

## Formel Pædagogisk Uddannelse

Uddannelse:  
2018-2019 Universitetspædagogikum

Kurser:

2019 Collaborative learning  
2019 Case-based learning  
2019 Students as Learners  
2019 Research Based Teaching  
2019 Setting up your Course in Blackboard  
2019 Evaluation and Data Collection

## Uddannelsesadministrative opgaver

Formand for the sundhedsvidenskabelige undervisnings udvalg (SUUF)

Vicestudieleder for farmaceutuddannelsen

Kursusleder for Lægemiddeludvikling og regulatorisk farmaci

## Erfaring med undervisning, vejledning og eksamen

Forelæsninger og holdetimer for bl.a. farmaci, medicin, biomedicin studerende i følgende emner:

- Farmakodynamik
- Cellesignalering
- Farmakologi af antidiabtika, antiepileptika, hormonelle kontrceptiva og lægemidler til urinvejene
- Klinisk studiedesign
- Farmakogenetik
- Personlig medicin
- Receptpligtige lægemidler
- Farmakokinetik
- Farmakodynamik

Vejleder for 4 bachelorprojekter, 13 kandidatspecialer, hovedvejleder for 2 ph.d.-studerende og medvejleder for 2 ph.d.-studerende.

## Metoder, materialer og redskaber

Forelæsninger, flipped classroom, holdtimer, face-to-face undervisning, e-learning, PollEverywhere, vejledning

## Uddannelsesudvikling og Universitetspædagogisk Forskning, herunder pædagogiske priser

Lærebog: Praktisk farmakologi, 2. udgave

## Undervisningsfilosofi

Generally, I follow University of Southern Denmark's principles of active learning.

During class exercises I implement flipped classroom methods as I believe that this is the best way for students to learn these disciplines (learning by doing). For lectures I use think-pair-share, PollEverywhere and small discussion exercises to activate students.

Supervision is an important part of my day-to-day teaching. During supervision I use feedback, feed up and feed forward. I have supervised students both in Denmark and abroad and I am continuously trying to optimise my supervision to best fit the individual as I find the requirements can vary substantially. Some students thrive under freedom, while others benefit from more detailed supervision. Because of this I do not believe there is a single way to supervise everyone, but that it is important to identify the type of student and adjust the supervision accordingly.

Generally, I try to let my teaching philosophy be a reflection of my personality. I want to be as open as possible to allow and encourage the students to ask questions ensuring a safe learning environment. I strongly believe that this is important for their learning and understanding.