

## **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).