

FORMEL PÆDAGOGISK UDDANNELSE

Ingen formel pædagogisk uddannelse.

UDDANNELSESADMINISTRATIVE OPGAVER

Ingen uddannelsesadministrative opgaver.

ERFARING MED UNDERVISNING, VEJLEDNING OG EKSAMEN

Har undervist siden 2000. De senere år har det især drejet sig om fysiologiundervisning til medicin- og biomekanik-studerende (øvelseansvarlig for Modul5 og SU502 i respirationsfysiologi), undervisning på modul 10 (komplementsystemets fysiologi og patofysiologi) samt på immunologikurset BMB514. Siden 2005 være daglig vejleder/medvejleder for prægraduat, bachelor, ITEK, ISA, speciale og ph.d studerende. Siden 2016 endvidere være hovedvejleder for bachelor, ITEK, ISA og specialestuderende .

METODER, MATERIALER OG REDSKABER

Forelæsninger og holdundervisning (PowerPoint, tavle),
Praktisk instruktion og undervisning i immunnologiske teknikker.

UDDANNELSESUDVIKLING OG UNIVERSITETSPÆDAGOGISK (FØLGE)FORSKNING, HERUNDER PÆDAGOGISKE PRISER

Ikke deltaget.

PhD thesis

- 1) Cand. scient. student: Characterization of FIBCD1 and the molecular basis of the interaction with its ligands. April 2010
- 2) Cand. scient. student: "The pattern recognition receptor FIBCD1 in modulation of illergic immune response against *Aspergillus fumigatus*". December 2011

Master thesis

- 1) Stud. scient. student: "Production and characterization of poly- and monoclonal antibodies against FReD-1 ". May 2005, Grade 13.
- 2) Stud. scient. student: Expression, characterization and initial gene targeting of FReD-1, a novel acetyl-group binding type II transmembrane protein of the fibrinogen domain superfamily. Februar 2007, grade 13.
- 3) Stud. scient. student: Cloning and characterization of human WC1- L1, March 2008, grade 10.
- 4) Stud. scient student: Characterization of the intracellular pathway and cytokine response profile elicited by the innate pattern recognition receptor FIBCD1 by chitin. December 2009: grade 12.
- 5) Stud. scient. student: "The molecular interaction between M- and L-ficolin and chitin". February 2010. Grade 12.
- 6) Stud. scient. student: Disulphide bridge reorganization induced by alanine mutation in FIBCD1 coiled-coil region. December 2010. Grade 10
- 7) Stud. scient student: Microfibril-associated protein4(MFAP4) modulation of vascular smooth cell phenotype. Grade 12
- 8) Stud. scient student: The role of MFAP4 in the induction of integrin alphaVbeta3 mediated intracellular signaling. April 2014. Grade 12

Prægraduate research students:

- 1) Stud. med. student: "The molecular interaction of the collectins with the matrix protein fibronectin", 23. november 2004.
- 2) Stud. med. student: The role of of microfibril-associated protein 4 in the formation of lung fibrosis. September 2010
- 3) Stud. med. student: The role of microfibril-associated protein 4 in liver fibrogenesis. January 2012
- 4) Stud. med. student: FIBCD1 deficiency modulates inflammatory airway responses in a mouse model of allergic asthma. August 2014. Grade 12.
- 5) Stud. med. student: FIBCD1 deficiency attenuates oxazolone-induced colitis. August 2014. Grade 12.
- 6) Stud. med. student: Characterization of the interaction between M-Ficolin and the fungal polysaccharides beta-1,3-glucan and chitin. August 2014. Grade 12.

Bachelor and ITEK students

- 1) Stud. scient. student. Expression and characterisation of FIBCD1 cytoplasmic tail mutants. August 2007. Grade 10.
- 2) Stud. scient. student. Site directed mutagenesis of the potential MFAP4 S1 binding site. ITEK Grade 10. August 2007.
- 3) Stud. scient. student. Identification of the integrin binding partner of microfibril-associated protein 4 (MFAP4) June 2010. Grade 12.
- 4) Stud. scient. student. The involment of alphavbeta3 integrin in MFAP4 induced activation of FAK signalling, PI3K/Akt and ERK-2 pathways in smooth muscle cells. April 2012. Grade 12.

Teaching philosophy

During my years of teaching and daily supervisor for a number of students I have learned that multiple factors are important for a high quality of teaching. Some of these, which I try to follow, are:

- Instill enthusiasm and excitement in the students regarding the subject of matter.

- Create a positive environment in which the student feel comfortable asking any question
- Focus on the relevancy regarding the subject of matter.
- Students are not alike, what seems clear-cut for one, may be difficult for others.
- Be thorough, but help students draw their own conclusions.
- Involve the students regarding the overall goal of their studies.