

Teaching portfolio

1. Formal teacher training

Completed study programs

20.11.1989 Promotion Dr. med., Justus-Liebig-University, Gießen, Germany

12.12.1996 Venia legendi Internal Medicine, University of Münster, Germany

Participation in higher education courses

Center for Teaching and Learning, University of Southern Denmark:

2016 Use of Multiple Choice Questions for formative and summative assessment

(MCQ - Multiple Choice sporgsmål undervisning og eksamen)

2016 GCP-Refresher Course (Berlin, Germany)

2016 Use of Sharepoint Region Syddanmark, Research Electronic Data Capture (REDCap, at OPEN Odense Patient Data Explorative Network.

2017 Det Centrale Uddannelsesudvalg: Academic English (Oral) for Presentations (Science/social science)

2017 Workshop Sonographie Dopplersonographie (Mannheim, Germany)

2017 Ansvarlig forskningskraksis - Responsible Conduct of Research

2018 Forskningslederkursus (Copenhagen Business School, course applied for)

2. Experience as a teacher, examiner and supervisor

Teaching per Semester

Medical students

Bachelor in Medicine.

120 participants. Lectures

Modul 8, Kidney and acid-base physiology, Forlæsning, Væskerum, salt- og vandbalance (2010-present)

Modul 8, Kidney and acid-base physiology, Forlæsning, Salt- og vandretention (2010-present)

Modul 8, Class room teaching (2010-present)

Modul 8, nye øvelse (2015-present)

Pharmaceutical students

Bachelor in Pharmacy. Pharmacology.

120 participants. Lectures

SU804, Human pathophysiology, Forlæsning, Urinvejsinfektion mikrobiologiske og kliniske aspekter (2012-2014)

Examination tasks per semester

Assessments for the courses mentioned above in digital examinations (Multiple Choice questions, short essays) and marking tasks

Supervision

Supervision of PhD students (Ying Liu, Christoffer Borst, Shengqiang Xia, Subagini Nagarajah) (2010-present)

Supervision of postgraduate students (Winther)

Supervision of medical doctoral thesis in Berlin, Germany,

3. Experience with pedagogical methods, materials, and tools

Problem orientated learning including Jigsaw technique

Case-orientated learning

Flipped classroom (providing Teaching videos, scientific publications, structured knowledge in diagrams and tables)

Practical training on the hospital ward including medical history taking, patient examination, and analysis of medical records

Small written end-of-lesson tests followed by feedback

Summative assessment

Oral exam with preparation

Multiple Choice Questions

4. Educational research training

Familiarization of laboratory technicians and doctoral students in our laboratory

Literature based introduction to research area and theory behind methods

Hands-on training in the necessary research techniques

Organization of educational workshops

Literature seminars

Trainee presentations followed by feedback and discussion