

Undervisningsportefølje

Louise Fleng Sandal
Lektor
Fysisk Aktivitet og Sundhed i arbejdslivet
Institut for Idræt og Biomekanik
E-mail: lsandal@health.sdu.dk
Telefon: 65504384



1. Formel pædagogisk uddannelse

2021-2019 Universitetspædagogikum, Sommer 2019
2016-2013 PhD, Sundhedsvidenskabeligt Fakultet
2012-2010 Kandidat i Idræt og Sundhed, Syddansk Universitet

2. Uddannelses administrative opgaver

2020 Arbejdsgruppeleder for en af tre arbejdsgrupper omhandlende indhold og struktur for kandidatuddannelsen i Idræt og Sundhed
2020 Deltager i projektgruppe om revideringen af kandidatuddannelsen for Idræt og Sundhed
2018-2016 Modulansvarlig for kandidatfaget "Tilpasset fysisk aktivitet, træning og idræt". Faget blev revideret i 2018 på opfordring fra studieledelsen.
2024 Udvikling og feedback på nye kandidatmoduler, udvikling af modul "Træning som forebyggelse og behandling af kroniske sygdomme"

3. Undervisningserfaring

MSc

2024-2022 Modulteam og underviser for "Muskuloskeletale lidelser"
2024-2022 Underviser for "Fysisk aktivitet og sundhed i arbejde og fritid"
2021-2018 Modulteam og underviser for "fysisk aktivitet og arbejdslivet"
2021-2017 Underviser for "Tilpasset Fysisk aktivitet, træning og idræt"

BSc.

2024-2017 Modulansvarlig og underviser for "S1 - sundhedstjek og effektmål"
2024-2018 Modulteam og underviser for "TS7 - sundhedsprojekter i praksis"

4. Vejledning- og eksamenserfaring

Vejledning

PhD projekter Sundhedsvidenskab: 4 studerende (2 som med-vejleder, 2 som hovedvejleder)
Kandidatspeciale Idræt og Sundhed: 1 studerende, fysioterapi: 7 studerende (3 som med-vejleder, 4 som hoved-vejleder)
r
BA opgave Idræt og sundhed: 4 studerende, Fysioterapi: 4 studerende

Eksaminationserfaring

Mundtlige eksaminer FF4: muskel og nerve fysiologi, TS3: Sundhedscheck og effektmål; TS7: sundhedsprojekter i praksis; Tilpasset fysisk aktivitet, træning og idræt; Kandidatspecialer
Skriftlige eksaminer Fysisk aktivitet i arbejde og fritid, Exercise as Medicine - muskuloskeletal sygdomme; Bachelor opgaver og kandidatspecialer

5. Metoder, materiale og redskaber

Methods

-Class room lectures
-Supervised group work
-Student presentations and feedback
-Structured mind-mapping/creative thinking
-Video material, voice-overs
-Structured notes and supporting tools
Materials and tools

- Text books
- Original research articles
- Reports
- Social media content
- E-learning activities: creating wiki, recording student activities, videos, slide-share.
- Notes/lecture slides

6. Uddannelsesudvikling og universitetspædagogisk forskning

2021 Understøttelse af sammenhængen mellem læringsmål, undervisningsaktiviteter og prøveformer igennem video materiale, Udviklingsprojekt i Universitets pædagogikum,

7. Undervisningsfilosofi

In general, it is my teaching philosophy, that it is my responsibility as a lecturer to create a context that provides students with the optimal conditions for learning, to clarify the learning objectives and the use and application of the course in relation to the student, their education and their future work. The responsibility that the students learn, I consider the students' own. Consequently, I see my primary objective as a lecturer to aid the individual student in their learning path, rather than passively lecturing a given content.

In practice, I would like to create such a context by facilitating as much interaction as possible during lectures, classes and exercises. Here, I believe that interaction should be regarded in its broadest term, meaning not only interaction between lecturer and student, but also amongst students, between student and informational resources and interactively with group or individual exercises or tasks. During the University lecturer training programme, I worked with flipped and blended learning methods to support both student's interaction with the academic content in preparation for lectures, as well as a method to allocate more time in lectures for structured groupwork and student-to-student discussion and to articulate the constructive alignment of the course explicitly to students.

In my future work, I would like to continue to incorporate interactive elements using a blended learning methodology. Specifically, I would like to develop on-demand resources that the students can use at home, either alone or in groups, to engage with the academic content and to support different learning styles and academic levels. Although it is my experience that interactive teaching in general creates good learning conditions, it is also my experience that these interactive elements set different requirements for the students than traditional lecturing, and that this may create frustration and resistance in some students. Such frustration may be mitigating by a clear introduction to the method, an explicit articulation of what is expected by and of the students and by using a variety of teaching methods to create variation.

Another aspect of teaching that I find important is to create transparency about the learning objectives of specific courses. It is my philosophy that when the objectives for the course as well as the individual lessons are clear, it becomes easier for students to apply specific academic knowledge in future work. Consequently, when lecturing I strive to create an overall curriculum for the course, not necessarily detailing the "homework" and suggested literature, but rather linking the learning objectives to the academic content, how the subject relates to the overall course and to equip students to seek knowledge independently.

8. Undervisningsemner

Given my basic education and research background I am able to teach in the following areas:

Sports science

- Basic courses such as; biomechanics, physiology, aerobic and anaerobic metabolism, quantitative research methods, exercise and physical activity as research interventions, life-style disease and treatment options, basic statistics, data collection and analysis.
- Specialised courses; exercise as treatment or prevention, methodological and outcome selection, study design, clinical trials and methods, mixed method research, exercise and electronic/digital interventions (m/eHealth), exercise and physical activity as adapted activities, exercise and physical activities as rehabilitation.
- Research methodology for clinical research studies
- Study design and research methodology
- Evaluation of intervention efficiency, outcome selection
- Trial preparation, registration and conduct
- Exercise and physical activity interventions/treatments
- Theoretical basis for developing an exercise or physical activity intervention
- Basic disease mechanisms for lifestyle diseases, treatable with exercise or physical activity intervention.
- Feasibility and efficiency evaluation
- Ethical considerations
- Workplace intervention
- Intervention mapping as approach for intervention development in workplace context
- Assessment of occupational exposure and measurement of physical capacity
- Barriers and facilitators affecting interventional outcomes in complex interventions