they are taught.

For SU 503, the short-term goal is to review and if necessary revise the topics taught and then to better coordinate the pharmacology education in SU 503 (bachelor in biomedicine) with SU 803 (master in biomedicine). Especially in the master curriculum, I would find it appropriate to teach topics of “integrated pharmacology” such as the process of drug development and drug approval or design of clinical studies and how to critically review them.

Medium-term goals:

As a medium-term goal, I – as a relatively new member of faculty - regard it as important to adjust and optimise the intellectual level of all teaching aims and material to the actual group of students. Furthermore, since my experience with POL group teaching at Charité, Berlin, was very positive, I would aim at introducing this teaching format at SDU.

Long-term goals:

As a (very) long-term goal, I could envisage to set up a masters curriculum or graduate program for integrative pharmacology/drug development, which could be developed in collaboration between the faculty of health sciences, the faculty of natural sciences, OUH and pharmaceutical industry. Similar graduate schools exist in other countries and could serve as “template”.