

Formal pedagogical education

University Pedagogy at the University of Southern Denmark in 2017.

Educational administrative tasks (at the University of Southern Denmark)

- Responsible for the transition of teaching activities during the covid-19 pandemic at the Faculty of Health (2020)
- Head of Study at the Pharmacy education (since 2019; Vice-Head of Study 2016 – 2019)
- Course lead for “Evidence-based medicine and biostatistics”, a Master’s course for pharmacy students (since 2016)
- Teaching various courses at the PhD School at the Faculty of Health (since 2016)
- Assessor on national and international PhD theses

Experience with teaching, supervision, and exams

I am involved in numerous recurring course activities held by the International Society for Pharmacoepidemiology and the Danish Society for Pharmacoepidemiology, as well as the specialist medical education in clinical pharmacology.

In addition, I have been responsible for a recurring course in pharmaceutical medication review in nursing homes, which was offered by the University of Southern Denmark and Pharmakon (2012 – 2018).

I have been a supervisor for 100+ students at the Pharmacy education during their Bachelor’s or Master’s thesis projects (Faculty of Health and Faculty of Science). I have also supervised bachelor and undergraduate students in the medical study programme. I have been (or am currently) a supervisor for 23 PhD-students, eight of which as the main supervisor (four completed and four ongoing).

Methods, materials, and tools

As a teacher, I have three main principles that I strive towards. First, I aim to excite the students. One of my key strengths as a teacher is my passion for both the science/topic that I teach and for teaching in general. This passion is best used to engage the students and to create an atmosphere of having entered into a space, where it is ok to be enthusiastic and ‘nerdy’ and care about the material that you are taught. Second, I aim to make my students understand that they themselves are responsible for their education. While this might seem trivial, many students consider it to be the responsibility of me and the other faculty to plan their education for them. This attitude from the students can, and often will, lead to considerable frustration among lecturers. However, I have opted for having it as a key point throughout my teaching, to highlight when, how, and why they need to obtain the skills needed to obtain further knowledge on their own, and why this is essential in order to ensure a successful career. Lastly, I strive to deliver a professional and attractive ‘product’ as a teacher. I try to follow the principle that the product that I offer the students should be a product they would be satisfied with, had they themselves paid to attend the class.

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

In order to strengthen the students' learning, I continuously work to develop and adapt my teaching, for instance by incorporating teaching evaluations into my teaching practice.