

TEACHING PORTFOLIO

1. Formal teacher training

Completed study programs:

- Formal pedagogical education at the University of Southern Denmark (Lecturer Training Program) 2015, 10 ECTS

2. Experience as a teacher, examiner and supervisor

Medical students

- Bachelor in Medicine. Homeostasis module. 180 participants. 2 hours case orientated-learning. Clinics and pathophysiology of secondary hypertension (Autumn 2014 – Spring 2017).
- Bachelor in Medicine. Homeostasis module. 180 participants. 1 lecture Diuretics: Basic and clinical pharmacology (Autumn 2015 – Spring 2017).
- Master in Medicine. Internal Medicine. 10 – 20 participants. 10 hours case orientated-learning in small groups (Spring 2000 – Spring 2008).

Pharmaceutical students

- Bachelor in Pharmacy. Pharmacology. 120 participants. 2 lectures on Cardiac rhythm disturbances, antiarrhythmic drugs, and pro-arrhythmic profile (Autumn 2014 – Spring 2016).
- Master in Pharmacy. Clinical Pharmacology. 70 - 80 participants. 3 lectures on Molecular pathophysiology of chronic kidney disease, glomerulonephritis, nephrotic syndrome (Autumn 2014 – ongoing).
- Bachelor in Pharmacy. Pharmacology. 120 participants. 2 lectures on Cardiac rhythm disturbances, antiarrhythmic drugs, and pro-arrhythmic profile; and positive inotropic substances (Autumn 2015 – autumn 2017).
- Bachelor in Pharmacy. Pharmacology. 120 participants. 2 lectures and 2 hours small group teaching on Antihypertensives and diuretics (Autumn 2015 – autumn 2017).
- Bachelor in Pharmacy. Physiology. 120 participants. 2 lectures on regulation of blood pressure and tissue perfusion (Autumn 2015 – autumn 2017).

Examination tasks per semester

- Design of Assessments for the above courses in digital exams (Multiple Choice questions, Short essays) and marking tasks

3. Pedagogical publications

Scholze A. Questioning - how it can support learning, teaching and assessment. The Good Example. Newsletter, Center for Teaching and Learning, University of Southern Denmark, June, 2015.

4. Experience with pedagogical methods, materials, and tools

It is my general intention to facilitate deep learning and critical thinking. Therefore I use the following methods and tools:

Face-to-face lecturing

- supported by e-learning
- supported by learning activities (invited questions, mini cases, memory matrix, one-minute paper)

Case-orientated learning

- using Problem orientated (based) learning
- Flipped classroom (providing Teaching videos, scientific publications, structured knowledge in diagrams and tables)

Formative assessment

- Student presentations followed by feedback
- Small written end-of-lesson tests followed by feedback

Summative assessment

- Multiple Choice Questions
- Written paper

TEACHING PHILOSOPHY

For me as a teacher a thorough planning ahead of the lesson is of highest priority. I start from the intended learning outcomes for the students but also from the assessments that they are going to face. My intention is to reach an appropriate alignment in my teaching right from the beginning. With respect to the teaching content I set a high value on a solid knowledgebase, on academic content, and on multidisciplinary since those components in my view are prerequisite for a successful student development in the life sciences.

During my pedagogical education at the University of Southern Denmark the University's strategy of Activating Teaching, Active Learning, and E-learning as underlying principles in education enabled me to sharpen my profile as University teacher.

Furthermore, I have broadened my efforts to enable students to take over responsibility for their own learning process. For this reason I provide the students before the lessons in the e-learning system with an explanation about structure and intention for the upcoming lessons, with material to repeat earlier learned topics necessary for the new lesson, and with the fact slides for the lesson to come.

I finish my lessons with a students' assessment of the completed class. I do this by using written questions, pro-and-con grids on paper, or questions posed in a student response system. This enables me to improve or adapt my teaching formatively. I analyze the results concerning lessons' content to identify the topics that students manage already versus those that still need improvement.