Pedagogical Philosophy

Learning at university level has different elements which all need to be satisfied in order to reach a good learning outcome. Learning happens when both the teacher and the student take learning seriously. For me, five elements are decisive for good learning.

1) COMPREHENSION

The students need to gather knowledge in the different areas of a given course. However, knowledge itself is not enough. I believe it is important for students to understand the larger context. Sporadic knowledge does not benefit the student when he or she faces a new problem or a new challenge. The students need to have the knowledge necessary in order to view a given problem in the right context. In other words, comprehension is needed.

2) COMPETENCES

In order to be able to view something in the appropriate context, students need to develop competences. The students shall develop academic competences in their studies; however, the competences must also be useful in their later work life. I believe it is important for students to learn to work independently. It is only through ratiocination and one's own work effort that one can develop competences. The teacher shall encourage and challenge the students to work and think independently. This can happen through different means both within and outside the class room.

3) THE STUDENTS' RESPONSIBILITY

Even though the overall responsibility with a course lies with the teacher, the students also bear a responsibility. The teacher shall choose an appropriate method of instruction depending on the advancement of students in their studies and the size of the group. At the same time, it is the students' responsibility to make us of the teacher's offers. The students must take their studies seriously in order for fruitful learning to be possible. This applies both to the time in the classroom and to an even higher degree to the time between classes.

4) TAKE THE STUDENTS SERIOUSLY

The teacher shall take his or her teaching seriously. The teacher bears a large responsibility in educating the future work force. The students must be taken seriously. They are young adults with views and opinions, and these must be heard.

5) LEARNING IS ONLY SUCCESSFUL IF ALL PARTIES ARE SATISFIED

A course has many objectives. There needs to be a balance between the teacher's and the students' expectations and efforts. At the same time, there needs to be a balance between the university and the potential employers of the students. These balances do not guarantee good learning, but they are important aspects of a good study which must be evaluated both on internal and external factors.

The basic idea is that students are educated to think and work independently at a highly level in order to be prepared for their work life after their studies. My field of international law and human rights invites to discussions. Right and wrong answers are the exceptions, not the rule. My objective is therefore to show the students different approaches but let it be up to the students to develop their own opinions. As a teacher I see it as my task to disentangle the often complex questions we are facing. Here, it is important to be aware of the students' level. They need to be picked up where they are.

The area of international law is only a niche in the studies of law. However, it invites discussion of current events and contemporary challenges of world order in the relevant context in the classroom. International law can thus contribute to the students' general understanding of the world around them.

Teaching Experience

I have taught and still teach in a variety of settings. I teach both in Danish and in English. I teach undergraduate students and graduate students. I have taught large groups of students and I am now teaching smaller groups. I teach both obligatory and elective courses. I teach students enrolled in full-times studies and part-time studies.

In all classes, so-called spot-on questions are included. They offer students the possibility to process the just received information and apply it to a given situation or problem. The below mentioned discussions in class go beyond these short spot-on question. They invite for deeper reflection and require substantial independent thinking. Typically, discussions in class are broad and invite students to develop their own line of thought and raise questions of their own.

International Human Rights (2011-2016)

Graduate Law Studies, elective, approximately fifteen to twenty students
Teaching of the whole course
Activities: case teaching, group work, student presentations, working papers
Examination form: oral exam based on a synopsis

Moot Court (since 2011)

Undergraduate and Graduate Law Studies, elective, four students per team
Coach for the team participating in the Telders International Law Moot Court Competition in the Hague
Coach for the team participating in the University of Leiden's Children's Rights Moot Court 2014
Activities: group work, group discussions and individual coaching in regards to the written memorials and the participation on the oral pleadings, travel to The Hague including coaching
Examination form: oral exam

Contemporary Developments in and Challenges of International Law (Aktuelle Udviklinger og Udfordringer i Folkeretten) (since 2015)

Undergraduate Law Studies, elective, ten to fifteen students
Teaching of a module (so far self-determination, Donald Trump and international law)
Activities: non-compulsory student presentations, group work, working papers
Examination form: oral exam based on a written portfolio, oral exam based on previously published topics

European Human Rights (since 2011)

Undergraduate Law Studies, elective, approximately fifteen students
Teaching of the whole course, since 15 1/3 of the course
Activities: group work, discussions in class, working papers, non-compulsory synopsis
Examination form: take home exam

European Human Rights, Saturday Class (since 2015)

Part time Undergraduate Law Studies, elective, approximately fifteen students
Teaching of 2/3 of the course
Activities: blended learning approach incl. podcasts, e-tests on Blackboard, discussions in class, working papers, non-compulsory synopsis
Examination form: take home exam
I cooperate closely with the course coordinator in the regular class. We cooperate on the design of the courses, the content and the exams.

EU Law (EU Ret) (2011, 2012)

Part-time Undergraduate Law Studies, obligatory, approximately twenty students
Teaching in the history and the institutions of the European Union
Activities: working papers, discussions in class
Examination form: written exam

Introduction to International Law (Folkeret) (2011-2014)

Undergraduate Law Studies, obligatory, approximately 120 students
Part-time Law Studies, obligatory, approximately twenty-five students

Teaching of the whole course
Activities: working papers
Examination form: oral exam
Examination only (no teaching): since 2015

International Prosecution of War Crimes (2012)

Graduate Master in International Security and Law, elective, approximately twenty students
Teaching of the introduction to the course and issues relating to immunity and jurisdiction
Activities: student papers, student presentations, student choice of wiki/blog/discussion forum on blackboard
Examination form: oral exam

International Politics (2011)

Undergraduate European Studies, obligatory, approximately twenty students
Teaching of the whole course
Activities: working papers, group work, student presentations, discussions in class
Examination form: take home exam

Legal Aspects of the EU's External Activities (2009)

Undergraduate European Studies, elective, eight students
Teaching of the whole course
Activities: group work, discussions in class
Examination form: take home exam

Course Coordination

I am or was course coordinator in the following courses:

•International Human Rights (since 2011)

•Contemporary Developments in and Challenges of International Law (2015-2016)

•European Human Rights (2011-16)

•European Human Rights - part-time studies (since 2016)

•International Prosecution of War Crimes (2012)

•International Politics (2011)

•Legal Aspects of the EU's External Activities (2009)

Pedagogical Education

SDU's Lecturer Training Programme 2012

My teaching was supervised by the external supervisor Hanne-Grete Lund and the internal supervisor Lone Hansen. My personal pedagogical development project was about integrating e-learning activities into the learning process of students. In the class International Prosecution of War Crimes, students had to contribute to issues covered in class on blackboard. This could take the form of wikis, blogs or entries in a discussion forum.

Other courses in recent years:
- designing and updating course descriptions
- gender aware teaching
- oral examination
- academic writing skills of students

- how to conceptualize a blended learning course

Language Certification

In 2015, the University of Southern Denmark introduced the certification programme "Teaching in English at SDU"; a programme for teachers who teach in English but who are not native English speakers. The programme uses the Common European Framework of Reference whose second highest level of C1 is the passing grade for the SDU-programme. I was assessed in March 2015 and received the diploma with the highest grade of the scale, a C2.

Supervision (based on topics)

BSc. in Law and BSc. in Business Administration and Law

•Assisted suicide

•Questions of immunity in international law

•The right to self-determination

•Minority protection

•Human rights and international humanitarian law

LL.M. in Law

•Human rights on the high seas

•The right to self-determination

•Children's rights

MSc. in International Security and Law

•The right to self-determination

•Torture

•The Potential of Citizenship Education in Kosovo

•Sex Worker Rights are Human Rights

•Refugees

MSc. in Economics and Business Administration

•Economic Aspects and Human Rights Challenges in the Process of Prison Privatization