

## Formal educational training

Training:

2018-2019 Lecturer training program

Courses:

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

Chair of the education committee for Faculty of Health courses for pharmacy students (SUUF)

Vice Head for the pharmacy programme

Course leader of Drug development and regulatory pharmacy

## Erfaring med undervisning, vejledning og eksamen

Lectures and exercises for pharmacy-, medicine-, biomedical students in the following subjects:

- Pharmacodynamics
- Cell signaling
- Pharmacology of antidiabetics, antiepileptics, hormonal contraception and uro-genital drugs
- Clinical study design
- Pharmacogenetics
- Personalised medicine
- Drugs that require prescription
- Pharmacokinetics
- Pharmacodynamics

Supervisor of 4 bachelor projects, 13 master theses, supervisor of 2 PhD students and co-supervisor of 2 PhD-students.

## Metoder, materialer og redskaber

Lectures, flipped classroom, group exercises, face-to-face teaching, e-learning, PollEverywhere, supervision

## Uddannelsesudvikling og Universitetspædagogisk Forskning, herunder pædagogiske priser

Textbook: "Praktisk farmakologi", 2nd edition

## Teaching philosophy

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.