

**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 course: "Muscle physiology in exercise, health and a historical perspective" (2016 - 2020) and in relation to the bachelor course "FF4 From nerves to muscle function" (2017 - 2019). I have participated in the administration (2017) and been the course leader (2018) for the PhD course "SUND summer school". I have participated in the administration of the PhD course "Muscle metabolism and E-C coupling" (2018). 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 (>200) and group sessions (>400) within the field of muscle physiology and metabolism at the study programs of Sports Science and Medicine at the University of Southern Denmark. I have been the examiner or censor at many oral (>400) and written (>800) exams. I have been the supervisor for 13 master projects and 20 bachelor projects. I have given >10 lectures at different PhD courses within muscle physiology. I'm currently the main supervisor of one PhD student and I have been a member of the assessment committee of two PhD theses.

**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).