

Formal educational training. I have completed the SDU Lecturer Training Programme (2016) and the following courses: Engage your students with discussion forums, blog and wikis (½ ECTS); Helping students understand assessment – using rubrics, peer review and exemplars (1 ECTS); and Students' academic writing (½ ECTS).

Administrative tasks relating to education. I had the administrative responsibility in relation to the master courses: "Muscle physiology in exercise, health and a historical perspective" (2016 - 2020) and "Exercise physiology and energy metabolism" (2021-), and in relation to the bachelor course "FF4 From nerves to muscle function" (2017 - 2022). I'm the coordinator of the specialization in Training Physiology - Health and Performance at the Master's programme in Sports Sciences and Health (2021-). I have participated in the administration (2017) and been the course leader (2018, 2020, 2022) for the PhD course "SUND summer school". I have participated in the administration of the PhD course "Muscle metabolism and E-C coupling" (2018, 2021). I have been a member of the council for medical and natural science in Education Program in Sport Sciences (2008-2011) and a member of the PhD committee, The PhD Programme at the Faculty of Health Sciences, University of Southern Denmark (2010).

Experience concerning study programs, supervision and examinations. I have given many lectures (>300) and group sessions (>400) within the field of muscle physiology and metabolism at the study programs of Sports Science and Medicine, respectively, at the University of Southern Denmark. I have been the examiner or censor at many oral (>500) and written (>900) exams. I have been the supervisor for >20 master projects and >30 bachelor projects. I have given >20 lectures at different PhD courses within muscle physiology. I'm currently the main supervisor of one PhD student, have completed the supervision of one PhD student, and been a member of the assessment committee of two PhD theses. I have been the referee of two PhD dissertations.

Methods, materials and tools. I use power point for presentation of slides during lectures. To improve the learning outcome of selected scientific questions I use the concept of flipped class room, where the students have seen a video podcast before they come to the lecture. I sometimes use an internet-based quiz-format as 'shakespeak' or 'kahoot' as a break half way through the lecture. The purpose of this is to identify gaps in the students' knowledge and to provide diversity with teaching.

I think the use of peer-feedback is an effective tool to motivate and practice writing. At the master level, I often use case-based learning, where the students discuss a scientific problem based on selected original research articles. This learning tool improves the student's analytical skills and competences in argumentation.

To enhance transparency of my expectations for a bachelor or master project, I use Rubrics and exemplars. This allows me to be very clear on all the criteria for the different grades.

Educational development and applied research in university teaching, including educational awards. I have contributed to the development of the master course "Muscle physiology in exercise, health and a historical perspective". I have participated in the development of the revised bachelor education in Sports Science, University of Southern Denmark (2016-17) and the revised master's programme in Sports Sciences and Health, University of Southern Denmark (2020-21).