

Teaching CV April 15, 2019

This teaching portfolio has been assembled to comply with a decision by the Board of Directors for University of Southern Denmark (SDU) that all teachers at SDU shall maintain one. It is thus a work-in-progress and will be subject to updates as well as inclusion of additional information. The material included in Section 1 is highly selective. This version is as of April 15, 2019 with a few formatting and typographical corrections made on April 16, 2019.

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Section I. Pedagogical Merits

1) Experience with teaching

I have taught university level philosophy for over forty years with only a few pauses. Here are some of the more recent courses I have taught at the University of Southern Denmark

- Logic/Logik (second semester BA)
- Philosophy of Science and the Humanites/Videnskabsteori, tværvideenskabelighed og formidling (masters-level)
- Informal logic/Argumentationsteori (first semester BA)
- Bachelorprojekt/Bachelor Project
- Practical Philosophy 3: Themes in Ethics, Political Philosophy and Applied Practical Philosophy/Praktisk filosofi 3: Temaer inden for etik og politisk filosofi samt anvendt praktisk Filosofi. Team-taught course in which I teach a section on aesthetics. (third semester BA)
- Lectures within iterations of Philosophy's One Week Project (introduction for first-year students), varying topics
- Academic Method (first semester BA)
- Philosophical Seminar 1 and 2 (Filosofisk seminar 1 og 2): Team-led series of master-level seminars designed to develop insights into the subject matter and requirements for able presentation of philosophical topics chosen by the students themselves (masters-level)
- Theoretical Philosophy 2/Teoretisk Filosofi 2 (second-semester BA)
- Topics in Logic/Udvalgte emner i logikken (upper-level undergraduate/masters-level). Includes modal logic and Gödel's results.
- Philosophy and Film/Filosofi og film

2) Experience with providing supervision

I have acted as both supervisor and assessor (ekstern censor) for BA-, MA-, PhD-theses at a variety of universities in Denmark and Finland, as well as for numerous undergraduate- and graduate-level term papers. More detailed information is available upon request.

3) Experience with teaching and educational development

-appointed as External Examiner by the Danish Ministry of Education in the Joint Censor Corps for Philosophy covering Aalborg U, Aarhus U, Danish School of Education – Aarhus U, U of Copenhagen, SDU and Roskilde U for the period since Apr. 1, 1998 CMG has also held an appointment as External Examiner in the Joint Censor Corps for History of Literature at Aarhus U and Literature at U of Copenhagen Apr. 1, 2002 – March 31, 2006.

-awarded personal grants totaling 49500 DKK in 2007-2008 by the Dept. of Philosophy, Education and the Study of Religions, the University Director and the Committee for E-learning Strategy together with supplementary monies for co-development (with Jesper Pilegaard) of a virtual teaching museum on Berkeley's philosophy in Second Life, an open access online 3D virtual environment.

-awarded a grant - spring 2014 (22500 DKK) - from the strategic development umbrella project known as De studerende i centrum at SDU -
https://www.sdu.dk/da/om_sdu/institutter_centre/c_unipaedagogik/saerlige_projekter/de+studerende+i+centrum - for my project Udvikling af digitaleksamen i Blackboard samt forberedende selvstudieredskaber inden for Blackboard/Development of digital examination together with tools for self-study in Blackboard.

-awarded a grant - 2016-2017 academic year (75000 DKK) – from SDU's Dimensioneringsomstillingspuljen/Reserve Fund for Adjustments due to Dimensioning in order to develop – assisted by student aide Tobias Kjeldsen – a comprehensive and self-grading series of weekly diagnostic tests for the second-semester logic course.

-co-author of Westney, W. et al. 2016: "The Pedagogical Value Of 'Enjoyment' In The Classical Piano Studio", i: MTNA eJournal April 2016, s. 2–21, presented with the award for Article of the Year in 2017.

4) Administrative experience with regard to programs of study

- I initiated the Socrates/Erasmus university teacher exchange with University of Tampere in 2002 and ran it until 2009.
- Coordinator for the SDU PhD course/colloquium arranged by IFPR and PHIS at SDU, March 6, 2008 "Sense Perception, Epistemology and Aesthetics" with colloquium supervisors Katherine Elgin (Harvard) and Theodore Gracyk (Moorhead U)
- Grant holder and coordinator for the NordPlus-funded NNIMIPA: Nordic Network for the Integration of Music Informatics, Performance and Aesthetics 2007-2010 (ca. 225000 DKK in grant monies). For documentation of our coordination meetings in Denmark, Finland and Norway, please see <http://www.nnimipa.org/CM.html>, and for courses held in Denmark, see <http://www.nnimipa.org/MMGandIMIPA.html>
- Co-coordinator (with Herdis Toft for the 2012 PhD course entitled Lydspor-forskning i æstetiske læreprocesser gennem lyd i krop, kultur og kunst/Soundtracks-Research in Aesthetic Learning Processes Utilizing Sound in the Body : <http://www.soundmusicresearch.org/Lydspor.html>
- Faculty advisor for M.U.S.I.C – Music Union for Student/staff Interaction and Creativity – SDU Odense 2014-2016
- Initiator of The Lunchtime Concert Series at SDU: This series is an outreach activity within the performance and research initiative The Aesthetics of Music and Sound www.soundmusicresearch.org, run with the help of ResQ - Teknisk Service, SDU's Service Department. The series began in April 2010; as of April 4, 2019, 67 concerts have been presented within the series at SDU. It is just one of the many activities related to music performance and research involving practicing musicians from Odense, Esbjerg, Aarhus and Copenhagen - as well as from abroad - and researchers and students from SDU, that throughout the years have been under the sponsorship of NTSMB: Netværk for Tværvideenskabelige Studier af Musik og Betydning/Network for Cross-Disciplinary Studies of Music and Meaning www.ntsmb.dk; NNIMIPA: Nordic Network for the Integration of Music Informatics, Performance and Aesthetics www.nnimipa.org; the 2014-2016 SDU-IKV research program The Performances of Everyday Living, and its ongoing background milieu, the performance and research initiative The Aesthetics of Music and Sound in existence since 2006.
- Another activity within The Aesthetics of Music and Sound has been the 2010-2016 Seminar Series Topics in the Aesthetics of Music and Sound, which has brought students and researchers from all over the world in over 100 seminars due to a webinar format: please see <http://www.soundmusicresearch.org/seminarsspring2015.html> for several representative semester programs.
- Coordination of SDU-Philosophy's One Week Project (introduction for first-year students)
oSeptember 1-7, 2016. Tema: Kunst, tænkning og verden/Theme: Art, Thinking and the World
--September 4-8, 2017. Tema: Fake news og alternative facts: Filosofiske perspektiver/Theme: Fake News and Alternative Facts: Philosophical Perspectives
- Coordination of the team-taught third-semester course Practical Philosophy 3, Fall 2018 (and – upcoming – fall 2019)

5) Formal and informal pedagogical education

- Attended course for PhD supervisors, SDU,
--November 10, 2008 and January 27, 2009
- Attended course for PhD supervisors, August 2013
- oI have invested much time and energy throughout the years teaching myself various digital presentation and online techniques for use in and out of the classroom.
- I have otherwise taught the following pedagogy courses:
--GL-E (Gymnasieskolernes Lærerforenings Efteruddannelse/Association of High School Teachers' Training) course "At filosofere med populærkultur/Doing Philosophy with Popular Culture", October 30, 2008, SDU-Odense.
- As part of Adjunkt pædagogiki/Pedagogy Training for Assistant Professors
---Workshop September 9, 2007: Methods for using PowerPoint in Teaching/Muligheder for brug af PowerPoint I Undervisningen
---Course on the Use of PowerPoint March 15, 2007: sponsored by the library at SDU
---Two workshops April 20, 2004: Om brug af PowerPoint I undervisningen/On the Use of PowerPoint in Teaching

Section II: Pedagogical Reflection

-As is mentioned in section 1, I have always striven to be at least near the forefront in the use and development of digital and online methods for lecture presentation as well as those which encourage and support individual independent student learning.

Finding the balance between using digital and non-digital methods in today's teaching environment can be challenging. Occasionally spurts of "no-device" methodology make the rounds, but I don't believe that this is the answer: The ubiquity of cellular devices and the virtually complete digitization of course materials in the Danish university milieu render such approaches as anachronistic at best, and neo-Luddite at worst. Having said that, I understand completely what might drive some instructors to adopting these methods: Perhaps somewhat optimistically, I feel that things may be improving now, but the ten years spanning 2007-2017 were often severely frustrating as far too many students behaved like digital addicts, unable to forego regular fixes of social media and the like to instead be attentive to what was going on in the classroom. How to impart to the students the importance of focused attention and how to help them acquire it – will continue to be an issue for educators, until we have learned how to acculturate to the integration of digital technology in

our lives.

-Another issue that poses often great challenges is that of what I after decades in university education can call nothing other than student unpreparedness for university. Far too many students lack knowledge of what used to be considered cultural and educational commonplaces, and they are further encumbered by lack of fruitful study habits. In order to address these issues as they relate to course in which I teach an aesthetics module – Practical Philosophy 3, a third semester course – together with a gifted digital designer with whom I have previously worked (Jesper Pilegaard, see above for comments on our Second Life project) year last I put together an application for funding last year from SDU's e-learning division. It did not make it through the competitive granting process, but states quite clearly what my concerns are with regard to lack of background knowledge among the students – and it suggest a solution that utilizes the Blackboard facilities which we already use extensively at SDU. For those who read Danish and you would like to see what we suggested, please feel free to have a look pages 1-6 in the application: at the application at http://cynthiamgrund.dk/UP/Grund_Ansoegning_til_Spydspidsprojekt_2018.pdf In the documents concluding Appendiks, only the D-links will be accessible for viewers without internal log-in privileges.)

--On the subject of study habits: It has for some time been apparent to me that many students who sign on for philosophy as their course of study are not prepared for a formal and technically demanding subject such as Logic. As was indicated in Section 1, I was more fortunate in my application for funding for developing self-diagnostic tests to be taken BEFORE attending each logic lecture, so the student can have an idea as to what s/he should be particularly attentive when in a live classroom setting where questions can be asked and explanations given. For those who read Danish and are interested in knowing about this in more detail, please have a look at: Gymnasiepædagogik, nr. 107 2017. Serieredaktør Marianne Abrahamsen. "Quiz-tests I faget logik" af Cynthia M.

Grund: https://static.sdu.dk/Flexpaper/aspnet/Flex_document.aspx?doc=/sitecore/media%20library/Files/epage/IKV/107%20gymnasie%20paedagogikpdf?sc_database=web&doc=/sitecore/media%20library/Files/epage/IKV/107%20gymnasie%20paedagogikpdf?sc_database=web

-A parting shot: I am truly dismayed at the way funding cutbacks for university education during the past five years - and resulting profit concerns - have amputated the possibilities for further study at an advanced level in philosophy. This is not only limiting for the students, but for faculty as well: It cuts off what used to be a rewarding way to both further educate students and to give oneself the opportunity to interact with students on a more advanced level. As profit concerns have come to dominate a dimensioned philosophy milieu that requires unrealistically high numbers of students registered in an upper-level course in order to hold it at all, the variety of philosophy courses offered at upper-level are severely curtailed. Any given teacher has slim chances of being able to get enough students enrolled in a course in order to hold it, so a means of getting enough students into an upper-level philosophy course is to channel in students from other disciplines - but then it can be unduly challenging to teach the course as an upper-level *philosophy* course, since the students from other disciplines lack the prerequisite philosophical background. . . . I am sad to say that I don't believe that is any pedagogical project or "fix" that one can come up with will solve this problem.