

Formal pedagogical education

Education:

2018 – 2019: University Pedagogy

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

Educational administrative tasks

Chair of the Health Science Education Committee (SUUF)

Vice Chair, Pharmacy program

Course leader for "Drug development and regulatory pharmacy"

Course leader for KFTA

Experience with teaching, supervision, and exams

Lectures and class exercises for e.g. pharmacy, medical, and biomedical students in the following subjects:

- Cell signaling
- Pharmacology of antidiabetic drugs, antiepileptic drugs, hormonal contraceptives, and drugs for the urinary tract
- Clinical study design
- Pharmacogenetics
- Personal medicine
- Prescription drugs
- Pharmacokinetics
- Pharmacodynamics

I have supervised 30+ BSc, MSc, or MD theses. I am the main supervisor of 5 PhD students and co-supervisor of 2 PhD students and mentor for an international postdoc.

Methods, materials, and tools

Lectures, flipped classroom, class exercises, face-to-face teaching, e-learning, PollEverywhere, and supervision.

Generally, I follow University of Southern Denmark's principles of active learning.

During class exercises, I implement flipped classroom methods as I believe that learning by doing is the best way for students to learn. During 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, feedup, and feedforward. I have supervised students both in Denmark and abroad, and I am continuously trying to optimise my supervision to best fit the individual. Some students thrive with freedom, while others benefit from more close 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 students to ask questions. I strongly believe that this is important for their learning and understanding.

Educational development and university pedagogical (follow-up) research, including pedagogical awards

Textbook: Praktisk farmakologi (2nd edition).