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Teaching and supervision

Bachelor projects (BA. jur.)

Aleksandra Tolea & Bassah Khalaf
01/02/2015 → ...

Global Entrepreneurship

& Aleksandra Tolea
01/02/2021 → ...

International private law and international trade law

Kristina Maria Sig
01/09/2013 → 30/06/2018

International Private Law and International Trade Law

Aleksandra Tolea
01/09/2020 → ...

International Private Law and International Trade Law (deltid)

Aleksandra Tolea
03/09/2018 → 29/01/2020

International Private Law and International Trade Law (HA. jur.)

Aleksandra Tolea
05/02/2018 → 31/05/2018

International Trade Law Disputes

Aleksandra Tolea
01/09/2014 → ...

Masters Thesis

Aleksandra Tolea & Ole Hammerslev
01/03/2020 → ...

Ret II

Aleksandra Tolea
01/02/2021 → ...

SDU Talent Development Programme - Willem C. Vis International Commercial Arbitration Moot

Aleksandra Tolea & Kristina Maria Siig

15/08/2019 → ...

Pedagogical Competence

I understand the importance of delivering high-quality teaching and, therefore, I have been undertaking activities aimed at improving the quality of my own teaching. In particular, I have completed the following courses:

- Oral Presentations in English;
- Collaborative learning: developing and integrating it into your face-to-face and online courses;
- Interactive lecturing.

Besides the abovementioned, I am almost done with the LTP development programme (finishing in the summer 2021). My development project within the LTP development programme is called 'The Critical Response Process (a method of giving useful feedback)'. The Critical Response Process is a method of giving constructive feedback to the creators of creative content which promotes their development and gives tools of straightening their ability of solving the problems inherent in a creative endeavor.

Respective formalized feedback giving process allows to achieve three goals: firstly, it creates safe space for the creators to question their work (because this is the whole purpose of the process), secondly, it teaches the creators to analyze and critically question their own work ; thirdly it prepares the creators for receiving the feedback and therefore makes it more absorbable.

It can be summed-up by the following motto: good questions are better than easy answers. It is my belief that converting feedback-giving from ready-to-apply formulas into questions helps the creators of work to absorb the feedback better. This method was employed as a part of my work as a coach for the student talent programme at the Law Institute.

Teaching Philosophy

When developing the contents of my lectures, I am focusing on the following crucial points:

- 1.Striving to deliver deep understanding;
- 2.Research-based teaching;
- 3.Topic prioritization;
- 4.Adopting listener's perspective.

In the following paragraphs, I would like to elaborate on the abovementioned principles and give examples on how they are incorporated into the syllabus of the courses I am teaching.

- 1.Deep understanding

It is well known that there can be different levels of understanding. In my teaching I am trying to promote deep understanding as opposed to the superficial (surface) understanding. Deep understanding allows students to understand the ratio behind the rules, their interconnection between each other, problematic points in their interpretation/application. The long-term goal behind striving for deep understanding is to give students the necessary tools to independently analyze the rules and apply them to situations outside the ones discussed at the lectures. In this way, deep understanding is best suited to prepare students for the activities they will be expected to undertake in their professional life.

Deep understanding is being created by means of identifying the most essential points within the teaching material and structuring the contents of the lecture around them. The most essential points are those that allow students to connect the dots and get the understanding of the underlying logic behind the rules. The abovementioned focal points can be viewed as milestones on the road to achieving comprehensive understanding of the subject. Identification of the focal points also provides me with the opportunity to keep students engaged in the learning process. "

In my view, the best way to achieve deep understanding is through practice. Therefore, I am focusing on converting the theoretical problems of the subjects I am teaching into practical assignment. This is done through all of my courses. The practical assignments vary in complexity from simple Poll Everywhere assignments to comprehensive analysis of case law and group work where students have to be able to do independent legal research, apply legal methodology and think creatively to come up with a solution for a complex legal problem.

- 2.Research – based teaching

In the International Private Law and International Trade Law course (BA. level), the structure of the course can be described as a mix of lectures and exercises. During the lectures I am presenting current research and engage students in discussions about problematic topics. F.ex, when there is more than one opinion about certain issue in the academic literature and/or case law. In the exercises, I am presenting students with cases which they have to analyze and find answers to the questions that I pose.

Within the framework of this course, I want my students to understand the methodological basis of my subject and how it can be applied in practice. I want them to be able to identify the questions we are talking about in the class in the real-life situations (e.g. in the case law). I want them to be able to get engaged in discussions and have their own opinion about certain topics based on the theoretical framework that they have learned in the class.

Within the International Trade Law Disputes course (masters level) besides the activities described above, the students

also have to solve a fictional case. The students are presented with the task and are divided into groups in the beginning of the course. They have to work on the case individually throughout the semester with some check-in with the teacher where they have an opportunity to discuss problematic issues and get some advice. The job of the students is to defend a position of their 'client'. In this set-up they have to act to a large extent independently and be able to do the research, chose the strategy that suits their 'client' best and apply legal method. Their job is not only to structure their arguments correctly from the method perspective, but to also be convincing in their argumentation.

Besides the abovementioned courses, I am also engaged as a coach for the Talent Programme and the Law Institute. As a coach for the Willem C. Vis International Commercial Arbitration Moot, I am working closely with the students to help them develop their legal and advocacy skills. The Willem C. Vis International Commercial Arbitration Moot is a competition for law students to foster the study and practice of international commercial sales law and arbitration. The students have to master their written argumentation skills by advocating a position of a fictional client. Later on, the students have to argue the same position in oral pleadings. The students learn to make independent legal research, think outside the box and be creative in finding the right arguments for the position of their 'client'.

Within the framework of my masters course and the talent programme, the students have to be able to independently analyze legal problems and apply the knowledge, skills and competences that they have acquired. Students learn the methods and processes of the legal profession. After the course, they have to be able to apply their knowledge to the real world situations. The students have to know and understand the method, the types of argumentation techniques and how to search for the relevant sources. Having these skills and competences, they will be able to approach the new types of problems they will be faced with in the real life.

3. Prioritization

In the planning of my courses, I am always considering which topics shall be prioritized over others. I would like to hereby provide the list of principles that I am using when choosing which topics shall be prioritized in my lectures:

- Topics/points that represent the core of the subject in question, e.g. for the sales law it is the rules of interpretation, contract formation, rights and obligations, remedies.
- Rules that most often cause legal disputes (e.g. interpretation of obligations of seller/buyer; scope of arbitration agreement; liability of the carrier, etc.)
- Rules that cause debates in doctrine and practice;
- Points that add an important hatch to the overall understanding of certain topics.

4. Listeners perspective

When structuring my lectures, I am trying to adopt the listeners perspective, i.e. to put myself in the shoes of my students. Taking the listeners perspective starts with very simple things, such as anticipating what are students' expectations at a certain point in the course. For example, at the first lecture students normally expect to hear about structure, goals of the course, requirements, form of examination, strategies for achieving goods results, etc. I also consider it important to start my every lecture with an overview of the lecture's agenda and to finish every topic with a short sum-up. I always emphasize the important points in my lecture and revise complicated topics when I consider that there is a need for it.

Adopting the listener's perspective requires to analyze the content of the lecture taking into consideration the personal and professional background of students (i.e. are they law, BA, MA, jur. or part-time, students, which year of studies are they in, what relevant knowledge from other subjects do they have, etc.).

To make one's material comprehensive also requires taking into consideration cognitive process patterns and their effect on perception. The natural logic of the subject (faglogik) is often not promoting understanding, as it does not take into consideration cognitive processes. The natural logic of the subject can then be replaced by the perception-logic, i.e. the kind of structuring logic that takes into consideration how the information can be most efficiently absorbed by the listener. This may require to move certain elements of the course content and combine them in a way that is not traditional but nevertheless provides students with a better opportunity to understand the interconnection between certain elements and therefore promote better understanding. I consider that there is still a lot that needs to be done in order to adjust my courses to listener's perspective. Among the things that have been done already, I can mention the following:

1) Incorporating the topic of passing or risk together with the obligations of the seller concerning delivery.

The passing of risk rules are to a large extent interconnected with sellers obligations regarding the time and place of delivery. Therefore, the provisions of the CISG governing the risk passing rules and obligations regarding delivery operate with the same notions and have mutual interdependency. Therefore, integration of the two topics promotes a better understanding of both.

2) Incorporating the letter of credit discussion under the topic of obligations of the buyer.

L/C is an arrangement independent of the sales contract. However, the duty to pay and make all the necessary arrangements to effectuate the payment falls on the buyer. That is why it is logical to discuss L/C in the context of obligations of the buyer.

Syllabus development /Pedagogical Skills Acquisition Plan

I consider that there is still a lot of place for development and improvement for the courses that I am currently teaching. My plan for the future is to align the content of the courses to a larger extent with the Institute's strategic guidelines. In particular, there is a need to introduce more elements of blended learning into the structure of the courses. This especially concerns IPL&ITL course. There are introduced some interactive elements into the course, such as quizzes, videos, assignments, open dialog with the students and tutorials. However, there is a need to introduce even more interactive elements, such as group work and more case analysis in the class. Introducing these elements is my future plan for the development of the courses. Another issue that was identified in the course of teaching IPL&ITL is the fact that students have very little understanding of the principles of functioning of conflict of law rules and the problems that are connected with the choice of law when it concerns international trade. This lack of understanding is an impediment in

understanding the functionality behind some of the very basic CISG provisions and provisions of the Maritime Code. This raises a more fundamental question of whether, perhaps, the course shall be extended in terms of hours and a private international law module shall be added to it, or whether it shall be paired with a separate private international law course that would proceed in the same time or earlier, so that the students have the necessary basis on which the knowledge about the functioning of the substantive rules of international trade law can be built.

The structure of the ITLD course, on the other hand, is to a large extent in line with the blended learning principles. The course is based mostly on individual work of the students concerning the analysis of different real-life cases concerning the application of the CISG and as a culmination of the course – an analysis of one of the Vis Moot International Commercial Arbitration competition cases from last years. The development plan for this course is to incorporate also the individual work on cases concerning procedural aspects of arbitration. The other large block of work required for improvement of this course is an update on the syllabus regarding the trade law part of the course. The course is to a large extent a repetition of the syllabus offered on the bachelor level under the IPL&ITL course, therefore a more in-depth material is needed to be offered under the ITLD course. In the view of the limited amount of teaching hours, it is also planned to make a prioritization of certain topics over others.

After the completion of the LTP programme, my next goal is to take a course on supervision of bachelor and masters projects and to take a course on creating engaging presentations in power point.