Formal pedagogical education

Lecturer training programme at the University of Southern Denmark

Administrative tasks relating to education

I have been involved in establishing a formal procedure to secure sufficient masters thesis topics for students at the new Master's degree program in Pharmacy at University of Southern Denmark. The task included organizing and conducting information meetings for the clinical lecturers at the Faculty of Health Sciences. The purpose of the meetings was to enter into dialogue with the clinical departments that were expected to offer clinical stays and master's thesis topics to this new group of students. At the meetings, information was given about the structure of the MSc in Pharmacy education, requirements for specialist counseling and clinical stays, suitable topics for the masters theses etc. In 2012, in collaboration with key stakeholders at the Department of Clinical Research and the Department of Public Health, Clinical Pharmacology and Pharmacy, I prepared a joint call procedure for the masters theses topic catalogues for medical and pharmacy students. The procedure has now been running for 7 years. The task also included participation in strategic and planning sessions between the Department of Clinical Research, the education committees and the education managers. During my employment at the University of Copenhagen, I participated in the implementation of the new study reform in 2005.

Experience as teacher, examiner and supervisor

Teacher and examiner in Philosophy of Science for Pharmaceutical Students and Medicial Students. Supervisor and examiner on master's and bachelor projects for Medical and Public Health Science students.
Lectures on pathophysiology of allergic-induced asthma for Pharmaceutical Students. Lectures on development and prevention of laboratory animal allergy for PhD students.
Lecture regarding asthma and allergy among green house workers for doctors under specialist medical training in the field of occupational and environmental medicine. External assessor on PhD thesis for Veterinary students. Lectures and clinical education of veterinary students

Methods, materials and tools

I believe most efficient learning takes place when the students take active part in the teaching session, and when the teaching sets off from present and practically relevant issues. I therefore seek to base my teaching on a combination of theory and practice, and I aim at getting the students to take an active part in solving relevant problems. My teaching is often based on specific examples from real life (Global approach) and then the theory (analytic) is reviewed in relation to the practical example. The goal of the individual teaching session is always made clear to the students from the beginning of the session.
As teaching tools, I often use interactive teaching and peer instruction, where the students take an active position on relevant issues – first individually and then in smaller groups. Each session is concluded by a joint review of the subject including answers to remaining questions. Depending on the topic, the issues for discussion may be presented as case descriptions, summary of recent research findings or examples from the news, social media etc.
My class-based teaching often comes as individual lectures, where the lecture is my first and only encounter with the students. My knowledge of their specific skills in the relevant topic is therefore limited. In order to get an overview of how much the students know about the topic before the lecture, I often use a short multiple-choice questionnaire for the students to answer one week prior to the teaching session. The questionnaire is available to the students via The University's Blackboard system. The questionnaire answers provide me with good insight into the student's skills, enabling me to target my teaching session to the individual classes. The student's questionnaire answers are presented (in anonymized form) during the teaching session and the questions are repeated at the end (using either e-learning tools such as ShakeSpeak or Cahoot or by using specially crafted games in which students are guided through the central topics of the lecture). In this way, students are made aware of what they have learned, while at the same time being forced to take an active position on the core topics of the lecture.

Educational development

Since 1997 I have taught many different professional groups from farmers to PhD students, and I have always sought to align my teaching with the purpose and not least the target audience. Attending the University Lecturer Training Programme (LTP) at SDU in 2012-2013 gave me new inspiration and new tools for conducting "activating teaching", and my exam project was therefore centered around this mode of teaching. In September 2013, my project was given as an example of "The Good Lecture" in the Newsletter from SDU University Pedagogy (https://e-learn.sdu.dk/bbcswebdav/courses/E-learn_Support_Center/Nyhedsbrev/NyhedsbrevSeptember2013.pdf).
Since 2012 I have participated in additional courses with teaching / methodological aims (see CV) and my task as local mentor for colleagues attending the University Lecturer Training Programme continuously inspires me to further develop and improve my own teaching.