

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

1. Teaching experience

September 2012 – present: Professor (MSO), Department of Learning and Philosophy, Aalborg University, DK.

Teaching contribution to following courses:

- Formal Logic (BA level) Designed and taught the whole course
- Ethics and Political Philosophy (BA level)
- Philosophy of Science (BA level)
- History of Philosophy (BA and MA level)
- Philosophy of language (MA level)
- International political philosophy (MA level: department of political science)
- Bachelor project (BA level)
- Supervisor on a number of Master theses
- PhD supervisor for Rasmus Uhrenfeldt (September 2017 to August 2020)
- Supervisor for Post Doc Jens Damgaard Thaysen (February 2017 to January 2020)
- Organizer of, and teacher at, a three-day summer course in formal logic at Aalborg University, August 2017

August 2004 – January 2007: Fixed term lecturer, Department of Philosophy and Religious Studies, Louisiana State University, Baton Rouge, USA.

Courses taught:

- PHIL 1000 Introduction to Philosophy
- PHIL 2010 Introduction to Symbolic Logic
- PHIL 2020 Introduction to Ethics

2003-2004: Tutor, Department of Philosophy, University of St. Andrews, UK.

Courses taught:

- 1st year Introduction to Formal Logic
- Reason and Argument (informal logic)

1998-2000: Fixed term lecturer, Department of Philosophy, University of Aarhus, DK.

Courses taught:

- 2nd year: Moral and Political Philosophy
 - 3rd year: Introduction to Metaethics
- History of Moral Philosophy
Advanced Topics in Contemporary Metaethics

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

I am currently the director of two research projects devoted to normative questions about voting in democratic elections. The first project is funded under Aalborg University's Talent Management Programme and has been awarded 2.7 million DKK in funding (410000 USD). The second project is funded by The Independent Research Fund Denmark and has been awarded 4.96 million DKK in funding (752000 USD).

I am also the director of the Centre for Philosophy and Public Policy (C3P). <https://www.c3p.learning.aau.dk/>

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

The Adjunkt pædagogikum course (2014) 10 ECTS
Supervisors: Michael Poulsen and Tatiana Chemi.

I have completed the course "Introduction to Teaching" designed for PhD students during my doctoral studies at University of St. Andrews 2000 to 2005.

Since 2017, I twice a year get feedback on my teaching from a colleague at my department (Kristian Høyer Toft)

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

My paper "A Reform Proposal in Need of Reform" (Public Health Ethics (2010) (3): 167-77) was assigned reading for the course "Law and the Global Health Crisis" at Harvard Law School at Harvard University, Spring 2015. Reading list for the course can be found here: http://cyber.law.harvard.edu/people/tfisher/Global_Health.htm . The course description is here: <http://hls.harvard.edu/academics/curriculum/catalog/index.html?o=68785>

My paper "Having fun with the periodic table: a counterexample to Rea's definition of pornography", (Philosophia - Philosophical Quarterly of Israel, Vol. 36, Number 2, pp. 233-236) was assigned reading for the course "Introduction to Ethics: Love and Sex", Fall 2015 at Baylor University. The course description is here: <http://lindsayrettler.weebly.com/phil-1308-love-and-sex-fall-2015-baylor.html>

My paper "A critique of an argument against patent rights for essential medicines", (Ethics & Global Politics, Vol. 7, No. 3, 2014, p. 119-136) was assigned reading for the course "Globale Probleme in der Politischen Theorie", Spring 2015 at Hamburg University. The course description is here: <https://felixgerlsbeck.files.wordpress.com/2014/02/globale-problemein-der-politischen-theorie-wise-14-15.pdf>

I have co-authored a research article with my previous MA student Henrik Lydholm. Sønderholm, Jørn and Henrik Lydholm. "Is Globalization Good for the Poor? A Reply to Pogge". Global Society. 2016, 30(4). 531-539. Available: 10.1080/13600826.2016.1202213

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

In August 2017, I organised and taught a three-day summer course on formal logic. The students attending the course had a varied academic background in many different study programs at Aalborg University.

In 2016 and 2017, I have had very good experiences with using Skype as an academic tool. I have conducted a job interview for a position as post-doc and done a master's thesis examination on this electronic platform. Both experiences were positive, and I hope to use Skype even more in my future academic work.

April. 2019: I am currently engaged in the following PhD supervision activities:
PhD Supervisor for Rasmus Uhrenfeldt (1/9 2017-31/8 2020) - Title: The Open Vote
PhD Supervisor for Jakob Thrane Mainz (1/9 2018-31/8 2021) - Title: The Ethics of Big Data
(Secondary) PhD Supervisor for William Sjøsted (1/9 2018-31/8 2021) - Title: The Borders of Democracy.

April 2019: I am currently co-organising a phd course on political philosophy with Simon Laumann Jørgensen from the Aalborg University Political Science Department. The course is scheduled to take place in August, 2019.

6. Teaching awards you may have received or been nominated for.

Type your answer here...

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

I have always strived to deliver quality teaching, and I continue to find it enriching and stimulating to convey philosophical ideas to students and to interact with them in the classroom. Teaching is a process that goes two ways: from teacher to students and from students to teacher. On many occasions, I have learned important philosophical points from questions/comments made by students, and it is my hope that at least some students have learned important philosophical points from my teaching. At Louisiana State University, I often taught students whose major area of study was not in philosophy but in engineering or in natural science. Many of these students often asked interesting and good questions that I had not thought of before, and I often thought that their contribution to the philosophy class was valuable and productive. One practical outcome of this experience with non-philosophy majors is that I make a deliberate effort, when I plan and prepare for classes, to make ample time at the end of class for student questions and comments. As a teacher, it is important to be well-prepared, professional, flexible and kind, but I have also learned from experience that students appreciate teaching that is rigorous and demanding. Students come to the classroom to learn something and because they want to be challenged intellectually. In my teaching, I try hard not to forget this. One of the future challenges for me is to keep improving my capacity to develop and teach courses at the post-graduate level. I enjoy teaching logic classes, and one thing that I would like to be better at is to be able to make use of some of those many excellent software programs that either enable student learning in formal logic or constitute an effective and professional tool for the grading of student assignments (e.g. 'The Logic Machine' (<http://logic.tamu.edu/>) and 'The Grade Grinder' which is an internet-

based grading service supporting the "Language, Proof and Logic" textbook written by Dave Barker-Plummer, Jon Barwise and John Etchemendy (<http://ggweb.stanford.edu/lpl/>)).

In the fall of 2013, I designed and taught an introduction course in formal logic at Aalborg University. It was a great experience, and one of the things that worked best in the whole course was a weekly voluntary seminar where students could come and ask questions about some of the material that had been covered in class. In both written and oral evaluations, students were very happy about this type of student-teacher meeting. I also enjoyed the extra time, and less formal setting, to talk about topics that were of special interest to students.

At Aalborg University, I have gained experience with the Problem Based Learning (PBL) model. I have supervised groups of various sizes on a variety of topics, and this type of teaching is something I really enjoy. Students can quite often learn from each other, and if there is a good chemistry between the students in a group, and if the students are motivated to learn, group work is often an excellent way of achieving the learning objectives of the study program that the students are enrolled in. As a supervisor, I see my role as someone who can offer advice on the general trajectory of the project/report, offer suggestions about relevant literature and give, sometimes detailed, comments on written drafts of the final report. As a supervisor, it is, however, also important to grant members of the group a high degree of autonomy. It is their project, and they need to get acquainted with all the aspects (joys as well as frustrations) of academic research work.

I am also familiar with other methods of/models for teaching (besides the PBL model). At University of St. Andrews, I was a tutor for small groups of students, and I enjoyed this type of setting for learning because it enabled student participation and extensive dialogue. This type of teaching often brings out the best in students, and some students can really flourish when they are given the opportunity, in a small, intimate setting, to formulate and express their own thoughts and ideas. At University of Aarhus and Louisiana State University, much of my teaching was in the form of lectures with a relatively big student audience. This method of teaching has the advantage of reaching a relatively large number of students, but it does not encourage the same level of student participation as small group tutoring or post-graduate seminars.

At Aalborg University, I have supervised one student's MA thesis. I worked closely with the student to narrow down the research topic and find relevant literature. I met with the student frequently throughout the whole process, (roughly ten times) and gave detailed comments on a number of preliminary drafts. This supervising experience was professionally very rewarding for me. I learned a number of things relevant for my own teaching and research. In the final examination, the student received the top grade (12), and the external examiner Morten Ebbe Juul Nielsen from Copenhagen University was very happy with the overall performance of the student. In the future, I would welcome the opportunity to i) supervise more students working on their MA thesis and ii) supervise students at the doctoral level. This kind of post-graduate supervising activity is one of the real joys of being an academic.

I have experience with various types of student examination. At University of Aarhus, I was internal and external examiner at a number of under-graduate and post-graduate exams. At University of St. Andrews and Louisiana State University, I graded and provide oral feedback on both term papers and final exam essays at the BA level. There is no doubt in my mind that the best method of examination in philosophy consists of the student writing an essay and then defending/discussing that essay at an exam with two examiners. This gives the student the opportunity to show that she has a good grasp of the issues, that she can write well and that she can think beyond her paper and develop new ideas/thoughts and respond to criticism in a conversation with examiners. The obvious drawback of this method of examination is its costliness both in terms of money and time.

I have received much feedback on my teaching both at Aalborg University, University of Aarhus, University of St. Andrews and Louisiana State University. I have learned a lot from this feedback, and it is very difficult to improve as a teacher without input from the students who attend one's lectures (some of this feedback is included in section three of this teaching portfolio).

In addition to the training I have received as part of the Aalborg University course 'University pedagogy for Assistant Professors', I have completed a brief pedagogical training course at University of St. Andrews. Pedagogical training is something that I would like to receive more of in the future. Teaching is a process that it is always possible to become better at, and I would like to contribute to the goal of quality teaching by sharing my previous teaching experiences with young post-graduate students who are about to start teaching for the first time as tutors. Such a mentor relationship can be very fruitful. I have certainly learned a lot from some of my own teachers at both my BA and post-graduate program. I would also very much like to participate in the development of new areas of studies. I am especially interested in developing a cross-disciplinary course on issues in development policy and global poverty. There are many normative issues in this area, and quite often they can best be expressed and formulated when one has a solid grasp of some of the underlying empirical issues. I have learned this from my time at the World Bank, and I think that it would be extremely useful for students in ethics, political philosophy and development studies to participate in a course in which both normative and empirical issues in development policy and global poverty are discussed.

I have published a review article in *Philosophy Compass* on ethical issues surrounding intellectual property rights (Volume 5, Issue 12, December 2010). Articles in this journal are aimed at the advanced under-graduate level, and they serve the purpose of being a general introduction to a specific area and a survey of the most recent, important literature in that area. The articles in the journal are therefore ideal for teaching purposes.

Since 2010 I have been deemed qualified, in three separate, official evaluation reports, for a position as associate professor at three separate Danish Universities (University of Southern Denmark, Copenhagen Business School and Aalborg University). One of these evaluation reports is included in section three of this teaching portfolio.

In the spring of 2017, I teamed up with my colleague to Kristian Høyer Toft in an attempt to further improve the effectiveness of our teaching. Twice a year, I sit in on one of Kristian's lectures, and I offer feedback on his teaching (and vice versa). After each session, we have a dialogue about what went well in the classroom and what could be improved. We have a special emphasis on trying to conduct our teaching in alignment with the Problem Based Learning (PBL) model for teaching implemented across all departments at Aalborg University. One lesson that has emerged from my cooperation with Kristian is that the teaching of philosophical topics quite often works very well when more theoretical points are

illustrated by practical, real-world examples

8. Any other information or comments.

April, 2019: I am interested in supervising new PhD projects within my area of expertise. I therefore welcome enquiries from prospective students about the prospects of having me as a supervisor and doing doctoral work at AAU.