

## FORMEL PÆDAGOGISK UDDANNELSE

Ingen formel pædagogisk uddannelse.

## UDDANNELSESDADMINISTRATIVE 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.