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S U P P O R T I N G S C I E N T I S T S

Filipa Moraes, PhD
Bio & Courses

April 2016

Filipa Moraes, PhD

**Consultant in STEM (Science, Technology, Engineering & Math) Education;
Mentoring and Career Development.**

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Since 2015, Filipa Moraes has been a consultant in STEM Education, Mentoring and Career Development. She studied Applied Chemistry/Biotechnology at the Faculdade de Ciências e Tecnologia -Universidade Nova de Lisboa. During her PhD, she worked in Dr. Moisés Mallo's lab at the Instituto Gulbenkian de Ciência and in 2010, she received her doctorate degree in Biology from ITQB-UNL. Subsequently, she began her postdoctoral studies at Yale University, USA, in Dr. Michael Simons' lab, where she studied signaling pathways in arteriogenesis. In 2014, she held a Teaching Scholar Appointment in Biology at the Faculty of Arts and Sciences at Yale University. As a qualified Scientific Teaching Instructor (Howard Hughes Medical Institute (HHMI)/ Yale Teaching Fellows Program), Filipa has proven experience in teaching at Yale University (Undergraduate and Graduate level) in different areas such as Genes & Development, Evolution, Mentoring, Research Conduct, Scientific Teaching, Research Proposal, & Paper Writing.

From October 2015 to March 2016, Filipa was the Advanced Training Manager at Instituto de Medicina Molecular (iMM), where she managed the advanced training programs and provided mentoring and career development support to PhD students and Postdoctoral trainees.

In 2015, Filipa moved back to Portugal from the United States and began to develop her course portfolio specializing in mentoring, career strategy, and scientific teaching training.

Filipa Moraes Skills, April 2016

- PhD in Life sciences and deep awareness of teaching and learning challenges, including the impact of group leader's perspectives; commitment to ongoing exploration of advanced training teaching dynamics.
- Scientific Teaching Fellow. Proven record of teaching, evaluating and disseminating instructional materials in Biology. Proven record of applying scientific teaching directly in the classroom. Strong skills in program design and delivery, including assessment of outcomes, budget, and inclusivity.
- Superior consultation skills, including identifying and framing pedagogical challenges and opportunities. Evidence of productive engagement with graduate students.
- Proven Experience in Teaching at (University and Post-Graduate level) in different areas such as Genes & Development, Evolution, Mentoring, Research Conduct, Scientific Teaching, Research Proposal Writing, Paper Writing

Training

All courses are implemented based on published research studies on best teaching methods practices following the core principles of STEM* Education (active learning, assessment and diversity). Fostering diversity, community building, and peer learning are some of the tools to train creative and independent leaders. *STEM stands for Science, Technology, Engineering and Mathematics

- **Scientific Training:**

Genes and development course (2h/week for 6-8 weeks) with Research Proposal Writing project: How to build a research proposal? What does it take to formulate a hypothesis? Continuous training during the writing process is provided.

- **Complementary Skills Training**

1. **Science Education - Scientific Teaching Program:**

The goal of this course is to help researchers (PhD students, Postdocs or Junior Group leaders) to develop knowledge, skills and community in teaching. This course is based on an HHMI scientific teaching program. At the end of this program researchers will be able to create an inclusive classroom, design assessment tools that gauge learning, and be able to choose the best teaching methods based on evidence. Additionally, scientists will create a network of teaching colleagues grouped around problem solving and peer review.

2. **Mentoring workshops** can be given to mentors and mentees to help the establishment of productive relationships.

3. **Career development Program:** PhD students, Postdocs and staff scientists will actively learn more about their individual strengths, values and interests. They will obtain information about a variety of career paths and will foster a supportive environment for self and career exploration with the other members of their peer group.

4. **Entering Research Program:** delivers a series of workshops targeted to Master's students to introduce students to the culture of scientific research. In addition, I can provide continuous training on scientific writing, presenting skills, ethics and scientific integrity.

5. **Scientific Writing and Communication:**

This is a comprehensive course series that teaches the basic principles of scientific writing and communication and applies them to one's own scientific research. Emphasis in these sessions is on practical application to achieve clear logic, good style, and maximum impact with the reader and reviewer in mind. Examples and practice problems are taken directly from pre-publication and published documents and represent typical scientific texts.

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CREATIVE SOLUTIONS TO EMPOWER RESEARCHERS
IN THEIR CAREERS