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1. Summary of relevant teaching experience

I have 20 years of teaching experience since my first courses as a student teaching assistant at AU. Since then I have taught or co-taught more than 70 courses on BA, Master and PhD level, mostly at philosophy, but also at more than 10 other disciplines (see section 3 below for documentation). I have taught classes with between 7-150 students. In philosophy, I primarily teach obligatory courses in ethics, political philosophy and master or 'kandidat' courses with different subjects, often related to my current research. In other fields, my primary teaching experience is in ethics, applied ethics and theory of science, but I have also widespread experience in teaching scientific method. Besides this, I have made numerous 'guest appearances' in courses and have organised and taught minor courses at the Open University and at private organisations. In 2013, I was awarded The Teaching Prize of the Faculty of Humanities at the University of Southern Denmark

I have experience with a diverse range of exams, and since 2011, I have been a member of The Group of External Examiners in Philosophy. I have also experience as both internal and external opponent of PhD thesis in Denmark and internationally. I am the editor on two Danish, research-based anthologies for use in education at university level, entitled *Filosofisk antropologi* (with Esther Oluffa Pedersen) and *Filosofisk etik*. Besides these publications, I have developed various forms of teaching materials such as collections of texts, PowerPoint presentations, podcasts, working questions, exercises, handouts, and Padlets.

2. Reasons for own choices in relation to teaching

I think that the three most important conditions for a successful university course is 1) a proper understanding of the students' qualifications, 2) a proper motivation of the didactical aim of the course, and 3) a clear presentation of the course, its content and the alignment between teaching and exams. These conditions are all crucial for the activity and drive of the students, but the question of how to realise them is a question that must be reconsidered for each new course as their realisation depends on the level of the students, whether the course is mandatory or not, and whether it is central to the education of the students. Furthermore, the realisation of these conditions must be reconsidered continuously during the execution of the course.

To maintain the activity and motivation of students, I begin by explicating both the formal requirements of the course and my expectations to the extent and form of their preparation and ongoing engagement in the course. I also employ various teaching methods such as periods of traditional lecturing, close readings, small exercises, short, shared reflections on specific questions, written reflections (on Padlets, for example), short writing exercises, open questions, case work etc. In addition, I support their preparation for classes by offering study questions, suggestions for focus areas, different ways of reading texts and talking notes etc.

Finally, I find it important to adapt my teaching to the particular group of students. Sometimes, the students have a need for specific guidance and clear framework of the course, in other cases, it is possible to stand back and work as a facilitator of their process of learning. One of the advantages of my broad teaching experience and my experience with educational development is that it has given me the resources and skills to continuously adapt my methods and my role as a teacher to suit the students' needs.

3. Formal training and examples of projects and educational development

2017-18 Project in educational development: VIP mentors for a group of first year BA students

2016-17 Project in educational development: Use of Web 2.0 features in teaching such as Padlets and Clickers

2014-18 Director of The Doctoral Programme in Philosophy, Education and Media, responsible for the education of doctoral students at SDU within these areas and for organizing PhD courses, masterclasses and work-in-progress seminars

2013-15 As a member of the study board at SDU, I contributed to a total revision of the entire Bachelor and Masters programme at Philosophy, SDU

2012-17 Member of the Study Board, Philosophy, SDU

2011-17 Head of the specialization in 'Values, Norms, Welfare' at the Master programme in philosophy, SDU

2011 Project in educational development: Flipped classroom and use of Podcast

2010-18 I have worked in various teaching teams, co-responsible for courses (see below)

2009-10 I developed a course on theory of science and method that was fully integrated in the two-year Master of Rehabilitation.

2007 A full year course in University didactics, Faculty of Humanities, SDU

2007 Co-responsible for developing new description and teaching aims for the courses the Etik, Politisk filosofi og Valgfag at Philosophy, SDU

2002 Course in University didactics, The Doctoral Programme, Arts, AU

1995-1997 As a student, I participated in the development of a new framework for the Bachelor programme at Philosophy, AU