

# Teaching Portfolio

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## 1. Introduction

The purpose of this document is to present my philosophy, development and diversification as a teacher in over 3,200 clock hours of teaching and training over the last twenty years.

I will begin this presentation with a short overview of my teaching biography with its various stations and activities (section 2). This is followed by an introduction into my teaching philosophy as it has grown and materialised along with my teaching and training efforts (section 3). I will start this introduction with a brief presentation of my overarching goal, i.e. to facilitate the students' deep learning processes. Following this I will present two major teaching principles through which I have been trying to achieve this goal in the course of my teaching hitherto: first, a holistic teaching principle that provides the students with key dimensions and mappings of theories or empirical areas in order to help them make informed choices; and, second, teaching across disciplines, i.e. in a way that is suitable, accessible and beneficial for students from a diversity of disciplinary backgrounds.

I will then refer to three examples to illustrate my development as a teacher along this goal and the two principles (section 4). These examples include two Master courses and one PhD course that I will present in terms of their backgrounds, challenges, the specific approaches and methods I took to address these challenges, and the outcomes thereof in terms of what the students have been learning in the respective course.

I selected these three courses since, in my view, they best illustrate the development I have taken – from a teacher focused largely on students from one discipline, political science, with early inspirations by his colleagues to take on some holistic elements like overview lectures and negotiation simulations (Master Course on 'The United Nations System' at Tübingen University, 2001 to 2003), to a teacher who has progressively developed holistic formats for entire courses (Master Course on 'Power, Politics and the Environment' at Lund University, 2016 to present) and who has in the last ten years been increasingly engaged in interdisciplinary teaching (Open PhD Course on 'Global Environmental Governance' at Lund University, 2013 to present).

The courses also are good examples for challenges and teaching problems and how I and my co-teachers have sought to address these over the years to enhance the learning experiences of our students. We benefitted enormously from student feedback when improving these courses and, for two of the courses, also won teaching awards after making these changes.

This said, neither these examples nor the portfolio as a whole are meant to provide an exhaustive view of myself as a teacher. While the examples concentrate on my second and third cycle teaching, other aspects necessarily get less focus on the next pages, including: the educational training I received, my teaching at the Bachelor level, my supervision of students in all three cycles, my training of post-graduate students in development assistance, and my growing engagement in teaching management and leadership, including my new role as

director of PhD studies at my department.

I will at least briefly refer to these crucial aspects, especially in the sections on my teaching biography and my teaching philosophy. In the concluding section of this portfolio (section 5) I will also reflect upon my challenges and plans as a director of PhD studies. Moreover, in the Appendix, I enclose material not only from the three courses I describe here, but also from other courses, including Bachelor at the Bachelor level (syllabi, lectures slides, exam questions, student evaluations). The Appendix also includes an updated CV with a concise overview of my teaching activities, confirmation statements from my different employers, teaching awards I received, and certificates of my educational training.

## **2. My teaching biography**

My teaching philosophy has been significantly imprinted by the diversity of positions that I held in very different types of academic institutions, in several countries, and often in interdisciplinary settings (see Appendix for my CV, in particular sections CV sections 3 on professional experience and 11 on teaching qualifications).

I began my career as a university teacher in 2001 at the University of Tübingen where I was employed as a *research associate and PhD candidate at the Institute of Political Science and its Center for International Relations (2001-2003)*. Notwithstanding the disciplinary orientation of my institute, my teaching in Tübingen also involved students from other disciplines, namely in a Master course that I present in section 4.1.

Another key to the interdisciplinary orientation that would eventually imprint my career is my passion for the policy fields of environment and international development. I won a *stipend from the German Federal Foundation for the Environment (DBU, 2003-2006)* to write my doctoral thesis on the intersection of both policy fields. During that time, I did largely not engage in teaching or training activities.

My strong interest in environmental and development politics was also the driving force for choosing my next two employments, namely two inter-disciplinary research institutions or think tanks: *as a senior research associate at the Tyndall Centre for Climate Change Research in Norwich, UK (2006-2009); and as a senior researcher at the German Development Institute in Bonn (2009-2011)*. While these research centres rely on public funding and are tied to universities (East Anglia and Bonn respectively), they do not provide typical university teaching programmes with course credits.

Thus, besides specific lectures in training programmes for students and attendees from very different backgrounds, e.g. for employees of the UK Department for International Development, my main activity was the preparation and leadership of a country working group. The group's project, a hybrid between training and research, was part of the German Development Institute's prestigious postgraduate course on international development. It implied the training of five students over a ten-month period for a future career in development politics, including three months of field work on a particular topic (I selected deforestation in the Peruvian Amazon as a topic for my group), report-writing, workshop-planning and dissemination to stakeholders and ministries, mostly in Spanish.

Finally, *since 2012* I have been employed as *assistant and then associate professor at the Department of Political Science at Lund University* and thus re-joined a university-based teaching career. In my time in Lund I have begun to teach courses and supervise students at all levels. While my own supervisees mostly came from political science, I served as a discussant of PhD theses for candidates from different disciplinary orientations, including geography, Earth sciences and sustainability studies.

Notably, I have sought to integrate my previous experiences as a teacher in Tübingen and as a trainer in interdisciplinary contexts in Bonn into my teaching in Lund. This includes, for instance, developing a PhD course on global environmental governance that is open for students from all disciplines (see section 4.3).

In Lund I have also been increasingly involved in teaching management. The PhD course I just mentioned has been financed by the inter-disciplinary graduate research school of Lund and Gothenburg universities on Climate Change, Biodiversity and Ecosystem Services (ClimBEco). From early 2013 to late 2017 I was a member of the ClimBEco planning group, which managed and shaped key components of the graduate school, including the portfolio of courses, the mentorship programme, research stays abroad and career seminars for our students. Moreover, since February this year, I serve as director of PhD studies at the Department of Political Science.

### **3. My teaching philosophy**

I so far have taken five educational training courses at Lund University on learning, teaching and supervising in higher education (please see Appendix for the certificates of these courses). The insights that I gathered through these courses and the associated literatures helped me to establish and further advance the core objective of a deep approach to students' learning. I will first briefly introduce this overarching objective and then present two major teaching principles through which I have sought to achieve deep learning results.

#### **3.1. Overarching goal: Deep learning**

The core objective of my teaching philosophy is to move from a surface approach to a deep approach to learning (Biggs and Tang 2011: 25-29). While a surface approach is, according to Ramsden (1992: 81), marked *inter alia* by an "excessive amount of material", a deep learning approach as a "foster[s] active and long-term engagement with learning tasks" (cf. Marton and Säljö 1976).

In a different terminology, one could speak of an intended shift from "performance goals" to "mastery goals" (Leenknecht et al. 2019; Svinicky and Mckeachie 2011: 143-145) – or of a shift from teaching to learning (Barr and Tagg 1995). Instead of only demonstrating or recapitulating acquired knowledge, students should be motivated to map and master the new material and develop it further, e.g. when applying it in their group work or in their Bachelor or Master thesis. This approach is thus also akin to key tenets of the literature on Scholarship of Teaching and Learning (cf. Asarta et al. 2018; Braxton et al. 2018; Dzidic et al. 2017; Kreber 2002).

What this shift from teaching to learning implies is, in my view, best captured in the key concept of constructive alignment (Biggs and Tang 2011). According to this concept, a course's envisaged learning outcomes determine the choices of teaching and learning activities (TLAs) and assessment methods in that course. The interplay of these elements should lead to a supportive learning environment that gives the students space to create their own meanings and make their own choices.

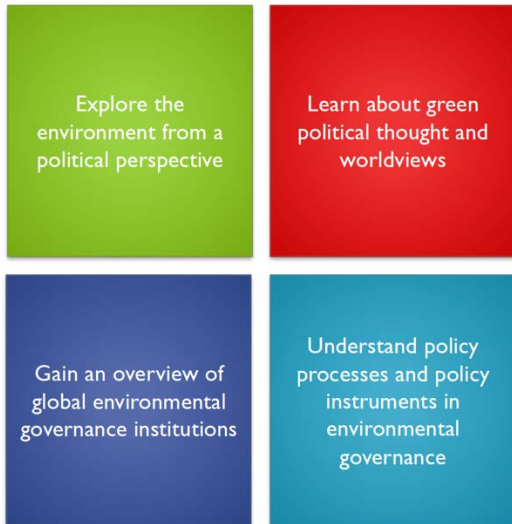
### **3.2. Principle 1: Holistic teaching**

How do I help create such a space? One major principle or meta-approach which has informed my teaching from the beginning is to design courses in a holistic way. This implies mapping out the plurality of perspectives and then guide the students in exploring the landscape of these different views and in deciding where they go next (Fox 1983: 161). In terms of Harden's and Cosby's (2000) distinction of teacher roles, the holistic goal of mapping a considerable breadth and depth of a teaching subject speaks directly to the roles of learning facilitator, mentor and planner.

This means that I introduce key mapping tools and comparative dimensions in lectures and critically discuss these with the students in my seminars. These mappings and dimensions shall enable them 1) to interpret and position the key concepts, theories, methods and empirical research questions they learn about in the course – and to identify for which types of research questions specific concepts, theories and methods are more or less suitable; 2) to carefully choose and position their own conceptual, theoretical and methodical approaches; and ultimately 3) to understand that in political science (and not only there) there are hardly ever consensus definitions, and that the key to a successful research design is to draw connections and ensure consistency between certain conceptual and theoretical positions, methodical choices and the empirical research questions one seeks to pursue.

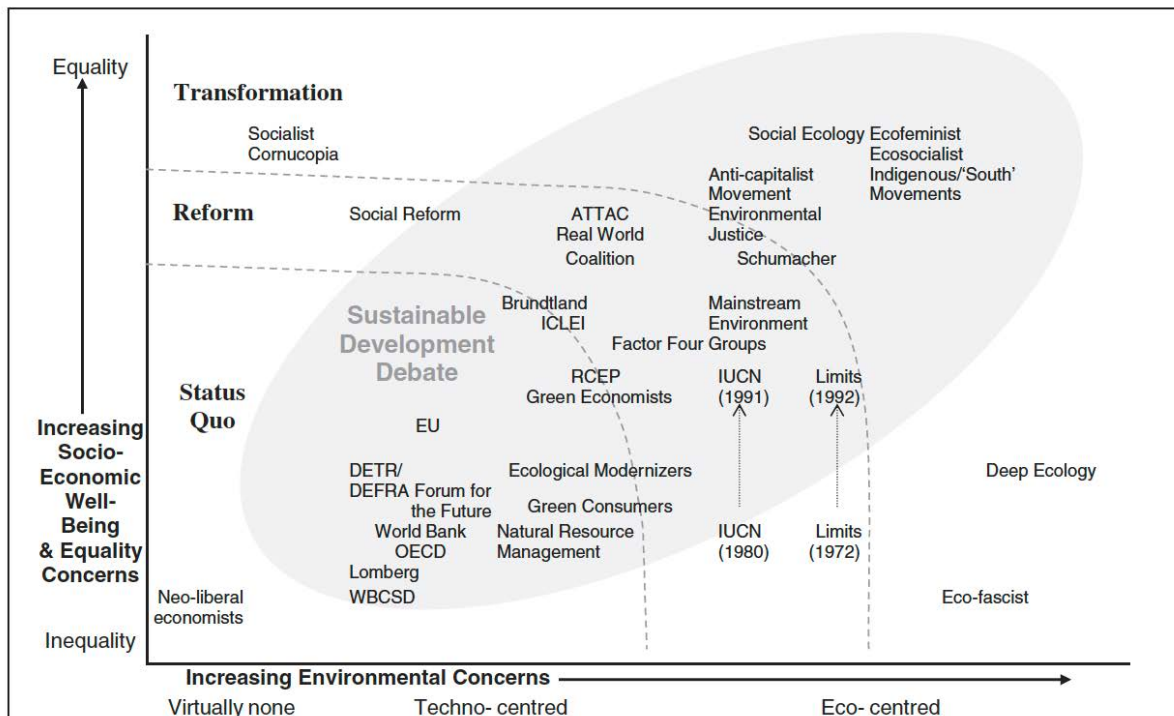
In the first case example in section 4.1 below I will say a bit more about how this holistic perspective came into my teaching. I will show that – before I had even taken educational training courses or had heard of terms like deep learning, constructive alignment or holistic teaching – the excellent curriculum at the University of Tübingen's Institute of Political Science brought various holistic elements into my teaching early on. In sections 4.2 and 4.3 I will then demonstrate how I further developed this holistic principle at later stages in my career and illustrate this with specific teaching methods I applied, e.g. the jigsaw or matrix approach with two types of group works in my Master course on 'Power, Politics and the Environment'.

Since section 4 does not include particular examples from my Bachelor courses or supervision, I briefly like to illustrate how this holistic perspective has also imprinted these realms of my teaching. In the Bachelor Course on 'Environmental Governance', for instance, we followed the concept of constructive alignment *inter alia* for the entire course structure. We distinguished four key parts of the course – 1) What is the environment?; 2) Green political thought; 3) Global environmental governance; 4) Environmental policy processes – each of them reflecting one of the course's four major learning outcomes (see Figure 1).



**Figure 1:** Lecture slide on learning outcomes of B.A. course on 'Environmental Governance'

Moreover, in the introductory session of that course (see Appendix), I familiarize students with major concepts that we will study in these four parts over the following weeks. When I introduce a key topic like 'environmental governance', I do not confront students with just one single definition of the term. Instead, I disentangle the term, in this case 'environment' and 'governance' and then present various definitions, variations and understandings of these sub-concepts to the students (see Figure 1 for a graphic by Hopwood et al that I use to illustrate very different interpretations of the term 'sustainable development').



**Figure 2:** Mapping of interpretations of 'sustainable development' (lecture slide, using figure from Hopwood et al. 2005: 41)

Another realm where I apply holistic approaches is my supervision of students at all levels. For example, I experienced that Ph.D. students often get caught in particular details early in

the process of their thesis work, e.g. when they need to focus on a specific paper for a compilation thesis.

I therefore also use the regular meetings with my doctoral supervisees for checking in on the big picture with them, i.e. on how their different working processes relate to both their own thesis goals and to the research traditions they seek to contribute to. Following Trafford and Leshem (2008), it is my conviction that a regular holistic positioning and mapping will contribute to a deep learning process. It helps PhD candidates and other students to plan the process from the envisaged results backwards 1) to keep coherence in their thesis work early on and 2) to constantly check on both boundaries and novel research directions that their research topic implies.

In my role as director of PhD studies at my department (since February 2021), I will further expand on this approach when guiding our over forty PhD students at different stages of their work. I just organised an introductory programme for our new PhD students that also includes group and bilateral meetings to discuss their project ideas at different instances during the fall term (see Appendix). These discussions shall help them to identify, in a first effort, their overarching goals, to plan their process towards these goals in their first year, to make informed first theoretical, methodical and empirical choices and to find suitable supervisors that match these choices.

### **3.2 Disciplinary diversity**

A second major principle or theme that characterises my teaching is to develop flexible and accessible approaches for students from very different disciplinary backgrounds. As mentioned in section 2, the main reason why I like to cross-disciplinary borders in my teaching is my interest and passion for environmental questions and, connected to this, the variety of my employment backgrounds.

While I consider the first principle of holistic teaching as central for achieving deep learning results across many different teaching contexts and teacher biographies, this second principle thus reflects much more my own biography as a teacher. I hence do not suggest here that inter-disciplinary teaching is preferable over disciplinary teaching. Rather, I like to show how I eventually embraced inter-disciplinarity for a considerable part of my teaching, and how I tried to help my students to achieve deeper learning results in these settings.

Compared to the principle of holistic teaching, interdisciplinary teaching was much less present at the beginning of my career. This changed considerably with my employments at the Tyndall Centre in Norwich and the German Development Institute in Bonn. While these years were not my most teaching-intensive ones (in a classroom sense), I learned a lot about the benefits of developing a sense of tolerance and community across disciplinary borders in order to learn about major socio-ecological problems such as climate change, biodiversity loss and the associated loss of livelihoods. I also learned how important and influential the role of a teacher can be for alerting young people to the particular complexity, urgency, scope (across time and space) and often irreversibility of socio-ecological problems – and to the need of an integrated perspective when trying to address them.

Moreover, interdisciplinarity is what brought me into teaching management, concretely in

the planning group of the ClimBEco graduate school (2003-2007) that I briefly described in section 2. I was the only social scientist in that group and benefitted a lot from the frequent exchanges with colleagues and PhD candidates from the many disciplines united in the programme. A graduate school is a perfect environment to create a sense of community among young researchers and we facilitated this through a mix of annual meetings, social events, joint courses and other common formats – hopefully with strong multiplication effects, as many of our PhD candidates will themselves be teachers and trainers on environmental matters in interdisciplinary contexts.

In addition to these biographical aspects, interdisciplinary teaching and learning at universities has increased considerably over the last two decades, including the establishment of whole interdisciplinary study programmes. This goes not only, but in particular for questions of sustainability and environmental protection (cf. Lonzano et al. 2019). Lund University is one of the frontrunners of this development in both a European and global context – with its various environmentally oriented interdisciplinary institutes and their study programmes.

In parallel, the literature on interdisciplinary teaching and learning has steadily evolved (Klaasen 2018; Spelt et al. 2009). Key challenges mentioned in this literature, which I have faced as a teacher of interdisciplinary courses, are: to find an appropriate balance of complexity of teaching material, assignments and examinations; and to familiarise myself with the backgrounds of the participants to be able to comfortably introduce them to this material (Caviglia-Harris & Hatley 2004). Arguably the most important challenge is to promote a synthesis of ideas instead of adding up different disciplinary elements (Rhoten et al. 2009). In interdisciplinary teaching, the different parts of a course or programme should creatively serve a common purpose and ‘speak’ to each other (Power 2017; Stentoft 2017).

In sections 4.1 and 4.3 below I discuss two examples of how I tried to address these challenges in courses for an interdisciplinary student audience: one M.A. course from the beginning of my teaching career, which relates to first successes, but also teething problems in addressing different needs and backgrounds; and a PhD course I developed at Lund University, in which I integrated methods and lessons learned over the last fifteen years of my interdisciplinary collaborations.

To be clear, many of these approaches and benefits of interdisciplinary teaching strongly overlap with the advantages of a holistic teaching philosophy. They both seek to widen perspectives and to provide overviews and tools for making choices for explaining or understanding complex matters. Nonetheless, there are also differences or, rather, added values with interdisciplinary teaching, that additionally contribute to deep learning. This goes for the additional weight put on accessibility for participants from all types of backgrounds. By the same token, interdisciplinary teaching implies getting another type of overview, namely of the participating students themselves and their respective backgrounds.

## 4. Cases of my teaching development

### 4.1 Case 1: Master Course on the United Nations System (2001-03)

#### *Background*

Early in my career as a teacher, I overhauled, together with my PhD supervisor Professor Volker Rittberger, this Master course at the Institute of Political Science of Tübingen University. The course was directly linked to the preparation and participation of the 2002 and 2003 Tübingen student delegations in the prestigious National Model United Nations (NMUN) simulation in New York City.

The course had already existed since 1997 and was given a dual structure that reflected its two main purposes. On the one hand, the main course segment served a usual Master course of 15 sessions (with teacher lectures and presentations by the usually 25-30 participants) and final term papers as major assignments.

On the other hand, those course participants that wanted to be part of the NMUN delegation attended a series of additional weekly seminars and simulations. Importantly, the political science students in that delegation (usually around 15) were joined by a smaller number of students from other disciplines (usually up to 5), i.e. students that did not participate in the regular sessions of the M.A. course at the Institute of Political Science.

#### *Challenges*

The major challenges that previous course organisers had run into were to design both segments of the course in a way that would not compromise the different learning outcomes for the two formats. The learning outcomes of this main segment aimed for students to: get an overview of major institutions, procedures, developments and challenges of the United Nations system; critically analyse some key developments and challenges with the help of international relations theories; understand how and why the UN's effectiveness and legitimacy vary considerably across different policy fields like security or environment.

On the other hand, the seminars for the NMUN delegation should provide a proper empirical briefing on specific UN matters (like peacekeeping or climate change) and provide a training of diplomatic rules and negotiation procedures. The material taught in these seminars should also be accessible to those students from other disciplines that had not taken part in the main course segment.

#### *Approaches and Methods / Further Course Development*

We redeveloped the first part of the MA. course segment in several regards according to a holistic teaching principle (see Appendix for the course schedule). Four of the first five course sessions now served as general overviews of the UN system, while the remaining fifth session was dedicated to a recapitulation of major theories of international relations. Since we designed four sessions in a strictly empirical way, they were also accessible for students from other disciplinary backgrounds, which we therefore invited to join as guests.

In parallel, we restructured the segment for the NMUN delegation in order to allow for a more



targeted preparation. Although I had only been working in a disciplinary context at that time, most of the following measures in my view already reflect the beginning of my interdisciplinary teaching theme, as they were accessible to students irrespective of their disciplinary backgrounds.

We set up regular bilateral and multilateral check-ins with our delegation members about their needs; we wrote a guidance document for them with core information about procedures and rules of UN diplomacy; we employed a language coach and two research assistants to conduct various simulation trainings with the students; we organised our own Tübingen Model United Nations with student delegations joining from various German universities; and (with the help of further external funding we acquired) we organised information meetings with officers at the German foreign ministry and at the embassies and UN missions of the countries we represented (France and Mexico).

#### *Outcomes: What students learned*

Those students participating in the main course segment could use the new set of introduction lectures for getting an early overview of the UN system and its challenges. In their feedback to us, various students stressed that this also helped them to identify and choose relevant topics for their course papers and presentations in the second part of the main course. Moreover, the refreshing of international relations theories gave students another type of mapping that helped them pick a theory to apply to “their” policy theme in their presentations and papers.

On the other hand, those students that took part in the simulation segment could use the four empirical overview lectures to get a historical overview of UN diplomacy, based on that, to make informed decisions about which negotiation committee they would like to sit in during the NMUN in New York. In addition, all students in class benefitted from the different angles and cross-disciplinary discussions we had on empirical matters and expectations.

Another effect of the early involvement of students from other disciplines as guests was that all delegation members got to know each other early on, which further promoted enthusiasm, team-building and a good division of labour.

Our 2003 delegation won a prestigious “Distinguished Delegation Award” from the organisers in the General Assembly hall of the UN in New York (see Appendix). Moreover, in February 2004, and following the nomination by our students, Volker Rittberger and I received the university teaching award (“Landeslehrpreis) of the German state of Baden-Württemberg from the state minister for arts, science and research in February 2004 (see Appendix).

We further summarised our experiences with this course in a peer-reviewed article in the leading German journal on international relations (Rittberger and Zelli 2004). There, we stressed the need for more multi-method teaching that mixes conventional measures with simulations and role plays

The outcome that means most to me is that some of my former students now work for the German foreign office, in a UN agency or in other intergovernmental or transnational institutions. Several of them have kept in touch after and they refer to our course as one of the major inspirations for their career choices.

All this said, this course stands at the beginning of my teaching, i.e. at a time when I personally would have not used terms like ‘deep learning’, holistic teaching or interdisciplinarity. My next two examples show how I developed my teaching in the further course of my career. They especially demonstrate how I better integrated my two teaching principles and respective methods across a whole course – not just for a part of a course as in the example here.

Moreover, while I only taught the UN course twice, I have been teaching the following two courses six and seven times respectively, which has allowed me to react to student feedback more continuously for further course development.

## **4.2 Case 2: Master Course on Power, Politics and the Environment (2016-2021)**

### *Background and Challenges*

A major asset of my department at Lund University is our environmental politics and research group (EPRG). The colleagues in the group have an impressive record in publishing and acquiring research funding, and the group features a stimulating diversity of theoretical perspectives and empirical orientations (e.g. from climate change and biodiversity to animal rights and plastics). Group members have established various Bachelor courses at our department which have received very good evaluations by participating students, including ‘environmental governance’ that I have taught with different colleagues in most of my ten years in Lund.

Notwithstanding these achievements, we repeatedly came to realise in our group meetings that we are lacking a Master course on environmental governance at our department that 1) combines the teaching of environmental politics with a breadth of conceptual and theoretical approaches that students need at this stage, when approaching their Master thesis; 2) capitalises on our group’s diversity to offer students a holistic course structure to facilitate deep learning; 3) is recurring at least once a year so that we can further develop the course based on students’ feedback.

### *Approaches and Methods*

As a result of our discussions, my colleague Jakob Skovgaard and I developed a new Master course, which for the first time took place in spring 2016 and since then has been organised by the two of us each spring term. As an overarching conceptual and theoretical focus we chose the aspect of “power” in environmental politics and called the course “Power, Politics and the Environment”.

I use the course here as an example particularly for my further development with a view to the holistic teaching principle. Concretely, I suggested to apply a so-called jigsaw approach that would impact the structure of the entire M.A. course as follows.

Each student is assigned to two different types of groups early on – in our case: theory groups and case study groups. As a result, each student represents exactly one type of combination, i.e. one specific type of theory that is applied to one specific case study.

Each theory group focuses on a particular theoretical school of thought of political science

that we predefined for the course (e.g. post-modernism, and feminism & intersectionality). In each of the first five weeks of the course, two sessions are dedicated to one theoretical school of thought. For each of these weeks, we ask one of our EPRG colleagues, who is an expert on the particular theory, to design and teach the respective two sessions. In these sessions, the teacher and the student group work together as co-presenters and involve the other students through group work and open discussions.

Each case study group then includes exactly one expert for each school of thought. We discuss with students at the very beginning of the course which environmental governance problems they would like to analyze in a case study group. This early decision on case study topics makes it possible to already integrate these topics into the theory sessions in the first five weeks, i.e. students discussed how the theory they discussed that week could be applied to their case studies.

After the theory sessions are completed, the case study groups submit two preliminary drafts and one final draft of their paper, which are discussed in various seminars by their peers and the course teachers. In these drafts they not only discuss their problem from different theoretical perspectives, but also, in a concluding and synergistic session, compare the benefits and shortcomings of each theory.

Further assignments of the course are: reflection papers that all students have to write on each school of thought; and a final essay in which they apply two other schools of thoughts (with which they had not worked in their theory groups) to a new problem of their choice.

#### *Outcomes: What students learned & further development*

With this jigsaw or matrix approach of theory groups and case study groups, students gained a broad mapping and recapitulation across major schools of thought of political science. This helped them to further understand and critically compare the pros and cons of choosing theoretical positions for analyzing a specific environmental governance problem – an outcome that various students stressed in their evaluations of the course (see Appendix). By jointly applying these different lenses towards a problem of their choice, they further learned that power can take many different forms in environmental governance.

Apart from these course-specific results, there are also some more general outcomes from which the students will also benefit in other courses and contexts. For example, due to the various presentations and draft papers they had to prepare for their two types of group works, the students could further enhance their skills to present their work in both oral and written form. Moreover, they got out of their comfort zones as they also had to apply theories they might not have favoured so far in their studies. Another benefit is an enhanced tolerance towards diverse theoretical perspectives, due to the team work with their peers and the joint comparison they conduct.

Finally, the experiences in the course helped students to make more informed theoretical choices in their future courses and their Master thesis. We could already see this in their final course essays where many of them justified their respective choices by referring to the criteria for mapping theories that we had discussed throughout the course.

These benefits notwithstanding, the course has had its teething problems. The feedback by the students throughout the past five years pointed Jakob and myself to various possibilities for improvement. This goes in particular for the consistency between the different theory lectures. Naturally, each colleague we involved has their own approach to teaching their school of thought and to interpret the tasks at hand. While we intended to safeguard this diversity and freedom to make use of the particular methodical and theoretical strengths of each teacher, we learned that our students wanted to have more recurring and systematic elements across the theory lectures.

Jakob and I therefore expanded our guidance documents for all involved teachers and now hold longer preparation sessions with all teachers before the course starts. We also more frequently engage with the teachers during their preparation and after the sessions took place. Finally, we also took over more theory sessions ourselves over the last years where suitable.

### **4.3 Case 3: ClimBEco PhD course for international and interdisciplinary PhD candidates (2013-2021)**

#### *Background and Challenges*

The ClimBEco graduate school I referred to above is in many regards a success story for an interdisciplinary teaching programme. It offers a variety of courses on climate change, biodiversity and ecosystem services in which teachers from different disciplines bring together their expertise. These courses are not only open to the PhD students of the graduate school, but also to doctoral candidates from other universities and countries.

One major challenge for ClimBEco is that social scientists are in a clear minority, which has made it difficult in the early years of the programme to provide courses for students that 1) familiarize them with social aspects of environmental problems, e.g. how these problems can be a product of social interactions, how political approaches to these problems could look like and why they are not always taken; and that 2) are designed in a way that allows PhD students from other disciplines to follow the course and complete the coursework.

To help address these challenges I offered to organize a PhD course on 'Global Environmental Governance' for the ClimBEco programme. I refer to this course here since it is the best example for a combination of my two teaching principles – and how I have developed this combination over the last eight years. The course seeks to cater the needs of an interdisciplinary set of participants, and it provides a set of holistic methods in order to give the PhD students relevant information to take their own choices – not only for the topic of the course as such, but also for the further course of their own PhD studies.

#### *Approaches and Methods*

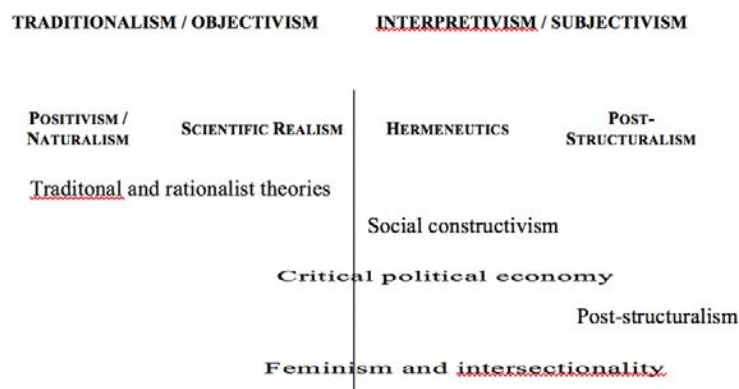
The course took place the first time in fall 2013. After teaching the course alone on the first occasion, I have since further developed it with my colleagues Ina Möller (2015, 2017, 2018) and Nils Droste (2019, 2020, 2021).

Every fall, our course brings PhD candidates in social and natural sciences from across Europe

and beyond to Lund University – albeit, in this and last year, only virtually due to corona-related restrictions. We offer them an intensive week which provides a balance between lectures and interactive segments to discuss and deepen the insights from the lectures, such as simulations, games and student presentations. In this section, I will mostly focus on the nature of the lectures to illustrate how I try to build in holistic and inter-disciplinarily accessible elements. (see Appendix for the course schedule, which also lists the other formats we use like simulations and games).

The lectures introduce overviews of major empirical problems and theories of international relations. These overviews are substantial enough to help political science students to recapitulate and deepen their knowledge, while being fundamental enough to help students from other backgrounds to access and relate to this information from their disciplinary angles. By “fundamental” I mean, for instance, that in my theory lectures I introduce key overarching dimensions through which theories can be mapped (ontology, epistemology, etc.) (see Figure 3 as an example from the course lectures on theories; see also Appendix for the complete slides of this dual lecture).

## Schools of thought and where they stand epistemologically



**Figure 3:** Lecture slide on mapping different political theories

Likewise, for the empirical lectures, I start with major ‘take-home’ messages, i.e. ex-ante summaries about what I am going to present; and to which I frequently come back during the lectures (see Figure 4 for an example from the course lecture on global environmental governance).

## Take-Home Messages: Global Environmental Governance

- Global Environmental Governance (GEG) has become increasingly complex / messy.
  - Patchwork of organizations, regimes and new private initiatives within and outside the UN system
- The major overarching institution dealing with the global environment, UNEP, is relatively weak compared to institutions from other policy fields (World Bank, WTO, UNDP).
- GEG is increasingly oriented towards
  - Universalist goals (SDGs)
  - Universalist economic mechanisms (carbon trading, nature accounting)
  - Universalist funds (Green Climate Fund)
  - Symbolic politics? / post-politics?

**Figure 4:** Lecture slide with empirical take-home messages

### *Outcomes: What students learned & further development*

Notwithstanding their sometimes very diverse background, students confirmed in their evaluations that all course elements had been accessible for them, and that they carried away a lot of inspiration for their further thesis work. They confirmed that this accessibility has helped them to reach some of the learning outcomes, especially to describe and critically analyse the current state of global environmental politics with the help of different theories, and to identify the relevance of certain actors and institutions for the success and failure of environmental policy processes, and to identify realistic options for reforming such processes.

The fact that we receive such evaluations from participants with very different backgrounds also helped us to significantly improve the course over the last years. In particular, we received feedback in the first instances of the course (2013 and 2015) that asked for a stronger theoretical segment and an illustration for how theories can be applied. Moreover, students suggested that we give more space to the specific PhD projects of the participants and how these are connected to global environmental governance.

In reaction to this feedback, we integrated new elements in the course. In addition to two lectures on theories, we offer a workshop session on how these theories can be applied to selected environmental policy problems. Moreover, we integrated a presentation of students' own PhD projects into the course, and we offer each participant an office hour during the course week where they can bilaterally discuss the political relevance of their projects with us.

We also regularly update our simulation exercises, not only to be empirically up to date, but also to benefit from the continuous refinement of the literature on simulations for better learning effects for participants from different disciplinary backgrounds. For example, in fall 2020, we introduced a new online game, called 'The Politics of Nature', to the course schedule and invited the two game developers to moderate the respective session for our students.

Our continuous development of the course and its positive evaluations also convinced the ClimBEco graduate school to enhance the financing of the course. This allowed us to offer the course annually in each fall term since 2017. Moreover, in November 2020, the course was added to the Good Practice Repository of the Standing Group on Teaching and Learning Politics of the European Consortium on Political Research (ECPR). In a chapter for a forthcoming ECPR volume my current and former co-teachers and I lay out in detail how we use simulations and other methods to bridge differences across disciplines in the classroom (Droste et al., *fc*; see Appendix).

## **5. Outlook: My future teaching development**

In the previous section I illustrated how I seek to achieve deep learning effects for my students – by equipping them with tools to map and master material, to develop it further, and to make their own informed conceptual, theoretical and empirical choices.

Notwithstanding the positive outcomes of these courses – in terms of the students’ feedback, my observation of their development during the courses, and the awards two of the courses received – I also showed that each course has come with its own challenges. Seeking to address these challenges has helped me in my development as a teacher, learning from mistakes and mostly from the feedback of our students. Thus, while at the beginning of my teaching career, holistic and interdisciplinary elements only informed parts of my courses, they are a much more integral part of my teaching today.

This said, challenges remain and new challenges will keep appearing, as the corona crisis and its impacts on university teaching have clearly shown. I would therefore like to further broaden my set of teaching methods, including the sensible use of online tools. The last one and half years have demonstrated the benefits, but also the limits of online teaching. I will use the coming months to capitalize on these experiences, e.g. by learning more about tools that avoid online fatigue and that creatively use remote learning settings to keep up enthusiasm and motivation. Deep learning is not possible without that.

With regard to empirical areas of my teaching, the very drafting of this teaching portfolio – and the reference to my early days as a teacher on the UN system – has refreshed a strong wish to go beyond my comfort zones of environmental governance and international development. I would like to look more into areas of health, security and trade – in their relation to sustainable development, but also as stand-alone topics – to further enhance my ability as a teacher to guide or supervise students that choose to focus on these areas.

Last but not least, I would like to bring my teaching philosophy more strongly into my growing responsibilities in teaching management and leadership, including my current position as director of PhD studies at my department. As I mentioned earlier in the text, I consider a holistic perspective as essential when supervising PhD candidates. This goes especially for the new PhD students for which I have a particular responsibility, since they either have no or only one supervisor assigned when they start their programme with us. I therefore put particular weight in designing our introductory programme in order to offer our new PhD students a set of opportunities to develop and discuss their project ideas and suitable supervisors (see Appendix).

Finally, to pick up something I just wrote, deep learning needs enthusiasm and motivation – and also a feeling of security. The corona crisis has particularly affected our PhD students in various ways. Many of them felt and still feel isolated from their peers and the other colleagues. Field work and other research plans had to be postponed or abandoned. These and other challenges have caused uncertainties and will have repercussions even after this crisis is over. Apart from the formal support structure for our PhD students at my department, I will therefore offer more opportunities for informal exchanges and meetings, online or in person, to listen and to help.

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## 8. Appendix

- CV (structured according to faculty guidelines)
- Recommendation from Head of Department
- Certificates of completed discussions with two colleagues (Martin Hall and Anders Uhlin)
- Teaching material of the three presented courses

- MA Course on the United Nations System
  - Schedule (winter 2002/03)
- MA Course on Power, Politics and the Environment
  - Syllabus (spring 2021)
  - Slides of the Introduction Session (spring 2021)
- PhD Course on Global Environmental Governance
  - Syllabus (fall 2021)
  - Schedule (fall 2021)
  - Lecture Slides on Objectivist and Subjectivist Theories (fall 2020)
- Teaching material of other courses for further illustration
  - BA Course on Environmental Governance:
    - Introduction slides (spring 2021)
- Student Evaluations of my courses taught since 2018 (including for the presented PhD course on Global Environmental Governance and the presented MA course on Power, Politics and the Environment)
- Introduction programme for new PhD students of the Department of Political Science at Lund University
- Confirmations and assessments of my teaching by
  - Director of Studies at the University of Tübingen's Center for International Relations
  - Head of Teaching Department of the German Development Institute
  - Director of Studies of Lund University's Department of Political Science
- Awards
  - Outstanding Teaching Award of the state of Baden-Württemberg; for the MA Course on The United Nations System
  - Good Practice Repository of the European Consortium for Political Research (ECPR), Standing Group on Teaching and Learning Politics; for the PhD Course on Global Environmental Governance
- Publication
  - German language article based on MA Course on the United Nations System
    - Volker Rittberger and Fariborz Zelli 2004: Die Internationalisierung der Lehre an deutschen Universitäten. Anforderungen an die politikwissenschaftliche Teildisziplin der Internationalen Beziehungen, in: Zeitschrift für Internationale Beziehungen 11(2), pp. 309-332. (= The Internationalization of Teaching at German Universities)
- Educational training certificates
  - Learning and Teaching in Higher Education: Introduction (spring 2013)
  - Learning and Teaching in Higher Education: Continuation (spring 2014)
  - Open Networked Learning (fall 2014)
  - Doctoral Supervision: Introduction (fall 2015)
  - Teaching Portfolio (spring 2021)