

Undervisningsportefølje

Daniel Pilsgaard Henriksen

KI, Klinisk Biokemi og Farmakologi

E-mail: dphenriksen@health.sdu.dk

Formel Pædagogisk Uddannelse

Uddannelse:

2019-2020 Universitetspædagogikum

Kurser

2019 Interactive lecturing

2019 Use of student response systems in your teaching

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

Kursusleder for Klinisk Farmakologi og Terapi A

Erfaring med undervisning, vejledning og eksamen

Forelæsninger og holdtimer for bl.a. farmaci, medicin, klinisk biomekanik studerende i følgende emner:

- Klinisk farmakologi
- Rationel farmakoterapi
- Medicin til ældre
- Polyfarmaci
- Farmakokinetik
- Farmakodynamik

Medvejleder for 3 Phd. Studerende, samt et gennemført Phd. studie. Vejleder for 15 kandidatspecialer.

Metoder, materialer og redskaber

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

Undervisningsfilosofi

I follow University of Southern Denmark's principles of active learning. I am curious of nature, experimenting with including different approaches to teaching. I have previously conducted a 5-series webinar in research methodology. I record all my lectures beforehand, and embrace the flipped classroom methods, as I believe that this is the most effective and fun way for students to learn these disciplines (learning by doing).

For lectures I focus on involving the students and activating them. I use think-pair-share, PollEverywhere and small discussion exercises to do so.

Supervision is an important part of my teaching. I use feedback, feed up and feed forward, when supervising students from different study programmes. I focus on individualising my supervision. Some students thrive under freedom, while others benefit from more detailed supervision. 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.