

## Skjemainformasjon

Skjema	SFU
Referanse	1005681
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## Host

### Information about host institution and center

Name of centre	Centre for Joint Sciences and Humanities Education
Host institution	University of Bergen
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## Contact person

### Contact person

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## About the centre

### About the centre

Is the centre already established at the time of application

No

### Describe briefly the plans for establishing the centre (maximum 1500 characters)

Institutionally, The Centre for Joint Sciences and Humanities Education will be super-imposed on the Centre for the Study of the Sciences and the Humanities ('Senter for vitenskapsteori' - SVT) at the University of Bergen (UoB). Head of SVT, Matthias Kaiser, will serve as the Director of JSE, thereby enabling an integration of JSE and SVT's teaching and R&D activities in its initial phase. The carrying idea of JSE is to construct a small and dedicated unit that is integrated within the existing structure of relevant competencies, and aligned to close collaborations within the university structure. As such, the organisational structure of JSE is construed in accordance with its proposed educational concept, building upon the full range of interactional competencies within its organisation. Thus, the Director of JSE shall coordinate and lead an interdisciplinary 'Executive committee' that will enact and supervise the development, implementation and consolidation of the centre plan in accordance with its vision and core objectives. These deliverables will be designed and delivered through three phases: A development (phase 1), implementation (phase 2), and if evaluated successful by UoB, consolidation, i.e. permanent educational provisions (phase 3), and activities towards alumni (phase 4).

### Describe briefly the aims and current as well as planned activities of the centre (maximum 1500 characters)

JSE aims at becoming a recognized hub for development of R&D based educational provisions that facilitate formation processes ('dannelsesprosesser') to address Grand Challenges. Key objectives are to 1) build academic communities to counteract the on-going fragmentation of higher education and research; 2) provide educational responses that transcend traditional boundaries between nature and culture; science and society; and the different scientific cultures; 3) develop challenging and stimulating learning environments within the context of Grand Challenges that are commonly shared by the sciences and society. To this end, we propose a comprehensive educational concept ('joint educational design') that traverses all three cycles of higher education. This design is already incorporated in courses offered by SVT, notably the BA courses, "Crucial issues in science and society" (CSS), 'dannelsesemner', and courses at PhD-level. JSE will, however, operate strictly on BA and MA levels. In addition to CSS, JSE will develop and offer 'dannelsesemner' at MA level, an inaugural lecture-series at the start of each semester, a debate forum at the House of Literature in Bergen, and a module in university pedagogics. R&D at the centre will be related to these educational provisions as well as to eLearning, educational research and Grand Challenges. Invited researchers and JSE/SVT-staff will offer the teaching, thus utilising extant R&D bases at UoB more efficiently for educational ends.

## Application Document

### Application Document

Upload application document

[profile\\_JSE\\_CEE\\_proposal\\_2013.pdf](#)

## Timeline and budget

### Timeline and budget

Upload planned timeline and the activities to be conducted

[timeline\\_JSE\\_Timeline\\_2014-2018.pdf](#)

Upload plan for financial resource acquisition

[financial\\_JSE\\_Finance\\_plan\\_2014-2018.pdf](#)

Upload budget

[budget\\_JSE\\_Budget\\_2014-2018.pdf](#)

## Attachments

Attachments

- JSE\_Appendices\_2013.pdf

Comments

Comments to the application form (maximum 1500 characters)

## Centre for Joint Sciences and Humanities Education (JSE)

*«A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.»<sup>1</sup>*

*«In our society (that is, advanced western society) we have lost even the pretence of a common culture. Persons educated with the greatest intensity we know can no longer communicate with each other on the plane of their major intellectual concern. This is serious for our creative, intellectual and, above all, our normal life. It is leading us to interpret the past wrongly, to misjudge the present, and to deny our hopes of the future. It is making it difficult or impossible for us to take good action.»<sup>2</sup>*

### 1 Profile and Vision

**1.1 Backdrop:** We witness today an emergence of a heightened awareness of the inherent complexity, uncertainty and fragmentation of scientific knowledge, innovation and institutional reform as responses to what has been framed as the ‘grand challenges’ of our time. The *Centre for Joint Sciences and Humanities Education* (JSE) aims at becoming a recognized hub for development of research-based educational provisions that facilitate formation processes (‘dannelsesprosesser’) to address these ‘grand challenges’. The driver behind responses, including the Bologna process, has been the recognition that modern societies are and will be increasingly dependent on active uses of their “knowledge capital” in every societal sector. But Modernity, including the ‘Second Modernity’<sup>3</sup> (to use Ulrich Beck’s term), will not only demand more knowledge, it will also have to actively address the uses, integration and communication of knowledge across various sectors of an increasingly fragmented society and world community. The challenge was, and to some degree still is, whether Higher Education at our Universities prepares young people for these tasks.

As is commonly known, this was some of the background to start the Bologna-process that has led to a reform and harmonisation of study length, the three-cycle degree system, and, to some extent, expected skills. In Norway this has been followed up by several initiatives. We mention “Mjøsutvalget”<sup>4</sup>, the White Paper, *Gjør din plikt – Krev din rett*<sup>5</sup>, and the report, *Kunnskap og dannelse foran et nytt århundre*<sup>6</sup>, including the institutionalisation of an accreditation system (NOKUT), as some of the most important milestones. An evaluation of the reforms and a wide societal debate and critique has followed all of these processes, but we shall refrain from going into further details. What we instead want to focus on are aspects of what one may call the “Bologna loss”, i.e. those objectives and aspirations that were originally among the guiding drivers of the quality reform (cf. introductory quote and the so-called ‘Dublin descriptors’), but were eventually overshadowed by the necessities of institutional reform. Norwegian efforts to introduce an element of ‘dannelse’ (cf. ‘Bildung’, ‘formation’, ‘scientific literacy’) more firmly and systematically into the curriculum, is seen as an attempt to counteract the “Bologna loss”.

**1.2 Vision and objectives:** The guiding hypothesis for this proposal is that the completion of the envisaged quality reforms in Higher Education requires supplementary innovative efforts in form and content across all educational activities of our universities. To this end we propose the JSE ('Senter for felles vitenskapelig dannelse'). The vision of the centre is to become a recognized hub for development of research-based educational provisions that facilitate formation processes ('dannelseprosesser'). JSE's key objectives are to:

1. *Address the "Bologna loss"* by building academic communities that may counteract the ongoing fragmentation and compartmentalisation of higher education and research
2. *Provide educational responses* that transcend traditional boundaries between nature and culture; science and society; and the different cultures of higher education and research.
3. *Develop challenging and stimulating learning environments* within the contextual frame of 'grand challenges' that are commonly shared by the sciences and society.

By adopting this vision and objectives, it should, however, be mentioned that we are not of the opinion that the challenges addressed above have been neglected in traditional disciplinary training and research. It is, indeed, vitally important to realise that many if not all university disciplines have gone through efforts to address the grand challenges of our time. It is furthermore important to stress that 'dannelse' in many ways is *parasitic* upon knowledge created within the disciplines, and cannot thrive without it. Yet, disciplinary activities also display a number of systemic weaknesses that often have collateral effects on how research is framed and designed, encompassing the spectrum from formulation of research questions to the implementation of knowledge. These weaknesses include, but are not limited to, "tunnel-visioning", compartmentalisation, and neglect of uncertainty, critical reflection, and ethical aspects. What we propose is an understanding of 'dannelse' in which the common frame of reference is not a commonly shared literary canon of classic texts or paradigmatic experiments, but the 'grand challenges'. We also recognise that the underlying challenges of these objectives also are of a normative nature: What should be the next logical step of the Bologna process? We propose that it should include a solidification of academic communities where students and staff from all disciplines are eligible to interact on knowledge in its different forms and formats. It is with a view of the overall and crosscutting normative issues of knowledge that the JSE will perform its work.

**1.3 Centre profile:** In order to work towards this vision and reach these objectives, we propose a comprehensive educational concept that will traverse all three cycles (BA, MA, Ph.D.) of higher education. Institutionally, JSE will be super-imposed on the *Centre for the Study of the Sciences and the Humanities* ('Senter for vitenskapsteori'; hereafter: SVT) at the University of Bergen (UoB). To this end, we introduce a 'joint educational design' that builds upon key design elements already incorporated in courses offered by SVT, notably "Crucial issues in science and society"

(CSS), i.e. ‘dannelsesemner’, at bachelor-level and “Vitenskapsteori og etikk” (studies of science and technology, including ethics) at Ph.D.-level. While JSE will operate strictly on bachelor and master levels, SVT’s teaching activities at Ph.D.-level will add value to JSE, in terms of transferable teaching skills and research-based knowledge (cf. 3.3). JSE’s educational and R&D profile will be linked to key challenges of modern societies and global development, including crosscutting issues like climate change, global health, human rights, poverty, food security, environmental degradation, social justice, governance of emerging technology, etc.

The joint educational design enables the inter-linkage of an open-ended range of R&D-bases and pedagogical competencies in so-called ‘third space’<sup>7</sup> practices and learning environments. *JSE will act as a node between all faculties and other units at the UoB through the active construction and facilitation of learning environments that bring together students and academic staff from different academic traditions in mutual recognition and learning experiences.* As such, teaching will be performed by a range of (i) invited researchers from various disciplines to elucidate a multitude of disciplinary perspectives on a topic or grand challenge, as designated by each course; (ii) staff from the SVT and JSE provide reflections from the study of the sciences and technology, including ethical reflections, as well as facilitating these spaces, and; (iii) practitioners from various professions introduce hands-on problems of practice. Thus, JSE will develop, offer and consolidate educational arrangements with a strong R&D base, interlinking them in innovative and crosscutting ways. Courses offered by JSE will be eligible for students from all faculties of UoB as ‘joint educational supplements’ to their on-going studies. The inter-linkages of the centres R&D-bases and educational activities are shown in the following table:

Focus	Basic skill/competence to be developed	Scientific basis for educational activity	Crosscutting, enabling competencies <sup>7</sup>
Disciplinary knowledge	Analytic-reflexive	Philosophy of science, basic theories and methodologies from individual disciplines	Reflexivity, Interactional expertise, third space
Interdisciplinarity	Reflexive & interactive	Ethics, Science and Technology Studies	
Public spheres & Society	Communicative & deliberative	Post-Normal Science, Public participation, stakeholder involvement, extended Science Communication	

Table 1: Knowledge bases & competencies linked to teaching activities

The core of the training effort at JSE is to offer students a challenging and stimulating learning environment where they can develop a range of interdependent skills, notably critical and ethical reflection, and learning across traditional disciplines. Such skills include what sometimes is expected from ‘transferable skills’ in higher education frameworks (e.g. the LEADER project<sup>8</sup>).

Basic skill	Skills to be developed by students
Critical reflection	Ability to evaluate knowledge-claims from a wide range of sources (including their uncertainty, contexts, values, consequences, and assumptions) and develop critical perspectives, resulting in broad justificatory skills
Contextualisation & reflexivity	Ability to contextualise various knowledge contributions in broader disciplinary, academic, and societal contexts, including contributions made in their own disciplines of study
Agency &	Ability to develop and sustain an academic personality that is intellectually and ethically robust

democratic citizenship	enough to endure and act upon situations of normative complexity, including a deepened awareness of the roles, responsibilities, and skills required by citizens in multiple communities
Ethical reflection	Ability to discuss and develop reasonable ethical judgments on value-based disagreements in contexts permeated by high levels of conflicts and stakes
Interdisciplinary communication	Ability to communicate and interact with students and academic staff from disciplines other than their own and utilise insights reached by these
Innovation & curiosity	Ability to recognise key insights from other disciplines and pollenate one's own discipline of study with these

Table 2: Basic skills & skills to be developed by students

**1.4 Institutional context and qualifications:** SVT is situated «in-between» the many scientific cultures at UoB, and comprises a small, but highly recognised and committed inter-faculty unit with an extensive network of collaborative partners at UoB, nationally, and internationally. One of its characteristic features is the double-competency of its staff, i.e. the educational background to interact and participate in the academic debates and developments of the various disciplines under study. Here one emphasises science as a social enterprise, and recognizes management and communication of knowledge as an integral part of scientific activity. SVT has made long-standing contributions to theoretical developments on 'scientific literacy', pioneered by Gunnar Skirbekk, Ragnar Fjelland, and others. The chartered tasks of SVT since its start 25 years ago comprise the teaching of "vitenskapsteori og etikk" (studies of science and technology, including ethics) for parts of the PhD educational coursework at the different faculties of UoB. These courses have received excellent evaluations, notably at the Faculty of Mathematics and Natural Sciences (MNF490), the Faculty of Medicine and Dentistry, and the Faculty of Psychology. SVT played a key role in coordinating and developing a network of Universities and university colleges in Western Norway, i.e. 'Vestnorsk Nettverk-Forskerutdanninga' (2003-2011), in addition to offering courses in "vitenskapsteori og etikk" (Ph.D.-level). SVT has been invited to and offered an 'Advanced Course' targeted at employees in the European Commission, viz. "Uncertainty and Quality in Science for Policy" (Brüssel, November 2013).

These local, regional, and international teaching activities have a strong R&D base, observable in SVT's general research profile and project portfolio. In the course of EU's 7th Framework Programme, SVT has coordinated three collaborative research projects (VALUE ISOBARS 2009-11, TECHNOLIFE 2009-11, EPINET 2012-15) in the field of Science-in-Society. All three projects, together with others in which SVT was partner, developed new methodologies for the assessment and governance of ethical and societal aspects of emerging sciences and technologies. In particular, the projects developed a strong research line at SVT on inter- and transdisciplinary and participatory research on science-in-society that also relied on the use of film and social media. In the SVT-based projects TECHNOLIFE and SEAT visual media (videos on YouTube) were utilised in order to trigger complex knowledge contributions to balanced, informative and stimulating films addressing the cores of societal concerns around a given topic. Virtually all projects at SVT involve stakeholder engagement, and staff members have developed innovative

formats for the explicit consideration of aspects that often remain in the background, like ethical considerations and world-views.

Since 2009, SVT has received targeted funding from UoB centrally to implement and develop “Crucial issues in science and society” (CSS: ‘dannelsesemner’), thus contributing to UoB’s commitments to sustain and develop a learning culture based on such ideals. This task was given to SVT due to its extant inter-faculty commitments in teaching and research. CSS was implemented in Jan-2010 by SVT/UoB and offered on a permanent basis from 2012. SVT has prioritised this element in its strategy plan and is about to hire an associate professor to administer and be responsible for the teaching. UoB’s focus on and contributions to CSS underscores the institutional backing and compliance of JSE with the strategic plans of the host institution. CSS is presented at the faculty-level of study programmes at uib.no, signalling their strategic importance for the development of UoB’s educational profile.

## **2 Quality in Established Educational Activities**

Here, we describe the educational provision, CSS. For responses to current challenges and experiences, see 3.1. Currently, UoB is the sole university in Norway to offer ‘dannelsesemner’ (2010-), thus making comparisons of educational quality precarious. The University College of Buskerud has started a course named “Citizenship, ethics and social responsibility” (2012-). Among related international initiatives, we mention the University of Berkeley “Big Ideas Courses” to be launched during the fall of 2013. At the University of Tübingen, the student-led initiative “Greening the university” (2009-) has developed a conceptual framework for engaging students in knowledge and value based ecological activism. Both nationally and internationally, CSS is among the avant-garde of educational experiments to address ‘grand challenges’.

**2.1 Outcome:** Currently, CSS comprises five courses (VIT210-14), each raising a ‘grand challenge’, i.e. science and humanity, global health, climate, the ‘Bologna loss’, democracy. Each course is one month-intensive: one week of lectures (9 hrs.) and three weeks of seminars (12 hrs.). Courses are completed with a summary seminar (4-6 hrs.), where students who have chosen oral exam present their papers (10 + 10 minutes presentation & discussion). Students who have chosen written exam submit an academic essay (3-4000 words). All courses are eligible, independent of each other, and applicable in bachelor-degrees as “free” study points (5 ECTs/course). So far, we have delivered 14 courses. 224 students have completed the courses, totalling 1120 ECTs. Both lecture-series and summary seminars are open and announced to a broader public and have been visited by a host of attendees not enlisted in the courses. Student evaluations are stringently positive (e.g. “At last I felt like going to a university!”). Written evaluation forms have been designed to promote critical feedback and are actively utilised to calibrate the learning processes of each course



and improve the educational design. In 2011, students nominated CSS to the prestigious prize for best learning environment at UoB ('Læringsmiljøprisen'), which was subsequently awarded to Karlsten (academic coordinator) and Strand (founder). In 2013, a former student of CSS (BA in sociology) conducted a qualitative evaluation on 'learning outcome' using focus groups and semi-structured interviews. Her report supports the overall impression that students indeed achieve the predefined learning outcomes of CSS.

**2.2 Process:** Each course is realised through the integration of a number of teaching and learning methods. In combination, these methods facilitate so-called 'third space practices' and 'student active learning':

Method	Aims of teaching or learning method
Challenging assignments	Aimed at instigating learning-processes with no absolutes, demanding students to collaborate across disciplinary boundaries (thereby mimicking the entry-point of research). The assignment (e.g. "What is life?" given at VIT210, spring 2011) is presented at the beginning of each lecture-series
Auditorium lectures	Aimed at disseminating state-of-the-art research-based knowledge that elucidate the assignment from disciplinary perspectives
Dialogue-based lectures	Aimed at student interaction with knowledge-bases in lectures and seminars
Reaction notes (1-2 pages)	Aimed at instigating writing and reflection processes in reaction to the academic content of the lectures. The reaction notes are eligible and also provide valuable information on the students' learning situation before entering the seminars. Reaction notes are distributed to students and the lecturers, enabling student-review of lecturers
Mapping exercises	Aimed at constructing knowledge summaries of the lecture-series and curricula (e.g. knowledge claims, values (e.g. ethical, epistemological and political) and pre-empirical assumptions)
Targeted interdisciplinary group-work	Aimed at facilitating critical reflection on knowledge claims, values and pre-empirical assumptions as part of the research process, including a deepened understanding of scientific and societal contexts (e.g. moral, political, cultural and historical) and the 'co-production of knowledge'
Value statement exercises	Aimed at embodying value statements and connecting them with concrete argumentation. These exercises involve the presentation of a value statement to which students are asked to respond by physically placing themselves on a spectrum between agree/disagree in the seminar room. Students are then asked explain why they placed themselves where they did. Follow-up questions and disagreements are encouraged
Interdisciplinary 'speed dating sessions' (SDS)	Aimed at facilitating the formation of learning questions. To help students to articulate precise and well-defined learning questions, students are given 10 minutes in pairs (5 + 5 minutes each) where they present their learning question to each other (3 + 2 minutes presentation and critical-constructive feedback, including questions of method (i.e. how they will answer the question and how this will enable them to elucidate the challenging assignment). After 10 minutes, new pairs are created
Student paper presentations	Aimed at facilitating a learning space, i.e. the summary seminar, where students are responsible for the academic content
Peer-reviews	Aimed at fostering learning processes after the course is ended through peer-reviews of academic essays (1-2 pages)

Table 3: Current teaching and learning methods

Both exam formats (paper presentations and academic essays) have been designed to reflect core academic activities, thereby enabling students to gain relevant vocational skills already at bachelor-level. Grades are accepted/not-accepted. Several of these methods are still in an experimental phase.

The integrated evaluation design comprises up-, mid-, and downstream evaluations, corresponding to the 'reaction notes', 'task oriented oral evaluations' along the way, 'written and oral end-evaluations, including 'systematic evaluations'. One systematic evaluation has been

conducted so far (fall 2011). In combination, these evaluation formats comprise a powerful feedback mechanism and developmental tool.

**2.3 Input:** In addition to its academic coordinator and the faculty and research staff of SVT as a whole, CSS teaching draws heavily upon invited researchers and professionals, and students from higher bachelor-level, including students from masters and Ph.D.-levels. Given the design and educational ideals of JSE, one can expect similar success like CSS in attracting highly committed and competent researchers as well as professionals. The students taking the courses will also come from all faculties of the university. Applicants must show at least 60 produced ECTS. So far, Karlsen (SVT) has been responsible for the planning, coordination, seminar teaching and supervision of students, and pedagogical development work of CSS. In addition, the new JSE will involve Kari Smith (Institute of pedagogics, UoB) as partner with a targeted focus on learning assessment, pedagogical research designs, and ‘third space’ student engagement. Head of SVT, Matthias Kaiser, will serve as the Director of JSE, thereby enabling an integration of JSE and SVT’s teaching and research activities in its initial phase. Courses are held at the modern facilities of the Student Centre, providing an auditorium for the lecture-series and seminar rooms for the seminar-series. ICT and Wi-Fi equipment are widely used by speakers and students in order to visualise knowledge and to gather additional material, including critical assessment of sources.

### 3 The Centre Plan

**3.1 Innovation and dissemination potential:** In order to realise our core vision and objectives, JSE will build upon and further develop CSS, utilising a combined strategic and tactical approach. In so doing, JSE will build and sustain crosscutting collaborative networks that will amplify its potential to innovate and disseminate. First, we describe how JSE will respond to current challenges of CSS, including measures to improve educational quality, and then, we describe the innovation and dissemination activities that the centre will pursue. In order to increase recruitment, broaden the dissemination activities, and improve student deliveries of CSS, JSE will deploy six responses:

Target	Response
Outcome	Extend the interval between the teaching and the deadline for oral and written deliveries
Process	Provide learning materials that better equip students to produce high quality deliveries (viz. explaining fundamentals, genre descriptions, academic standards and requirements, and case-oriented assignments)
Input	Publish paradigmatic deliveries accessible for students and invited researchers
Output	Offer JSE-certified diplomas containing descriptions and assessments of attained vocational skills as well as peer-reviews of deliveries for future employers
Process	Strengthen its collaboration with the University library at UoB and DigUiB (Digitale hjelpemidler og støttesystemer for utdanning ved Universitetet i Bergen), in order to utilize extant digital resources and infrastructures at UoB (e.g. digital curricula and KARK (digital platform for teacher-student and student-student supervision and blogging)
Output	Invite teachers from the Bergen region to attend the open lecture series

Table 4: Planned responses to increase quality in extant educational provisions

These measures will add value to JSE by improving upon the entry point for its planned innovation and dissemination activities. The joint educational design of JSE has a huge potential for innovation

and dissemination that may be transferred and adapted to other academic and non-academic contexts. Expanding on CSS, JSE will offer four new educational provisions that will be developed from the designs, competencies and visions of CSS and the obligatory Ph.D.-courses already offered by SVT. In combination with CSS and SVT's on-going Ph.D.-courses, these innovations comprise a comprehensive educational concept that traverse all three cycles of higher education. In addition, they provide a number of powerful dissemination-mechanisms for the centre's core teaching and R&D competencies, including dissemination activities aimed at the academic as well as the general public. The innovations will be designed and delivered through three phases: A development (phase 1), implementation (phase 2), and if evaluated successful by UoB, consolidation, i.e. permanent educational provisions (phase 3), and activities towards alumni (phase 4). In addition to these provisions, JSE will organise its planned research in activities that will expand the R&D base for all activities at JSE/SVT/UoB.

Working title	Innovation, dissemination and R&D activities
“Normative issues in science and innovation” (NISI)	Eligible ‘dannelsesemner’ at master level aimed at supplementing and facilitating ‘third space’ research and innovation processes involving staff and students from all faculties. This construction will furthermore allow for targeted courses based on on-going research at SVT on the ‘grand challenges’, thereby utilising expanding R&D bases for teaching and dissemination purposes
“The pedagogics and didactics of Bildung” (PDB)	Eligible module in university pedagogics aimed at facilitating an inter-faculty learning environment for exchanging pedagogical insights and experiences between academic staff on how to implement and strengthen ‘dannelse’ in all study programmes and courses at UoB
“The future of the university” (FuU)	Eligible inaugural lecture-series (1 week) at the start of each semester, where new students will be exposed to the ideas and societal task of the university in historical and contemporary perspectives and contexts
“The knowledge bakery” (KBa)	A bi-semesterial debate forum in collaboration with the newly established House of Literature in Bergen (LiB). The series aims to establish a meeting place between the academe, political decision makers, and the general public, where the evidence-bases for political decision-making on ‘grand challenges’ are debated
“Interdisciplinary educational research” (IER)	A key challenge will be to produce knowledge on how input, process and output factors are linked together in educational and learning activities at JSE. While extant literature on ‘dannelse’ so far has been mainly focused on theoretical perspectives. Following the pioneering work on ‘scientific literacy’ by Gunnar Skirbekk (SVT), Ragnar Fjelland (SVT), and others, JSE will move forward and integrate theoretical perspectives with empirical data from a number of sources (e.g. evaluations, data on student flow, deliveries, and questionnaires), through the development of new theoretical and methodological perspectives. To achieve this, research conducted at JSE will deploy methodologies from both pedagogics and ‘vitenskapsteori’, including critical perspectives on the epistemological status of knowledge claims derived from educational research and evaluations. This combined approach will furthermore allow for the development of quantitative and qualitative indicators on ‘educational quality’ within the contextual frame offered by JSE’s educational concept
“Integrated evaluation design” (IED)	In order to strengthen the feedback mechanisms on the course designs and to provide data with a higher resolution on teaching and learning performance. Routines to report evolutions to the UoB study quality database will be adopted
“Bildung and ‘the bodiless learner’” (BBL)	The key R&D challenge here is to understand the body less learner and teacher in eEnvironments, and how they use and relate to digitalised information sources. This knowledge and understanding will comprise important design factors in how JSE will construct its interactive learning resources, including its home page

Table 5: Crosscutting innovations and dissemination mechanisms to be developed and delivered by JSE

**3.2 Organisation, governance and management:** The carrying idea of JSE is to construct a small and dedicated unit that is integrated within the existing structure of relevant competencies, and

aligned to close collaborations within the university structure. Administratively, JSE shall be under the Faculty of Humanities and housed at Ida Bloms hus, where SVT currently is located. The organisational structure of JSE is construed in accordance with its proposed educational concept, thereby utilising the full range of interactional competencies within its organisation. Thus, the Director of JSE shall coordinate and lead an interdisciplinary ‘Executive committee’ that will enact and supervise the development, implementation and consolidation of the centre plan in accordance with its vision and core objectives. The Director shall invite designated leaders to a yearly ‘Consultative meeting’ in which the overall performance of JSE is evaluated, thus enabling strategic as well as tactical feedbacks. By keeping the management structure at a minimum, JSE will be able to allocate resources and retain its operational focus on its objectives instead on demanding administrative burdens. In view of its vision, JSE shall not compartmentalise its activities into discrete work-packages. The governance of JSE shall rely on extant infrastructures at SVT, including an administrative staff of four. An additional administrative officer shall be hired by JSE.

Organisational unit	Members
Executive committee	Director Kaiser, Smith, the academic coordinators of CSS and NISI, a hired postdoc, an administrator JSE/SVT, and two student representatives
Consultative meeting	Vice-rector for education, Vice-deans for education from all six faculties, the Head of the Bildung committee for higher education, and two student representatives

Table 6: Organisational & management structure of JSE

The governance and management of JSE shall be task oriented, instigating and coordinating the full range of activities described above. In addition to SVT staff and the Executive committee, JSE will involve other partners: Rasmus Slaatelid (SVT) will be employed to coordinate KBa and other dissemination activities, Jørn Øyrehagen Sunde (Faculty of Law) and Peter Haugan (Geophysical Institute) in order to develop JSE’s potential for eLearning and methodologies apt for addressing grand challenges (climate and energy), respectively. Due to shifting responsibilities and temporary work-intensive collaboration of the SVT staff, JSE shall be achieved through “off-loading” (‘frikjøp’) some of their ordinary teaching responsibilities, as well as utilising the teaching obligations of Ph.D.-fellows and post docs (SVT) at JSE, including three (1-3) postdocs hired by JSE: (1) R&D in relation to IER and IED (supervised by Smith); competencies in ‘vitenskapsteori, and (pedagogical) empirical research. (2) R&D in relation to BBL (supervised by Sunde); competencies in programming, eLearning, and ‘vitenskapsteori’. (3) R&D in relation to NISI and CSS (supervised by Haugan); competencies in ‘vitenskapsteori’ (post-normal science) and disciplinary background relevant for ‘grand challenges’ in relation to climate change and energy). An associate professor (75%) shall be hired to serve as the academic coordinator of NISI and PDB.

**3.3 Added value:** In the following inventory, we describe the added value envisaged for students, academic staff, SVT, UoB, Higher education in Norway, R&D, and society:

Added value for	Description of added value
Students	Supplementary educational provision that provide highly relevant skills for learning, research

	and future vocations
Academic staff	Raising the teaching competencies at SVT and UoB, and offering innovative academic communities of mutual recognition and learning across disciplinary boundaries
SVT	Formalise extant teaching activities in conformity with JSE's educational concept: expand and consolidate teaching and dissemination activities for SVT's R&D bases
UoB	Provide a comprehensive educational concept on the 'grand challenges' that reach out to new audiences, thereby using extant R&D bases at UoB more efficiently in teaching; reduce negative impact of compartmentalisation; build academic communities and eLearning environments
Higher education	Provide an innovative learning and teaching concept applicable to other teaching institutions; provide a node for coordinating and discussing 'grand challenges'
R&D	Educate students with relevant skills for interdisciplinary research programmes; reduce compartmentalisation
Society	Raising the recognition of 'dannelse' within and outside the academe; highly relevant vocational skills and competencies; methods and designs to address 'grand challenges'

Table 7: Added value

**3.4 Current collaborative partners, their roles and contributions:** In order to achieve these ambitious goals, JSE will work strategically inside and outside UoB to consolidate and disseminate its educational concept and to amplify the impacts of its educational and R&D activities. This will be achieved through regular academic activities and channels, i.e. publications of research papers and book chapters; organisation of and participation in workshops, seminars, and conferences; teaching and public interaction (e.g. KBa), and; through extant commitments and offices in the local and National Bildung committees. In addition, JSE will establish contacts with key actors, institutions and stakeholders in higher education and research (e.g. The Norwegian Ministry of Education and Research, Norwegian association for higher education institutions, NOKUT, National Union of Students in Norway), and stage events. Current collaborative partners are:

Collaborative partner	Roles and contributions of current collaborative partners
Invited researchers	R&D-based education from a range of disciplinary and professional perspectives
Institute of pedagogics	The research group "Professionalism in Teaching and Education" (Smith, Raaheim and Sæverot), will contribute with pedagogical competencies, including pedagogical development work, teaching methods, and research on our core teaching activities
Bergen Literature House	Locales, announcement and technical support of KBa
The university library	Resources and infrastructures for the range of learning, teaching and R&D activities at JSE, including the strengthening of JSE's use of "open access" and digital curricula
DIGUiB	Competencies and infrastructures on eLearning
Alumni	Former students will be invited to follow-ups and feedbacks on vocational experiences in relation to JSE teaching activities, including the organisation of academic-social events
The national and local Bildung committees	Strategic, advisory role at UoB and nationally, including efforts to implement and consolidate the educational provisions of JSE, at UoB and other institutions of higher education in Norway

Table 8: Current collaborative partners, their roles & contributions

<sup>1</sup> URL: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/> (Last retrieved 12.05.13)

<sup>2</sup> C. P. Snow. 1963. *The two cultures: A second look*, New York: Cambridge University Press, §2

<sup>3</sup> Beck, U. 2006. *The Cosmopolitan Vision*, Cambridge, UK; Malden, MA: Polity Press.

<sup>4</sup> "Mjøsutvalget" (NOU 2000:14)

<sup>5</sup> White paper to the Parliament: St.meld. nr. 27 (2000-2001)

<sup>6</sup> *Kunnskap og dannelse foran et nytt århundre* (Dannelsesutvalget for høyere utdanning, 2009)

<sup>7</sup> URL: <http://www.bera.ac.uk/system/files/BERA-ZEICHNER.ppt> (Last retrieved 12.05.13)

<sup>8</sup> URL: <http://www.au.dk/en/summeruniversity/courses/courses-phdstudents/leadersummercourseforphdstudents/> (Last retrieved 12.05.13)

Staff	2014		2015		2016		2017		2018	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Ass. Prof. 75%			Start							End
Postdoc 1							Start			End
Postdoc 2						Start			End	
Postdoc 3				Start						
Adm. 50%	Start									End
Prof. Law 5%			Start							End
Prof. Psych. 5 %	Start									End
Prof. Nat. 5%	Start									End

Table 9: Time line for hiring JSE staff

Activity	2014		2015		2016		2017		2018	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
NISI		Phase 1		Phase 2					Phase 3	Phase 4
PDB			Phase 1		Phase 2				Phase 3	
FoU	First Series	Second Series	Third Series	Fourth Series	Fifth Series	Sixth Series	Seventh Series	Eighth Series	Ninth Series	
KBa	2 Fora	2 Fora	2 Fora	2 Fora	2 Fora	2 Fora	2 Fora	2 Fora	2 Fora	
IER	Phase 1	Phase 2					Phase 3			
IED	Phase 1	Phase 2					Phase 3			
BBL		Phase 1		Phase 2			Phase 3		Phase 3	Phase 4

Table 10: Time line for milestones & deliveries

Finance plan - in total

	2014	2015	2016	2017	2018
F1 UiB	705	723	743	763	783
F2 NOKUT	783	2339	3496	4698	3663
Total, pr year	<u>1488</u>	<u>3062</u>	<u>4239</u>	<u>5461</u>	<u>4446</u>
Total, 5 year periode					<u>18696</u>
					<u>3717</u>
					<u>14979</u>





<b>Budget (covered by NOKUT fundings)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Personell and indirect costs (+ 3.31% pr year)</b>					
Associate professor, 75%, 4 years (NISI, PDB)		725	749	774	800
Postdoctoral position I, 2 years (IER, IED)			500	1032	1066
Postdoctoral position II, 2 years (BBL)			999	516	533
Postdoctoral position III, 2 years (NISI, CSS)		484	383	395	409
Executive Officer, 50% (sal.level 47)	359	371	51	55	57
Prof, Fac of law, 5% (sal.level 77)		49	51	52	54
Prof, Fac of Psych., 5% (sal.level 75)	47	49	51	52	54
Prof, Fac of Nat Sciences, 5% (sal.level 75)	47				
<b>Other</b> (honorariums, travels, workshops, seminars, information, dissemination)	330	610	710	790	690
<b>Total</b>	<b>783</b>	<b>2339</b>	<b>3496</b>	<b>4698</b>	<b>3663</b>
					<b>14979</b>

## **Appendices: Centre for Joint Sciences and humanities Education (JSE)**

**Appendix A: Letters of commitment – The University of Bergen and The Faculty of the Humanities**

**Appendix B: CVs – Matthias Kaiser (full), Jan Reinert Karlsen, and Kari Smith**

**Appendix C: Additional partners (JSE) – Rasmus Slaattelid, Jørn Øyrehagen Sunde, and Peter Haugan**

**Appendix D: Systematic evaluation (2011) and evaluation on reported learning outcomes of CSS (2013) – English summaries**

**Appendix E: Sample evaluation of “Philosophy of the Sciences” (2012) – Faculty of Psychology**

**Appendix A: Letters of commitment – The University of Bergen and The Faculty of  
the Humanities**



# UNIVERSITY OF BERGEN

Nasjonalt organ for kvalitet i utdanningen (NOKUT)  
Postboks 1708 Vika  
0121 Oslo

Your ref

Our ref  
2011/6578-BJUB

Date  
03.05.2013

## Letter of commitment (SFU - JSE)

The University of Bergen hereby confirms its support for and its intention to host the proposed *Centre for Joint Sciences and Humanities Education – JSE*.

In the centre all faculties at the University of Bergen and collaborative partners outside the university cooperate. It is hosted by and located at the Centre for the Studies of the Sciences and the Humanities at the Faculty of Humanities.

We hereby express our firm intent to host and to support the proposed SFU. The University of Bergen regards the centre as an important part of our work with education, and we shall continue to provide support and contribute to the ongoing progress and development of the centre.

Yours sincerely,

Sigmund Grønmo  
Rector

Kari Tove Elvbakken  
University Director



UNIVERSITETET I BERGEN

*Det humanistiske fakultet*

Studieadministrativ avdeling

Referanse

2011/6578-ROW

Dato

10.05.2013

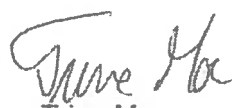
### **The Faculty of Humanities: Letter of commitment (SVT)**

The *Centre for the Study of the Sciences and the Humanities* (Senter for vitenskapsteori, SVT) has prepared an application to host the proposed *Centre for Joint Sciences and Humanities Education – JSE*.

The Faculty of Humanities hereby confirms its support of the proposed centre, and regards it as an important and needed contribution to the field of humanities education.

Sincerely,

  
Gert Kristoffersen  
Dean

  
Trine Moe  
Faculty Director

Kopi

Senter for vitenskapsteori

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

Det humanistiske fakultet  
Telefon 55589380  
Telefaks 55589383  
post@hf.uib.no

Postadresse  
Postboks 7805  
5020 Bergen

Besøksadresse  
Harald Hårfagresgt. 1  
Bergen

Saksbehandler  
Ronald Worley  
55589963

**Appendix B: CVs – Matthias Kaiser (full), Jan Reinert Karlsen, and Kari Smith**



**Matthias Kaiser**  
**Professor Dr.phil.**

**Curriculum vitae**  
**(update 2013)**

Matthias Kaiser: Dr. Phil./ Professor / Director of  
The Centre for the Study of the Sciences and Humanities, University of Bergen  
phone: +47. 55 58 24 86 / fax: +47. 55 58 96 64 / mobil: +47. 917 33 928  
E-mail: [matthias.kaiser@svt.uib.no](mailto:matthias.kaiser@svt.uib.no)

**(PRIVATE INFORMATION:** German citizen, married to Ellen Jebsen, three children: Christina, born in 1987, Charlotte, born in 1993, and Camilla, born in 1995; home address: Øvrelia 9 A, N - 5231 Paradis – Bergen, Norway).

## CURRICULUM VITAE

- 1951 October 29, born in Leipzig (then: "DDR").
- 1971 Abitur in Düsseldorf, West-Germany (at the "Mathematisch-Naturwissenschaftliches Lessing Gymnasium")
- 1971-72 study of philosophy at the University of München, (LMU).
- 1972-76 study of philosophy, mathematics and physics at the University of Frankfurt am Main.
- 1976-77 work for an air-freight company at Frankfurt airport
- 1977 scholarship for the International Summer School, Oslo.
- 1977-79 fall 77 –fall 79: study of philosophy at the University of Oslo.
- 1979 mag.art.-degree (December 1979) from the University of Oslo in philosophy, with mathematics and sociology of science as supporting subjects.
- 1980 work as a language teacher (German) at private language school.
- 1981-83 NAVF-RHF (The Norwegian Council for Science and the Humanities, branch for the Humanities) graduate-study 3-year scholarship.
- 1982-83 June 82-June 83: Visiting Fellow at the Department of Philosophy, Stanford University, USA.
- 1984-86 teaching-assistant jobs at the University of Oslo, Dept. of Philosophy.
- 1985-88 alternating "daglig leder" (director) of Seminaret i vitenskapsteori, (Science Studies Unit) at the University of Oslo.
- 1987-90 "vitenskapelig assistent" (assistant professor) at the Dept. of Philosophy, University of Oslo (3 1/2 years, terminating May 30, 90). - Several short-term teaching appointments at the University of Tromsø, and NTH (Norwegian Technical University during this period)
- 1990 Doctoral thesis submitted (1. version) to the Dept. of Philosophy at the University of Frankfurt for German doctorate. 2. version submitted January 1991; scientific advisers in Norway: Prof. Dagfinn Føllesdal & Prof. Knut Erik Tranøy; scientific adviser in Frankfurt: Prof. Wilhelm K. Essler.
- 1990-93 3-year post-doctoral scholarship from the NAVF-RMF (i.e. The Norwegian Council for Science and the Humanities, branch for the Medical Sciences); as associate researcher at the Center for Medical Ethics (SME), Oslo, (and partially associated with the Center for Technology and Culture (TMV), Oslo), for a project on technology assessment in medicine. – Project terminated 1 July 1991 because of new position.
- 1991 May 15: Doctoral disputas for the degree Dr.phil. at The University of Frankfurt passed with the degree "sehr gut" (magna cum laude).
- 1991 July 1: Fulltime position as director (sekretariatsleder) for the National Committee for Research Ethics in Science and Technology, with appr. 50% of working time for own research.
- 1993 Dec 1 – Feb 2011: Accepted offer of tenure in the position as director of NENT (and declined an offer of tenured position as associate professor at the Dept. of Philosophy, University of Oslo).
- 1994 Visiting professor in Sydney, Australia (18.May - 15. August 1994) at two institutions: 1. School of Science and Technology Studies, The University of New South Wales, Kensington (Sydney), NSW 2033, (ref.#: 9400468) and 2. School of Traditional and Modern Philosophy, The University of Sydney, Sydney, NSW 2006. - Furthermore: Senior Resident Fellow at The New College, The University of New South Wales, associated to The New College Institute for Values Research, UNSW.
- 1996 June: Promotion to full professor after scientific evaluation of competence.
- 1997 Fall-term: Sabbatical term and teaching appointment in Mexico for De norske studiesentra, at the University of Guanajuato.
- 1998 January 1- 31 December 1999: temporary engagement ("vikariat") as adjunct professor (professor II; a part time position: 20%) for philosophy of science in the doctoral education program at The Oslo School of Architecture.
- 1999 May 1999 – October 2000: function as "acting director" for the newly founded Norwegian Board of Technology (Teknologirådet) – in addition to being director of NENT.
- 2000 until 2006: Ordinary engagement as adjunct professor (professor II; 20% position) for philosophy of science in the doctoral education program at The Oslo School of Architecture.
- 2008 October 2008 – Feb 2011: Part-time appointment (20%) as senior researcher at the Centre for the Study of the Science and Humanities (SVT), of the University of Bergen.
- 2011 Feb 2011 – now: Appointment as Director (Head of Center) and professor at the Centre for the Study of the Science and Humanities (SVT), of the University of Bergen.



#### **ACADEMIC DEGREES:**

1979 Mag.art. in philosophy, at the University of Oslo; supporting subjects: mathematics and sociology of science.

1991 Dr.phil. in philosophy, at the Johann Wolfgang Goethe University of Frankfurt am Main

#### **AREAS OF SPECIALITY AND AREAS OF COMPETENCE:**

AOS: philosophy of science, ethics of science, technology assessment.

AOC: social studies of science and technology, history of science, ethics, history of philosophy, epistemology, logic.

#### **Membership in professional societies:**

- European Society for Agricultural and Food Ethics (EurSafe), founding member, President (2007 - now)
- Philosophy of Science Association (PSA)
- European Association for the Study of Science and Technology (EASST)
- The World Technology Network (WTN); founding member

#### **Editorial work in scientific journals:**

- Member of the Editorial Board of the journal *Science and Engineering Ethics*.
- Member of the Editorial Board of the *Journal of Agricultural and Environmental Ethics*.
- Member of the Editorial Board of the *Journal of Empirical Research on Human Research Ethics*.
- Member of the Editorial Board of the journal *Etikk i praksis*.
- Member of the Editorial Board of the journal *Agriculture and Human Values* (until 2006).

#### **Doctoral students (ongoing main supervision):**

- Janne Cecilie Johansen (SVT, UiB) start Jan 2013 on a project entitled: "Knowledge and power in the industrial late modernity: a critical analysis of structures and actors in the political decisions making processes around the Norwegian CCS plant, Mongstad".
- Helene Nilsen, (SVT, UiB) start end Feb 2013 on a project entitled: "Addressing Societal 'Wrongs' By Eating 'Right' – a Study of the Ethical Aspects of Food Consumption and Public Dietary Advice".

#### **Doctoral students (ongoing supplementary supervision):**

- Mads Solberg (Sosialantropologi, UiB) start Feb 2013 on a project entitled: "En kunnskapsantropologisk studie av marin forskning på lakselus og dens forvaltning: skritt mot en kognitiv etnografi».
- Lisbeth Witthøft Nielsen (currently Singapore), on a project on the concept of nature and its normative implications for bioethics, at the University of Copenhagen. Exp. delivery late 2013?
- Emma Issat, (currently Berlin), on a project on The precautionary principle for genetically modified salmon in aquaculture; law and philosophy; UiB, exp. delivery ca 2014?

#### **Earlier doctoral students:**

- Ph.D. Ståle Stenslie, on a project entitled "Virtual Touch – A study of the use and experience of touch in artistic, multimodal and computer-based environments" School of Architecture, Oslo (AHO), (main supervisor for most parts of the study), 2010.
- Dr. scient. Arne Sveinson Haugen, on a project on ethical and environmental accounting in aquaculture, submitted at the Dept. of biology, University of Oslo. April 2008
- Dr. art. Ellen-Marie Forsberg, on a project on the philosophical justification of the ethical matrix as an assessment tool, Dept. of Philosophy, University of Oslo. 2007

- Dr. ing. Mitra Heedman, School of Architecture, Oslo (AHO), (main supervisor for most parts of the study), on a project on school architecture, 2005.
- Dr. polit. Jon Fixdal, Dept. of Sociology, UiO, on a project on technology assessment; 2003.
- Dr. philos. Trond Gansmo Jakobsen, at the Dept. of Philosophy, University of Tromsø, on a project on the philosophy of biology; 1999.

**Kaiser has also been supervisor to several lower grade students and their theses (equivalent to BA and MA).**

#### COMMAND OF LANGUAGES:

active: German, English, Norwegian

passive: Swedish, Danish, Latin ("Grosses Latinum"), French (rudimentary).

#### CURRENT RESEARCH PROJECTS FUNDED:

- 2013 – 2015, **Partner** in EU-FP7 MML Action: "Syn-Energy". Synthetic biology – Engaging with new and emerging science and technology in responsible governance of the science and society relationship.
- 2013 – 2015 **Partner** in EDULINK II project "PARTICIPIA"; Participatory Integrated Assessment of Energy Systems to promote Energy Access and Efficiency.
- 2009 – 2013 **Work-Package leader** in EU project coordinated by the University of Stirling "SEAT – Sustainable Trade in Ethical Aquaculture"
- 2011-2014 **Partner** in ESF funded project "Rights to a green future", coordinated by Ethics Centre Utrecht.
- "Sichere Energieversorgung – Neue Herausforderungen an die Analyse zukünftiger Energiesysteme zur Politikberatung", Mitglied der Projektgruppe an der Europäischen Akademie; Ahrweiler – ongoing
- "Interdisziplinäre Forschung und transdisziplinäre Geltungsansprüche", Mitglied der Projektgruppe an der Europäischen Akademie; Ahrweiler - ongoing

#### TEACHING ACTIVITY:

Kaiser has been teaching philosophy courses, in particular ethics of science, philosophy of science and critical thinking, for more than 25 years. Courses were designed for all levels: under-graduate (Ex.phil. and grunnfag), graduate (hovedfag), and doctoral courses at the Universities of Oslo, Trondheim, and Tromsø. After his appointment as director of NENT in 1991 these teaching assignments have been on an ad hoc and irregular basis, with the exception of the doctoral courses at the College of Architecture. There he gave regular lectures on philosophy of science and scientific method for doctoral students. He has taught doctoral course on biotechnology ethics within the project BioT Ethics / Bio T Ethed and others for several years.

#### SAMPLE OF COURSES TAUGHT:

*Introduction to Philosophy of Science*, Dept of Philosophy, UiO

*Advanced topics in Philosophy of Science*, Dept of Philosophy, UiO

*Epistemology*, Dept of Philosophy, UiO

*The idea of progress in history*, Dept of Philosophy, UiO

*Progress in science and the history of continental drift*, Dept of Philosophy, UiO

*Feminist epistemology and ethics*, Dept of Philosophy, UiO

*On Boolos' Logic of Provability* (with U. Petersen), Dept of Philosophy, UiO

*Critical Thinking and Philosophy of Science for Examen Philosophicum*, UiO (plenary lectures and seminars)

*Science and technology in society*, University of Trondheim  
*Uncertainty and public participation*, ESST, UiO  
*Doctoral course on scientific method, philosophy and ethics of science*, Architectural College, Oslo  
*Ethics of Science*, BioT Ethics / BioT Ethed & several research institutions  
*Practical Ethics and Ethical Tools*, BioT Ethics / BioT Ethed & several research institutions  
*Scientific misconduct, research ethics and ethical codes*, BioT Ethics / BioT Ethed & several research institutions  
*Aquaculture as a case study for technology assessment*, BioT Ethics / BioT Ethed & several research institutions  
*Risk and the precautionary principle*, BioT Ethics / BioT Ethed & several research institutions

#### **PROFESSIONAL ACTIVITIES (SELECTION)**

2007 – present: President of the **European Society for Agricultural and Environmental Ethics** (EurSafe).

2004- present: Member of the Board of the **Altonaer Stiftung für philosophische Grundlagenforschung**, Hamburg Germany;

2001- present: member (ethics awards nominating committee) of **The World Technology Network**

2008- 2009 member of an **EC expert group on International governance of science and technology**.

2007- 2009 Member of the **Co-ordinating Committee for Facilitating International Research Misconduct Investigations**; Global Science Forum of the **OECD**.

2006: Invited expert at global consultation by **UNESCO / COMEST** on ethical guidelines for science; **Belo Horizonte & Rio de Janeiro, Brazil**; participation as expert also at corresponding consultations in **Geneve** and **Bangkok**.

2006: Member of the **evaluation team** of the Högskoleverket of Sweden to evaluate the "tema" studies at **Linkjøping University**

2006 - 2008: Chair of the International Expert group appointed by **NOKUT** to evaluate a second proposal for a Ph.D. degree on practical knowledge at Bodø College.

2005-2006: **organizer and chair of organizing committee** for **EurSAFE 2006 Conference** in Oslo 22-24 June 2006;

2004- 2005: Chairman of the Ad Hoc International **Working Group on the Precautionary Principle**, set up by COMEST under **UNESCO**;

2004 - 2005: Chair of the International Expert group appointed by **NOKUT** to evaluate a proposal for a Ph.D. degree on practical knowledge at Bodø College.

2003: Invited expert on ethics of science to help build up activities of national research ethics committee (CECTE) in Argentina; invited by the **Minister of Science and Technology in Argentina**.

2003: Invited expert to the Fourth Joint **FAO/WHO Expert Consultation on Foods derived from Biotechnology –Safety Assessment of Foods Derived from Genetically Modified Animals, including Fish– Rome, Italy 17 – 21 November 2003**;

2000 – 2003: Principal investigator for project on **Commissioned Research in Norway**, together with Ruyter, Nagell, Rønning, and Grung at The National Committees for Research Ethics;

1996-2002: Chairman of **The Standing Committee on Responsibility and Ethics in Science (SCRES)**, appointed by the **International Council of Scientific Unions (ICSU)**

1998-2001: Treasurer and member of the Executive Board of **The International Association of Technology Assessment and Forecasting Institutions (IATAFI)**;

2000-2001: member of **Norwegian Government Commission on Xenotransplantation**;

2000: member of the **scientific committee of EurSafe 2000 Congress on Agricultural and Food Ethics**, Copenhagen.

1999: member of the Norwegian National Delegation to the **World Conference on Science – Science for the Twenty-First Century: A New Commitment**, jointly organized by UNESCO and ICSU, held in Budapest, June / July 1999.

1999-2000: leader of the NENT project on “Norwegian fisheries towards 2020 – values and strategies”

1999: member of the Norwegian delegation, headed by the Minister, to the **World Conference on Science – Science for the Twenty-First Century – A New Commitment**, Budapest. – Also **rapporteur** on thematic session: Science, Ethics and Responsibility (chair: Vigdis Finnbogadóttir, former president of Iceland).

1997: member of the scientific committee for the **Second International Symposium on Sustainable Aquaculture**, Holmenkollen, Norway (in 1994: member of the scientific committee for the **First International Symposium on Sustainable Fish Farming**, Holmenkollen, Norway).

1996: initiator and chairman of the organizing committee of the first **Norwegian Consensus Conference** (Danish model), on Genetically Modified Food (chairman for two other Consensus Conferences later);

Centre Research Associate at the **Centre for Philosophy of Natural and Social Sciences (CPNSS) at the London School of Economics (LSE)**, London UK.

Member of Committee at the Regional College at Lillehammer (HiL) to establish undergraduate studies of philosophy at HiL (grunn- og mellomfag).

Leader of the project team for an empirical study of scientific misconduct in Norway, The National Committees of Research Ethics (1997).

#### **Selection of other earlier activities:**

Invited speaker to the Balaton-Group (former Club of Rome, systems analysis), Lake Balaton, Hungary, August 2002.

Visiting scholar at the University of Guanajuato, Mexico, in connection with a teaching appointment by De norske studiesentra, August – December 1997, with invited lectures at the University of Guadalajara, and The National University of Mexico, Mexico City.

Visiting professor in Sydney, Australia (18.May - 15. August 1994) at two institutions: 1. School of Science and Technology Studies, The University of New South Wales, Kensington (Sydney), NSW 2033, (ref.#: 9400468) and 2. School of Traditional and Modern Philosophy, The University of Sydney, Sydney, NSW 2006. - Furthermore: Senior Resident Fellow at The New College, The University of New South Wales, associated to The New College Institute for Values Research, UNSW.

Invited lecture tour to Taiwan (5.-12.june 1994); host: Prof. Cheng-Hung Lin, National University of Taiwan, Taipei.

Chair of Steering Committee (and initiator) of Consensus Conference on Genetically Modified Food (Lekfolkskonferanse om genmodifiserte matvarer), 1996 and again in 2000.

Member of working group, established by the Norwegian Delegation at UNESCO and UNESCO headquarters, Paris, to prepare a World Commission on Ethics of Scientific Knowledge and Technology, 1996-1997.

Member of The Advisory Committee for Biotechnology 1995-2005, appointed by The Research Council of Norway, 1995-1996.

Member of the Program committee for Interdisciplinary conference: Housing for the Future: Values and Technology, October 13-15, 1997, in Trondheim (the conference was cancelled after insufficient participation).

Member of the Commission on the Ethics of Science, of the International Union for the History and Philosophy of Science, 1993-1995.

Member of advisory group for project: Intelligente boliger for eldre og funksjonshemmede ("Smart houses for the elderly and disabled": BESTA); see. TMVs arbeidsnotat nr. 77: D. Elgesem, "Trygghet, personvern og samtykke - Etske spørsmål i BESTA-prosjektet" 1993.

Evaluator / referee for National Science Foundation, Directorate for Social, Behavioral, and Economic Sciences, Washington DC, USA: 1994, 1995, 1996, 1997, 1999, 2003.

Evaluator / referee for the Belgian Federal Office for Scientific, Technical and Cultural Affairs, Prime Minister's Services, program of forward socio-economic research, May - June 1995.

Evaluator for the European Commission, DG Research 6 FP, food safety, May 2003; & DG Research Science and Society Ethical Review 2004-2006.

Evaluator for the Finnish Academy of Sciences, Environmental Research, October 2001.

Evaluator for promotion to Associate professorship, at Dept. for Science Studies at Wollongong University, Australia, 1996, 1997, and for position of Associate professor at National Australian University, Canberra.

Many invited lectures at seminars, international conferences and Universities (e.g. Stanford, San Diego, San Francisco, Los Angeles (Caltech), Chicago (IIT), Berlin, München, Frankfurt, Hamburg, Buenos Aires, Rio de Janeiro, LSE-London, Canberra, Mexico-City (UNAM), Guadalajara, Graz, Göteborg, Nice, Athens, Bucharest, Warsaw, Krakow, St. Petersburg, Moscow, Beijing, Taipeh, Sydney University, New South Wales University, and more)

#### **FUNDING RECEIVED THE LAST TEN YEARS:**

- 1999-2004: Research Council of Norway; ca 120.000 euro for doctoral student on "Ethical accounting in aquaculture"
- 2002-2006: Research Council of Norway; ca 250.000 euro for doctoral student on "Principle based ethics – An investigation of the foundation and the importance of isolated ethical principles in applied ethics in the field of bioethics"
- 2001-2002: Ca 15.000 euro as sub-contractor to EU project STRATEGY
- 2002-2003: Ca 30.000 euro on "Ethical challenges in fisheries and aquaculture" from the Fisheries and Aquaculture Industry Research Fond.
- 2003 – 2005 Ca. 65.000 euro from The Research Council of Norway as partner in the project "Governance in the field of biotechnology and operationalising the Precautionary Principle"
- 2003 – 2005, ca 36.000 euro as partner in the project "BioT Ethics", Franco Celada, Genova (coordinator) funded by the European Commission FP5.
- 2003 ca 12.000 euro from the Research Council of Norway, for the project applied to by Jens Erik Fenstad "Project on the Precautionary principle" nr: 158600/700;
- 2003 – 2005, Ca 150.000 euro as partner in the project "Ethical Bio-TA Tools" (QLRT-2001-02594), Volkert Beekman, The Hague (coordinator) funded by the European Commission FP 5
- 2004 – 2007, Ca 170.000 euro as partner in the project "Reprogenetics / Clemit" (SAS6-CT-2003-003286), G.v. Steendam, Leuven (coordinator), funded by the European Commission FP5.
- 2006: Ca 36.000 euro support for the conference EurSafe 2006, received from The Research Council of Norway, The Fishery and Aquaculture Industry Research Fund, The Foundation for Levy on Agricultural Products, The City of Oslo, The University of Oslo.
- 2006: Ca 20.000 euro sub-contract with The Norwegian Radiation Protection Authority to facilitate and organise a consensus conference within the ERICA project (EU funded: "Environmental Risk from Ionising Contaminants: Assessment and Management" Contract Number: F16R-CT-2004-508847);
- 2007: Ca 25.000 euro from Research Council of Norway for "Round-up ready GM rape seed workshop" (project nr. 182271)
- 2005 – 2008, Ca 46.000 euro as partner in the project "BioT Ethed", Franco Celada, Genova (coordinator) funded by the European Commission FP6;
- 2005 – 2008, Ca 20.000 euro as partner in the project "CONSENSUS – Multi-Stakeholder Platform for Sustainable Aquaculture in Europe" (FOOD CT-2005-513998), EAS, Oosteende (coordinator), funded by the European Commission FP6.
- 2007 – 2010: Ca. 110.000 euro from NordForsk for a "Nordic network on agricultural and food ethics",
- 2008-2009: Ca 40.000 euro for the conference "Philosophy of science for use", granted from the European Science Foundation, reference 7-ESF-LiU-007;
- 2009 - 2011: Ca 820.000 euro as coordinator for the project: Value isobars, EU funds FP7 SiS, call 2008-1, project nr. 230557;
- 2009-2014: Ca 603.000 euro as partner in EU project under FP7: "Sustainable Ethical Aquaculture Trade (SEAT)";
- 2009 – 2012: Ca 80.000 euro as partner in EU project under FP7: "Public Perception of Genetically Modified Animals: Science, Utility and Society (PEGASUS)".

#### RECENTLY COMPLETED PROJECTS:

- 2009 – 2011 **Coordinator** of EU project (SiS) “Value- Isobars - The Landscape and Isobars Of European Values in Relation to Science and Technology”
- 2009 – 2012 **partner** in EU project coordinated by the University of Wageningen, “PEGA SUS – Public perception of genetically modified animals – Science. Utility. and Society”.
- 2009 **Chair** of the European Science Foundation (ESF) funded Research Conference “Philosophy of Science for Use”.
- 2007 – 2010 **Coordinator** of NordForsk funded research network “Nordic Network of Agriculture and Food Ethics”.
- 2009 - 2011 “Food ethics dilemma: An open learning resource for teaching ethics”, **Partner**, Nordic Council of Ministers.

#### RESEARCH GRANTS RECEIVED EARLIER (INCOMPLETE):

- Scholarship from The Norwegian Council for Science and the Humanities (NAVF), 3 years salary + 1 year stay at Stanford University, 01.01.1981 – 31.12.1983 (nr. 17.515/1762).
- 1990 – 1991: 3 year post doctoral scholarship (terminated June 1991), from The Norwegian Council for Science and the Humanities / Medical Sciences, on a project on medical technology assessment
- Together with Ragnar Fjelland (coordinator) and Gunnar Skirbekk: 1993 – 1995, project: "Norges-nett I vitenskapsteori, funded by The Norwegian Council for Science and the Humanities (463.000 NKR)
- 1992: from The Norwegian Research Council for Science and the Humanities (271.92.065), support for printing of book Aspekte des wissenschaftlichen Fortschritts" (4.000,- DEM = 16.000,- NKR)
- 2001: contract with The Norwegian Radiation Protection Authority to facilitate and organise a consensus conference on "Protection of the environment from ionising radiation"; (ca 20.000,- EUR = ca 160.000,- NKR).
- 1999 – 2000: from The Research Council of Norway "En verdivurering av norske fiskerier mot 2020/ A value assessment of Norwegian fisheries towards 2020" (forprosjekt), (ca 670.000,- NKR)
- 2000: from The Research Council of Norway "Verdier og strategier i norsk fiskerier / Values and strategies in Norwegian fisheries", (ca 90.000,- NKR)

## **PUBLICATIONS, SCIENTIFIC PRODUCTION, TRANSLATIONS AND EDITORIAL WORK:**

### *In order of type of publication:*

#### *Book publications (author or co-author):*

- M. Kaiser (2000), **Hva er vitenskap?**, Universitetsforlaget: Oslo
- M. Kaiser (1993), **Aspekte des wissenschaftlichen Fortschritts**, Europäische Hochschulschriften XX/398, Peter Lang Verlag, Frankfurt a.M, 1993.
- M. Kaiser (1991), **Aspekte des wissenschaftlichen Fortschritts**, Inauguraldissertation, submitted to the Dept. of Philosophy, University of Frankfurt.
- M.Kaiser (1979), **Die Bedeutung und Problematik des Theoriebegriffes - Eine kritische Untersuchung des Theoriebegriffes von J.D.Sneed.**, mag.art.-thesis, mimeographed, Dept. of Philosophy, Univ. of Oslo 1979.

#### *Editor of books or journal issues (editor or co-editor):*

- M. Kaiser & M. E. Lien eds. (2006), **Ethics and the Politics of Food**, Wageningen Academic Publishers: Wageningen 2006.
- M. Kaiser ed. (2002): Guest editor of a special issue on the Precautionary Principle of the **Journal of Agricultural and Environmental Ethics**, vol 15, no 1, 2002
- M. Kaiser ed. (1997): Guest editor of special issue of **Foundations of Science** on "The Precautionary Principle and Its Implications for Science", and author of "Introduction"; *Foundations of Science*, 2 (1997).
- M. Kaiser & S. Welin, eds. (1995), **Ethical Aspects of Modern Biotechnology**, Studies in Research Ethics, no. 5, Göteborg 1995.
- M. Kaiser (1991), Guest Editor of a special issue of **Synthese: Scientific Knowledge and Scientific Practice**, vol.89, no. 1, (october 1991);
- M.Kaiser (1989), editor of a "kompendium" for students: **Feministisk etikk - et utvalg av innledende tekster**, ("Feminist Ethics – A Selection of Introductory Texts"), mimeographed, Dept. of philosophy, Univ. of Oslo 1989.

#### *Articles in peer-reviewed scientific journals:*

- Kaiser, M. (2012), "Commentary: Looking for conflict and finding none?", in *Public Understanding of Science*, vol 21(2) 188-194. [DOI:10.1177/0963662511434433]
- Ole Torrissen; Kevin Alan Glover; Tore Haug; Ole Arve Misund; Hans Julius Skaug; Matthias Kaiser (2012). "Good ethics or political and cultural censoring in science?" 2012; *ICES Journal for Marine Sciences*, March 6, 2012; doi: 10.1093/icesjms/fss016
- König, A., Kuiper, H.A., Marvin, H.J.P., Boon, P.E., Busk, L., Cnudde, F., Cope, S., Davies, H.V., Dreyer, M., Frewer, L.J., Kaiser, M., Kleter, G.A., Knudsen, I., Pascal, G., Prandini, A., Renn, O., Smith, M.R., Traill, B.W., Voet, H.v.d., Trijp, H.v., Vos, E., Wentholt, M.T.A. (2010) "The SAFE FOODS framework for improved risk analysis of foods". *Food Control*, 21(12), 1566-1587. doi:10.1016/j.foodcont.2010.02.012
- Y. Devos, M. Demont, K. Dillen, D. Reheul, M. Kaiser, O. Sanvido (2008). "Coexistence of genetically modified (GM) and non-GM crops in the European Union. A review", *Agronomy for Sustainable Development*, available online at: [www.agronomy-journal.org](http://www.agronomy-journal.org)
- M. P. Kraymer von Krauss, M. Kaiser, V. Almaas, J. van der Sluijs, P. Klopogge (2008), "Diagnosing and prioritizing uncertainties according to their relevance for policy: The case of transgene silencing", *Science of the Total Environment* 390, 23 – 34.
- M. Kaiser, K. Millar, E. Thorstensen & S. Tomkins (2007), "Developing the ethical matrix as a decision support framework: GM fish as a case study", *Journal of Agricultural and Environmental Ethics*, vol.20, 65-80.

- K. Millar, E. Thorstensen, S. Tomkins, B. Mepham & M. Kaiser (2007), "Developing the Ethical Delphi", *Journal of Agricultural and Environmental Ethics*, vol. 20, 53-63.
- Sluijs, J.P. van der; M. Kaiser; L. Maxim; J. Douguet (2007): "Le principe de precaution, un principe pour agir dans des situations d'incertitude", *Risques*, 72, pp. 75-81.
- Sluijs, J.P. van der; M. Kaiser (2006), "Towards a Common Understanding of the Precautionary Principle". *Epidemiology*, vol 17 (6), 121.
- M. Kaiser (2005), "Assessing ethics and animal welfare in animal biotechnology for farm production", *OiE, Scientific and Technical Review of the World Organisation for Animal Health (Rev.sci.tech.Off.int.Epiz.)* 2005, vol. 24 (1), 75-87.
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- M. Kaiser & Selina M. Stead (2002). "Uncertainties and values in European aquaculture: communication, management and policy issues in times of 'changing public perceptions'". *Aquaculture International* vol 10 (2002), p. 469-490.
- M. Kaiser & E.-M. Forsberg (2002), "Consensus conference on environmental values in radiation protection: a report on building consensus among experts", *Science and Engineering Ethics*, vol. 8, (4): 593-602.
- M. Kaiser & E.-M. Forsberg (2001), "Assessing Fisheries – Using an Ethical Matrix in a Participatory Process.", *Journal of Agricultural and Environmental Ethics*, 14: 191-200.
- ICSU's Standing Committee on Responsibility and Ethics in Science (2000) "Ethics and the Responsibility of Science", *Science and Engineering Ethics*, 6 (2000), 131-142. [Kaiser was chair of the Committee].
- M. Kaiser (1999), "Development of International Guidelines for Research Ethics (Commentary on Mishkin)", *Science and Engineering Ethics*, 5 (1999), 293-298.
- M. Kaiser (1997), "Fish-Farming and the Precautionary Principle: Context and Values in Environmental Science for Policy", *Foundations of Science*, 2 (1997), 307-341.
- M. Kaiser (1996), "Towards More Secrecy in Science? - Comments on Some Structural Changes in Science and Their Implications for an Ethics of Science", *Perspectives on Science*, vol.4. no. 2, 207-230.
- M. Kaiser (1994), "Normativ vitenskapsteori og føre-var-prinsippet - En kommentar til Knut Erik Tranøys vitenskapsfilosofi" ("Normative philosophy of science and the Precautionary Principle - a comment on the philosophy of science of Knut Erik Tranøy"), *Norsk Filosofisk Tidsskrift*, vol. 29, nr. 3 / 4 (1994), 209-222
- M. Kaiser (1993), "Philosophers Adrift - Comments on the Alleged Disunity of Method", *Philosophy of Science* 60 (1993), 500-512.
- M. Kaiser (1991), "Progress and Rationality: Laudan's Attempt to Divorce a Happy Couple", *Inquiry*, 34 (1991), 433-455.
- M. Kaiser (1991), "From Rocks to Graphs - The Shaping of Phenomena", *Synthese*, 89 (1991):111-133 .
- M. Kaiser (1990), "Vitenskapsfilosofi - på feministiske avveier?" (Philosophy of science – on a feminist detour?), *Norsk Filosofisk Tidsskrift*, 25 (1990), 217-239.
- M. Kaiser (1988), "Ein kritischer Kommentar zu H. Bernhardt: Was bedeutet Poppers Drei-Welten-Lehre?", *Zeitschrift für philosophische Forschung*, vol.42, 1 (1988).
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- Kaiser, M. (2012), "The ethics and sustainability of aquaculture", in: *The Philosophy of Food*, Arthur Kaplan (ed.). University of California Press: Berkeley, Los Angeles, London.
- M. Kaiser (2010). "Designing ethical strategies for global food security", in: C.M.Romeo Casabona & L.E.San Epifanio & A. E. Cirion (eds.), *Global Food Security: Ethical and Legal Challenges*, Wageningen Academic Publishers, Wageningen.
- A.S. Haugen, M. Kaiser, V. Almaas (2010), „Certification and ethical standards in aquaculture“,in: C.M.Romeo Casabona & L.E.San Epifanio & A. E. Cirion (eds.), *Global Food Security: Ethical and Legal Challenges*, Wageningen Academic Publishers, Wageningen.
- V. Almaas & M. Kaiser (2010), "Governance addressing societal values", in: C.M.Romeo Casabona & L.E.San Epifanio & A. E. Cirion (eds.), *Global Food Security: Ethical and Legal Challenges*, Wageningen Academic Publishers, Wageningen.
- A. Algers, M. Kaiser, C. Kallum, H.Loor, K. Wahlgreen & S. Welin (2010), „Food ethics dilemma: an open learning resource for teaching ethics“,in: C.M.Romeo Casabona & L.E.San Epifanio & A. E. Cirion (eds.), *Global Food Security: Ethical and Legal Challenges*, Wageningen Academic Publishers, Wageningen.
- M. Kaiser & C.: Romeo-Casabona (2010), "Preface", in: C.M.Romeo Casabona & L.E.San Epifanio & A. E. Cirion (eds.), *Global Food Security: Ethical and Legal Challenges*, Wageningen Academic Publishers, Wageningen.
- M. Kaiser (2009), "Ethical aspects of livestock genetic engineering". in: M. Engelhard, K. Hagen, M. Boysen (eds.), *Genetic Engineering in Livestock – New Applications and Interdisciplinary Perspectives*, Springer-Verlag: Berlin, Heidelberg.
- M. Kaiser (2009). " Defining the Precautionary Principle; Uncertainties and Values in Science for Policy", in: J.H. Solbakk, P. Nortvedt & A. Nome (eds.), *Contemporary Issues in Medical Ethics*, Volume 1, Section for Medical Ethics, University of Oslo.
- J. van der Sluijs et M. Kaiser (2008), "Vers une compréhension commune du principe de précaution". In P. Allard, D. Fox and B. Picon, *Incertitude et environnement, La fin des certitudes scientifiques*, EDISUD.
- M. Kaiser (2007). "Coexistence and ethics: NIMBY-arguments reconsidered", in: W. Zollitsch, C. Winckler, S. Waiblinger, A. Haslberger (eds.), *Sustainable food production and ethics*, Wageningen Academic Publishers: Wageningen 2007.
- M. Kaiser (2006), "Defining the Precautionary Principle: Uncertainty and Values in Science for Policy" , in *Jahrbuch der Altonaer Stiftung for philosophische Grundlagenforschung*, 1. Jahrgang, Der andere Verlag: Lübeck und Marburg 2006.
- M. Kaiser (2006), "Turning cheap fish into expensive fish? The ethical examination of an argument about feed conversion rates", in: M. Kaiser & M.E. Lien (eds.), *Ethics and the Politics of Food*, Wageningen Academic Publishers: Wageningen 2006.

- E. Thorstensen & M. Kaiser (2006), "The ethical Delphi. A new tool for ethical assessments", in: M. Kaiser & M.E. Lien (eds.), *Ethics and the Politics of Food*, Wageningen Academic Publishers: Wageningen 2006.
- M. Kaiser (2006), "Practical ethics in search of a toolbox: Ethics of science and technology at the crossroads", in Gunning, Jennifer and Søren Holm (ed.) 2006: *Ethics, Law and Society Vol.II*, Ashgate Publishing Ltd: Cardiff, pp. 35-44.
- M. Kaiser (2005), "Socrates and a Sophist among architects". in: *Building a doctoral programme in architecture and design, Appreciations from colleagues and friends of Halina Dunin-Woyseth's contributions on the occasion of her 60<sup>th</sup> birthday*, Eds.: Jan Michl & Liv Merete Nielsen, Research magazine no 7, Oslo School of Architecture: Oslo 2005, 24 – 30.
- M. Kaiser (2005), "Practical ethics in search of a toolbox: Discourse ethics and ethical committees", in: L. Landeweerd, L.-M. Houdebine & R. Termeulen (eds.), *Bio Technology-Ethics – An introduction*. Angelo Pontecorboli Editore: Firenze, 2005.
- M. Kaiser (2005), "Uncertainty and Precaution 2: The Precautionary Principle and its relevance to science" in: L. Landeweerd, L.-M. Houdebine & R. Termeulen (eds.), *Bio Technology-Ethics – An introduction*. Angelo Pontecorboli Editore: Firenze, 2005.
- M. Kaiser (2005), "Uncertainty and Precaution 1: Certainty and uncertainty in science" in: L. Landeweerd, L.-M. Houdebine & R. Termeulen (eds.), *Bio Technology-Ethics – An introduction*. Angelo Pontecorboli Editore: Firenze, 2005.
- M. Kaiser (2005), Chapter on "International Council of Science", in: *Encyclopedia of Science, Technology, and Ethics*. Editor: Mitcham, Carl., Detroit: Macmillan Reference USA.
- M. Kaiser (2004), "Ethical issues surrounding the gm-animals / gm-fish production", in: *Science, Ethics & Society: Preprints of the 5th congress of the European Society for Agricultural and Food Ethics 2004*, Johan De Tavernier & Stefan Aerts (eds.), Centre for Agricultural Bio- and Environmental Ethics, Katholieke Universiteit Leuven, Belgium.
- M. Kaiser (2004), "Xenotransplantation – Ethical Considerations based on Human and Societal Perspectives", in: *Acta Veterinaria Scandinavica, Proceedings of the 16th Internordic Symposium of the Nordic Committee for Veterinary Scientific Cooperation on Animal Organs to Save Human Lives*, W. Farstad & Ø. Andresen & O. Nyberg & B. Christensen (eds.), Suppl. 99, 65 – 73.
- M. Kaiser (2004), "Et liv med risiko – klarer vi de etiske utfordringene?", i Stian Lydersen (ed.), *Fra flis i fingeren til ragnarok – Tjue historier om sikkerhet*, tapir akademisk forlag: Trondheim.
- M. Kaiser (2003), "På sporet av den tapte maten", i: *Den politiserte maten*. Eivind Jacobsen, Reidar Almås, & Jahn Petter Johnsen (eds.), abstrakt forlag: Oslo 2003.
- M. Kaiser (2003), "Forskningsetikk i Norge – Norge viser veien?", i: *Forskningsetikk*, Knut Ruyter (ed.), Gyldendal Forlag: Oslo, 2003.
- M. Kaiser (2003). "Ethics, science, and precaution – A viewpoint from Norway", in: *Precaution, Environmental Science, and Preventive Public Policy*, Joel Tickner (ed.), Island Press: Washington DC.
- Howard, B.J., Forsberg, E-M., Kaiser M. & Oughton D. (2002): "An Ethical Dimension To Sustainable Restoration And Long-Term Management Of Contaminated Areas." In: *International Conference On Radioactivity In The Environment*, pp 506-510, Monaco
- M. Kaiser (2002), "Social Perceptions and Ethics in Aquaculture: Aquaculture as a Responsible Supplier for the New Millennium", in: *Perspectives on Responsible Aquaculture for the New Millennium*, R. LeRoy, Creswell & Rosa Flos (eds.), Publication of the World Aquaculture Society Baton Rouge, LA USA and the European Aquaculture Society. Oostende, Belgium; EAS Publication Pub-162, 2002.
- M. Kaiser (2002). "Ethics of science now maturing: experiences so far and outlooks ahead", in: *Forschungsfreiheit und ihre ethischen Grenzen*, Kurt Pawlik & Dorothea Frede (eds.), Vandenhoeck & Ruprecht: Göttingen 2002.

- M. Kaiser & Forsberg, E-M. (2000): "Self-reflexive ethical advice for fisheries: methodological reflections on ethical matrixes and participatory process." Preprints to the 2nd European Congress on Agricultural and Food Ethics. Available on [www.husdyr.kvl.dk/htm/psa/eursafe.htm](http://www.husdyr.kvl.dk/htm/psa/eursafe.htm).
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- M. Kaiser (2000), "Thematic meeting report on session: Science, Ethics and Responsibility", in: World Conference on Science – Science for the Twenty-First Century – A New Commitment, UNESCO publications; Paris.
- M. Kaiser (2000), "Diskurs oder Konfrontation in Fragen der Gentechnik?", i: A. Spök & K. Hartmann (eds.) GENug gestritten? Gentechnik zwischen Risikodiskussion und gesellschaftlicher Herausforderung, Graz: Leykam.
- M. Kaiser (2000), "Ethics and the Responsibility of Science", in: M.Balaban & H.P.Sambuc (eds.), Effects of Global Business on Scientific Research, Science and Consciences of Man Foundation: Geneve
- M. Kaiser (1998), "The Problem of Risk – A Social Approach" (in Russian), in: Samuel Kugel (ed.) The Problems of Scientists and Scientific Group Activity, vol. XII, St.Petersburg State Technical University: St.Petersburg 1998.
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- M. Kaiser (1995), "The Independence of Scientific Phenomena", in: Theories and Models in Scientific Processes, eds.: William Herfel et al., 179-200, Amsterdam - Atlanta 1995
- M. Kaiser (1994), "Technology Assessment and Democratic Decisionmaking", in: Proceedings of IATAFI 94, The 1st International Conference for Technology Assessment and Forecasting Institutions, Bergen, Norway, 2-6 May 1994, Bergen.

#### **Project reports:**

- Co-author of **Ethical Bio-Technology Assessment Tools for Agriculture and Food Production 2006** (Final Report Ethical Bio-TA Tools – QLG6-CT-2002-02594), LEI: The Hague
- B.Mepham, M.Kaiser, E.Thorstensen, S.Tomkins, K.Millar (2006): **Ethical Matrix – Manual**, LEI: The Hague
- K.Millar, S.Tomkins, E.Thorstensen, B.Mepham, M.Kaiser (2006): **Ethical Delphi – Manual**, LEI: The Hague.
- UNESCO / COMEST (2005), **The Precautionary Principle**, A report of an ad hoc working group, endorsed by COMEST /UNESCO April 2005 (members of the expert group: M. Kaiser (chair), J.v.d. Sluijs (rapporteur), S. Beder, V. Hösle, A. Kemelmajer de Calucci, A. Kinzig; UNESCO secretariat: H. t. Have, S. Scholze, E. Kuok), UNESCO: Paris; also available on: <http://unesdoc.unesco.org/images/0013/001395/139578e.pdf>
- M. Kaiser (2003), "Ethical issues surrounding the gm-animals / gm-fish production" , Expert paper for the FAO / WHO Expert Consultation on Safety Assessment of Foods Derived from Genetically Modified Animals including Fish (2003); published by FAO on the internet at: [http://www.fao.org/es/esn/food/risk\\_biotech\\_animal\\_en.stm](http://www.fao.org/es/esn/food/risk_biotech_animal_en.stm)
- Co-author (expert) of FAO / WHO Report: Expert Consultation on Safety Assessment of Foods Derived from Genetically Modified Animals including Fish (2003), FAO Rome 2004; see also <ftp://ftp.fao.org/docrep/fao/006/y5316E/y5316E00.pdf>
- M. Kaiser, K. Rønning, K. W. Ruyter, H.W. Nagell & M.E.Grung: **Oppdragsforskning – åpenhet, kvalitet, etterrettelighet**; De nasjonale forskningsetiske komiteer 2003.

- Oughton, D.H., Bay, I. Forsberg, E.-M., Hunt, J. Kaiser, M. & Littlewood, D. (2003), **Social and ethical aspects of countermeasure evaluation and selection – using an ethical matrix in participatory decision making**, Deliverable 4 of the STRATEGY project, EC Contract No: FIKR-CT-2000-00018, Agricultural University of Norway, February 2003.
- (co-authored with SCRES): “Standards for Ethics and Responsibility in Science – An Empirical Study”, presented at ICSU GA in Rio De Janeiro September 2002, and published on the ICSU website: [www.icsu.org](http://www.icsu.org) .
- E.-M. Forsberg & M. Kaiser, **Strategier og verdier i norske fiskerier mot år 2020** (i.e. Strategies and values in Norwegian fisheries towards 2020, final project report), De nasjonale forskningsetiske komiteer, november 2000.
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- M. Kaiser (1992), Editor of **Forskningsetikk for forskningsråd** (“Research Ethics for Research Councils”), including a contribution “Sentrale forskningsetiske prinsipper - og noen kommentarer til moderne genteknologi” (“Main principles in research ethics - and some added comments on modern biotechnology”), NENT-publikasjon nr. 2, Oslo.
- M. Kaiser (1992), Editor of **Forskningsetisk veileder**, (A Guidebook in Research Ethics) NENT-publikasjon nr.3.
- M. Kaiser (1991), “Kvalitets-normer”, (“Quality-norms”) i Rapport fra et prosjektseminar “Hva er kvalitet?”, TMVs prosjektnotat 91/1, 1991
- M. Kaiser (1989), “Mellom viten og visjon - En kommentar til Tor Selstad: Mellom høyteknologi og dypøkologi” (“Between knowledge and vision - A comment on Tor Selstad: Between high-technology and deep-ecology”), an evaluation commissioned by the Scientific Board of Alternativ Framtid (“Alternative futures”), a research programme of the Norwegian Government.

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- M. Kaiser (2004), 3 contributions : 1) “Uncertainty and Precaution 1: Certainty and uncertainty in science”. 2) “Uncertainty and Precaution 2: The Precautionary Principle and its relevance to science” . 3) “Practical ethics in search of a toolbox: Discourse ethics and ethical committees”; Global Bioethics, vol. 17, 2004
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- M. Kaiser (1986), "Feministisk filosofi på vei inn i filosofifaget?", (i.e. "Feminist philosophy into the philosophy curriculum?"), Nytt om kvinneforskning, nr. 1, 1986.

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- Interview: "European Society for Agricultural and Food Ethics" in International Innovation, EuroFocus, February 2012, pp52-53.
- Interview: «Nano: den nye etiske bomben», i Ukeavisen ledelse, fredag 6. januar 2012.
- Article: "Aquaculture: the hard road to sustainable food production", in: Europäische Akademie, Newsletter 110, September 2011, pp. 1-2.
- Interview: «Professor Matthias Kaiser, President, European Society for Agricultural and Food Ethics» in: Research media Ltd. August 27, 2011.
- Interview: "Global matvaresikkerhet i perspektiv", i forskning.no , 25. april 2011.
- Interview: «Betaler stiv pris for usikker reklame», Universitetsavisa.no , 21.10.2010. / Also in: På Høyden, 21.10.2011.
- "Centre for the Study of the Sciences and the Humanities", in: PS Public Service Review, European Science & Technology issue 11, pp. 174-175.
- Interview in Aftenposten, Nyheter, 6. desember 2010, side 7, "Det virker som om en del i forvaltningen tror det er legitimt å jenke litt på resultatene"
- (with H. Ingjerd and J. Hølen), "Kunnskap på anbud", Debatt, Aftenposten, 2. desember 2010
- Interview: «Mannen som ikke vil ha makt», i Forskningsetikk, 15. mars 2010.
- Chronicle "Genmodifisert laks er på vei til butikken" i forskning.no, 29. september 2010
- Interview in Dagsavisen: "Oppfordrer til kjøttfri dag" 25. januar 2010.
- «Forskningens etiske ansvar» i Forskningsetikk, 04.11.2009
- Interview: «Trodde vi var ferdige med slikt», i Nationen, Landbruk, 29.09.2009
- (with J.H.Solbakk) "Politisk styring av forskningsetikken?", contribution in Morgenbladet, 12.12.2008
- Bokomtale/review: «FLU – The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It" by Gina Kolata; in Forskningsetikk, 11.02.2008
- "Ubegrunnet om genmodifisering" contribution in Aftenposten, 6.2.2008.

- Interview: «Alzheimer griser kan løse gåten», i VG, 29.08.2007
- "Forskere for fred" Interview in Morgenbladet, 28.09.2007
- "Klønete håndtert" Interview (on misconduct case) in VG, 28.09.2006.
- "Forskerfusk på Ås". Interview in God morgen Norge. TV2. 26.09.2006.
- Interview in "Dragkamp om forskningsavtaler". Aftenposten 30.04.2006
- "Mat på det store lerretet", article in Cinemateket, 26.04.2006
- Interview in "Dragkamp om forskningsavtaler", Aftenposten, 30.04.2006
- Interview in: "Genteknologisk mat – velsignelse eller forbannelse?" Forskningsetikk, 31. mars 2006
- "Etikk i maten" i Forskningsetikk, 31. mars 2006
- "Fusk kan og må forebygges", (med H.W. Nagell), Aftenposten, 19. januar 2006
- Interview in "jakt på penger kan utløse forskerjuks", Dagsavisen 19. januar 2006
- "Leve av, leve med, leve for? Vår bioteknologiske fremtid", Forskningsetikk, 19. desember 2005
- "Romferd, raketter og etisk ansvar" in Forskningsetikk, nr 2 2005
- Interview in: "Sirkus Lomborg fortsetter", Apollon 10. februar 2005
- "Uenighet Ja, uredelighet NEI TAKK!", article in forskning.no, 4. February 2003
- Interview in "nanoteknologier – muligheter og usikkerheter", Norges forskningsråd – Teknologi, Naturvitenskap Matematikk, 21. desember 2004
- Interview in "Etisk metode – Kan lekfolk bidra i de store avgjørelser – på tvers av land og kultur?" in Forskningsetikk, nr 4 2004
- Interview in: "Lomborg svikter de etiske normene", article in forskning.no, 18. March 2004.
- Interview in "Åpenhet rundt forskningsresultater?", article in forskning.no, 15. January 2004.
- Interview in "Hvor åpen skal være man om forskningsresultater?", På høyden, 10.01.2004.
- Interview in: "Forskning = sant?", article in Gemini, nr 5, 2004
- Interview in "Forskere ofte i konflikt med oppdragsgiver", Namdalsavisa, 15. januar 2004
- Interview in: "Las decisiones de la ciencia", Página / 12, Buenos Aires, 16. desember 2003
- Interview in: "Professor beskyldes for plagiat". Aftenposten, 25.04.2003.
- Interview in: "Når forskningsresultater bestilles på forhånd", article in forskning.no, 19. Mai 2003
- Interview in "Er forskning et snobbeord?", Forskningsetikk, nr 2 2003
- Interview in: "Truer verdigrunnlag", Apollon, 01.01. 2003
- Interview in: "Vil legge forskning ut på anbud", Article in Aftenposten 06. Mai 2003
- Interview in "EU i bresjen for etiske regler", article in forskning.no, 7. June 2002.
- Interview in: "Redelig eller jukse-maker?", Apollon, 01.01.2003
- Interview in: "Forskere føler seg presset", Universitas, 20.11.2002.
- Together with Hilde W. Nagell: "Evalueringen av Forskningsrådet overseer moderne forskningsformidling", in: Forskningsetikk, nr. 1 mai 2002
- Interview, cited in: "Die Welt ist zu komplex für Patentlösungen", Article in Hamburger Abendblatt, 6. November 2001.
- Interview in: "Enighetsfakultetet", Universitas, 31.10.2001.

- Interview in: "Midt oppi galskapen", Bladet Forskning, nr. 6, 2001.
- "Vestbanen ideell for vitenskaps- og teknologimuseum", article in Aftenposten, 15. June 2000.
- "Kampen om Teknologirådet", in Aftenposten, 23. november 2000
- (med Ragnar Fjelland & Gunnar Skirbekk) "Krigersk om 'vitenskapskrigene'", i Forskningspolitikk, nr 2, 1999
- Matthias Kaiser & Francis Sejersted: "Norge trenger et uavhengig teknologiråd", article in Aftenposten 27. July 1998.
- "Ny teknologi og etikk" interju ved Geir Olav Melingen, in: Genteknologi og havbruk, Et debattheft fra Bioteknologinemnda, Bioteknologinemnda Oslo 1998.
- (with K. Ruyter) "Forskeres troverdighet og etikk", contribution in Morgenbladet, 02.05.1997.
- (with D. Elgesem & K. Jåsund) "Fusk i forskning – ingen bagatell", Dagbladet 20.06.1997
- Interview in "Når forskere fusker i faget", Dagbladet, 09.04.1997
- Interview in "Fusk i forskning et ansvar for instituttene", i Uniforum 06 / 1997.
- Interview in "Når forskere fusker", Apollon, 01. januar 1997
- "Miljø-østrogene stoffer: er vi føre-var?" ("Environmental estrogen substances: are we precautionary?"), article in Aftenposten, October 1995.
- "No Parliamentary Technology Assessment in Norway - but a lot of Ethics", (together with Jon Fixdal), EPTA Newsletter, Issue 10 July 1995, 18-20.
- "Institusjonalisert teknologivurdering" (together with Jon Fixdal); ("Institutionalized technology assessment"), Alternativ Framtid 2 / 1995, 32-34.
- "Technology Assessment - Who Needs It?", Futurum, March 1994, pp. 3-4
- "Vellykket konferanse i vitenskapsfilosofi", (together with Olav Gjelsvik), in Uniforum, nr. 18, 1989 (- report on the VIIIth Inter-Nordic Philosophy Symposium -).
- "God dag mann økseskaft", (together with Olav Gjelsvik), in Universitas (4.5.88) (-remarks on the philosophy curriculum in Oslo-)
- Critical letter ("Theorien sind sterblich") in bild der wissenschaft, 9-1987, (about an article on Popper).
- Critical letter ("Gen-Technik") in bild der wissenschaft, 10/1979.

**Translations:**

- 1986: Translation from Norwegian into German of the main part of: D.Böhler, T.Nordenstam, G.Skirbekk, Die pragmatische Wende, Frankfurt a.M., 1986.
- 1986: Translation from Norwegian into German of: D.Føllesdal, L. Walløe, J.Elster, Rationale Argumentation, Berlin, New York, 1986.
- 1984: Translation from German to Norwegian, together with O. Vassend, of Giessener Beschwerdebogen, (psychosomatic medicine) forfattet ved Prof. Dr. Elmar Brähler, Universitätsklinikum Leipzig.
- 1979: Translation from Norwegian into German of: Dagfinn Føllesdal, "Handlungen, ihre Gründe und Ursachen", published in Hans Lenk (ed.), Handlungstheorien - interdisziplinär, 2,II, München 1979.

\* \* \* \* \*

**General information (selection)**

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 Current position Associate professor  
 Areas of expertise Research ethics, philosophy of the life sciences, ‘theory of science’

**Education (Selection)**

2011 Ph.D. Medical ethics (University of Oslo - UoO)  
 2003 Cand. Philol. (MA) Philosophy of science (UoB)  
 1997 Cand. Mag. (BA) English, Philosophy, World history, Comparative literature (UoB)

**Work experience (selection)**

2010- Associate professor (SVT, UoB)  
 2006-2010 Researcher (Center for medical ethics – SME, UoO)  
 2004-2006 Ph.D.-fellow (SME, UoO)  
 Fall 2003 Assistant professor (Department of philosophy – FoF, UoB)  
 1997-2002 Research assistant (FoF, UoB)

**Teaching, research, and project experience (selection)**

2012-2013 SVT/UoB Interdisciplinary network project: Humanities for policy development. Position: Member of workgroup. Funding: NCR  
 2012- SVT/UoB PhD-course: “Philosophy of the sciences” at the Faculty of Psychology. Position: Academic coordinator and teacher for SVT’s component  
 2010- SVT/UoB BA-courses: “Crucial issues in science and society” (CSS): Position: Academic coordinator and teacher  
 Spring 2010 VNN-FU/SV PhD-course: “The philosophy and ethics of the sciences”. Position: Academic coordinator and teacher  
 2009 Interdisciplinary research project: Consentenced to consent: DNA-testing, ethics and migration Position: Researcher. Funding: Brocher Foundation  
 2007-2009 SME/UoO Interdisciplinary research project: Genetic bio and dataBanking. Confidentiality and protection of data (GeneBanC). Position: Researcher. Funding: FP6/EC  
 2005-2008 SME/UoO Interdisciplinary research project: Human population genetics and public health: multidisciplinary analysis and international comparison of the normative contexts and practices (GenPos). Position: Researcher. Funding: Ministère délégué à la recherche, action concertée incitative internationalisation des sciences humaines  
 2004-2007 SME/UoO Interdisciplinary research project: Mapping the language of research-biobanks and health registries: From traditional biobanking to research biobanking. Position: Ph.D.-fellow. Funding: FUGE/NCR  
 1997-2002 FoF/UoB BA courses: “Examen Philosophicum”. Position: Group leader



### **Pedagogical development work and competencies (selection)**

- 2013 Initiator and co-developer of “The Knowledge Bakery” (KBa) at the Bergen Literature house (LiB)
- 2012-2013 CEE-task force at SVT. Position: Coordinator
- 2012-2013 Formalisation of “Philosophy of the sciences” and harmonisation with NOKUT’s learning descriptors
- Fall-2012 “Education for innovation?” – The National Bildung conference, 2012 (UoB). Position: Program coordinator and chair for plenary sessions
- Fall-2011 Prize for best learning environment (UoB) with Roger Strand (‘Læringsmiljøprisen
- Fall-2011 “The future of the university” – The National Bildung conference, 2011 (UoO). Position: Program coordinator with Roger Strand
- Spring-2011 Course in “Pedagogics for seminar leaders” (Institute of pedagogics, UoB)
- 2010- Pedagogical development of the ‘joint educational design’ of CSS
- 2009-2010 Development of an “Inter-facultary master in Bioethics” (UoO). Position: Researcher and coordinator
- Spring-2009 Net based course in research ethics (SME, UoO). Position: Teacher and eSupervisor
- 2003 Development of teaching material for Examen Philosophicum. Position: Assistant professor

### **Academic offices (selection)**

- 2013- Member “Taskforce on innovation and entrepreneurship in education” (UoB)
- 2012- Member The student society of Bergen’s Extended council
- 2011- Head Bildung Committee at UoB
- 2010- Secretary National Bildung Committee for Higher Education II

### **Publications (selection)**

- 2011 Karlsen, JR; Solbakk, JH. A waste of time: the problem of common morality in *Principle of Biomedical Ethics*. *Journal of Medical Ethics* 2011;37 p. 588-591
- 2011 Karlsen, JR; Solbakk, JH; Holm, S. Ethical Endgames: Broad Consent for Narrow Interests; Open Consent for Closed Minds. *Cambridge Quarterly of Healthcare Ethics* 2011;20(4) p. 572-583
- 2009 Dierickx, K; Borry, P; Karlsen, JR; Solbakk, JH; Bárd, P; Fobelets, G; Gottweis, H; Griffin, M; Lauss, G; Nys, H; Patyn, A; Sándor, J; Shickle, D; Van Camp, N; Hens, K. *Genebank: Genetic bio and databanking. Confidentiality and protection of data. Towards a European harmonisation and policy*. Leuven: European Ethical-Legal Papers. 2009. ISBN 9789033477669 69 pp
- 2009 Karlsen, JR; Strand, R. Annexation of Life: The Biopolitics of Industrial Biology. In: Solbakk, JH; Holm, S; Hofmann, B. (eds.) *The Ethics of Research Biobanking*. Springer 2009 ISBN 978-0-387-93871-4. p. 315-329
- 2009 Karlsen, JR; Solbakk, JH; Strand, R. In the Ruins of Babel: Should Biobank Regulations be Harmonized?. In: Solbakk, JH; Holm, S; Hofmann, B. (eds.) *The Ethics of Research Biobanking*. Springer 2009 ISBN 978-0-387-93871-4. p. 337-349
- 2009 Karlsen, JR; Strand, R; Solbakk, JH. Life at all costs: European precautionary policies on xenotransplantation. *International Journal of Risk Assessment and Management* 2009;12(1) p. 35-47
- 2008 Karlsen, JR; Strand, R. The Ethical Topography of Research Biobanking. In: *Ethics, Law and Society Volume IV*. Ashgate 2009 ISBN 978-0-7546-7646-1. p. 127-148
- 2006 Karlsen, JR; De Faria, PL; Solbakk, JH. To know the value of everything: a critical commentary to B. Björkman and S.O. Hansson's 'Bodily rights and property rights'. *Journal of Medical Ethics* 2006;(32) p. 215-219

**Personal Details**

Name: Kari Smith (female)  
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**Education:**

1974-1978	Oranim, Haifa University, Israel	B.A.
1974-1978	Oranim, Haifa University, Israel	Teaching Diploma
1983-1985	Tel Aviv University, School of Education, Israel	M.A. with honours
1991-1994	Tel Aviv University, School of Education, Israel	Research Student
1996-1998	Bar-Ilan University, Israel	Ph.D.

**Work Experience:**

1984-1986	Tel Aviv University, School of Education	Teaching Assistant	50%
1985-1995	Oranim School of Education	Lecturer	100%
1995-2001	Oranim School of Education	Lecturer	100%
2001-2005	Oranim Academic College of Education	Senior lecturer	100%
2005	Oranim Academic College of Education	Professor	100%
2005-	University of Bergen, Norway	Professor	100%
2008-	Sogndal University College, Norway	Professor 2	10%
2007-	Oranim Academic College of Education	Professor 2	10%

**Offices in Academic Administration (Selection):**

2001-	Oranim Academic College, Senate	Member
2005- 2007	UoB, Section for Teacher Education	Head
2005- 2007	UoB, Overall Steering Committee for Teacher Education	Member
2005- 2007	UoB, Committee for student acceptance into Teacher Education	Chair
2007-2012	UoB, Overall Steering Committee for Teacher Education	Chair
2009-	Western Norway Research Network (UH-Vest) Research on Pedagogy, didactics and school leadership	Head
2010	UoB, Research Group <i>Professionalism in Teaching and Pedagogy</i>	Head

**National and International responsibilities (Selection):**

2001-2005	Coordinator of Assessment Special Interest Group of EARLI (European Association for Research on Learning and Instruction).
2009-	Head of Steering Committee for NAFOL (National Research School in Teacher Education)
2011-2015	Coordinator of EARLI Special Interest Group (11) on research on Teaching and Teacher education

### Research Grants:

- Research grant from Mofet Institute, Israel, 2003 Project leader
- Grant from the Norwegian Directory of Education, 2006 Project leader
- Grant from the Norwegian Directory of Education, 2007 Project leader
- Research grant from University of Bergen, 2006-2009 Project leader
- Research grants from the Meltzer foundation, 2006, 2008 Project leader
- Research grants from N FR, 2007-2010 Project leader
- Research grant from UH-Vest, 2009, 2010 Project leader
- Research grant from NFR 2007-2010 (Stord(Haugesund UC) Research advisor
- Research grant from NFR 2012-2015 (Stord(Haugesund UC) Member of Steering Group and Chair of Advisory Committee

### Selected publications in peer reviewed journals from 2010 ( Books and book chapters are not included):

- Smith, K. (2010) Professional Development of Teacher Educators, International Encyclopaedia of Education, 3<sup>rd</sup> edition, Amsterdam, Elsevier.
- Smith, K. (2010). Assessing the Practicum in teacher education – Do we want candidates and mentors to agree? Studies In Educational Evaluation, 36 (2010), 36-41.
- Tillema, H., Smith, K. & Leshem, S.(2011), Dual roles- conflicting purposes: A comparative study on perceptions on assessment in mentoring relations during practicum, *European Journal of Teacher Education*, Vol. 34, No. 2, 139–159.
- Smith, K. (2011). Professional development of teachers—A prerequisite for AfL to be successfully implemented in the classroom, *Studies in Educational Evaluation*, 37 : 55–61.
- Ulvik, M. & Smith, K. (2011). What characterises a good practicum in teacher education? *Education Inquiry* Vol 2 No 3, 517-536.
- Smith, K. (2011). The multi-faceted teacher educator- a Norwegian perspective. *Journal of Education for Teaching*, 37, (3): 337–349.
- Ulvik, M. & Smith, K.(2011). Veiledrollerollen- En profesjon innenfor profesjonen. *Bedre Skole*, Volume 4, 83-87.
- Ulvik, M. & Smith, K. (2011). Veiledning av nye lærere. Hvem, hva og hvorfor. *Bedre Skole* (1), 52-55.
- Haara, F. O. & Smith, K. (2012). Increasing the use of Practical Activities through Changed Practice. *The Mathematics Enthusiast*, 9, (1 & 2): 77-110.
- Haara, F. O. & Smith, K. (2011). Kappen: One size fits all? *Uniped*, 34, (3): 79-86.
- Havnes, A., Smith, K, Dysthe, O., & Ludvigsen, K. (2012) .Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation*, (38), 21-27.
- Smith, K. (2012). Formative assessment of teacher learning: issues about quality, design characteristics and impact on teacher learning. *Teachers and Teaching: theory and practice* DOI:10.1080/13540602.2013.741835
- Smith, K. (2012). Vurderingens rolle i styrking av motivasjon for læring. *Cepra-triben* 2012 ; Volume November, 2012, 19-25.
- Smith, K. & Engelsen, K. S. (2012). Developing an assessment for learning (AfL) culture in school: the voice of the principals. *International Journal of Leadership in Education*, 1-20. DOI: 10.1080/13603124.2012.699639
- Smith, K. (2012). The multi-faceted teacher educator- a Norwegian perspective. *Journal of Education for Teaching*, 37(3), 337-349.
- Sandal, A.K. & Smith, K. (2012). Møte med yrkesfagleg utdanning i den norske videregående skulen, *Nordic Journal of Vocational Education and Training*, Vol. 2 No. 1 2012:1-17.
- Vindal-Halvorsen, K. & Smith, K. (2012). Utvikling av partnerskap i en førskolelærerutdanning, sett fra et økologisk perspektiv. *Norsk pedagogisk tidsskrift*, Volume 3, 237-247.
- Gamlem, M. S. & Smith, K. (2013). Student perceptions of classroom feedback. *Assessment in education : Principles, Policy & Practice*. <http://dx.doi.org/10.1080/0969594X.2012.749212>

**Appendix C: Additional partners (JSE) – Rasmus Slaattelid, Jørn Øyrehagen Sunde,  
and Peter Haugan**

**Rasmus Slaattelid:** Associate Professor in Philosophy of the Sciences and the Humanities, Centre for the Study of the Sciences and the Humanities, University of Bergen. Main research interests: Evidence-based policy making, science in society, scientific models and images, science policy, philosophy of the humanities, scientific cultures. Slaattelid served as Vice dean for education at the Faculty of Humanities at UoB from 2005-2007, and has been teaching theory of science to PhD candidates from the social sciences, psychology, health sciences, and humanities from 2001. He is currently head of the HUMPOL (Humanities for policy) project (NFR).

**Jørn Øyrehagen Sunde,** Professor, has his background in legal science, with a focus on legal history, comparative law and legal culture. He has also held a position as professor at the interdisciplinary Centre for Medieval Studies, as is engaged in research cooperation within the fields of social sciences and humanities. Sunde has designed the subject Legal Culture in a Europe in Change, since 2008 taught at the Faculty of Law in Bergen for about 350 third year students. He has, together with Professor Martin Löhnig in Regensburg, taken the initiative to a Summer School for PhD-students on legal culture from June 2015 on. For his teaching, Sunde was awarded best lecturer by the students at the Faculty of Law in 2010 and 2011, and was awarded the Meltzer Prize 2012 by the university in Bergen for mediating science to a broader audience. He has taught at CSS (VIT214).

**Peter M. Haugan,** Professor, was originally trained in applied mathematics and started his professional career in industry doing petroleum reservoir simulation. He then turned to more basic climate research, spent two years teaching mixed student groups at the University Centre in Svalbard (UNIS) and is professor of oceanography at the Geophysical Institute, University of Bergen, since 1999. Partly motivated by his own research on carbon storage, he has developed a keen interest in interfaces between science, society and policy. In addition to international and intergovernmental research coordination and policy tasks, he serves as vice-chair of the Norwegian national commission for UNESCO and has contributed to a course in theory of science at UiB the last 4 years. He has taught at CSS (VIT212).

**Appendix D: Systematic evaluation (2011) and evaluation on reported learning outcomes of CSS (2013) – English summaries**

## Systematic evaluation of CSS (2011) – English summary

The full report (Norwegian) can be retrieved from UoB's quality database, URL: [https://kvalitetsbasen.app.uib.no/rapport.php?rapport\\_id=4152](https://kvalitetsbasen.app.uib.no/rapport.php?rapport_id=4152)

**Background:** SVT has performed an evaluation of the execution of CSS and the student's feedback. This summary will focus on the feedback rather than the organizational and administrative aspects of the rapport.

**Method:** In the spring of 2010, a more quantitative questionnaire was employed, targeting the lectures and the contents and pedagogics of the seminars. From the fall of 2010, a more qualitative questionnaire was employed, and the students had a great deal more freedom in their feedback, focusing on more overarching factors. In the spring of 2011, 6 former students, who in total had participated in all the Bildung courses, were invited to participate in a focus group at SVT. The intention behind the focus group was to evaluate, inform and ensure the quality of the two previous student evaluations.

**Evaluation of CSS:** The student feedback is in general very positive, and the courses have strong support among the students. Furthermore, it is evident that the courses fill an important need in the Bachelor-degree that has not previously been sufficiently provided for. Combining knowledge related challenges, crucial societal issues and personal engagement, CSS function as a catalyst for young and talented researchers.

**Student and lecturer evaluation:** The students report that, not only do they want CSS to continue, but they also request a larger number of course topics and express a wish that other institutes employ the pedagogical model developed for CSS. The positive feedback is largely focused around the inner dynamics of the course and the interaction between students from different disciplines and lecturers creating a forum for discussion, personal development and, in consequence, increased self-esteem. Criticism is mainly directed at organizational issues such as deadlines, timetables etc., but some also found problematic a lack of structure in seminars and what they felt was too large a degree of freedom. Importantly, though, this freedom is an essential part of the courses' pedagogical design. The students also offer suggestions for improvement, including a request of more oral practice, student evaluation and an interest in arranging a student-initiated Bildung conference. Students' reasons for why CSS should be continued can be summed up as a 'room of reflection' within which disciplinary prejudices are challenged and worked off, and where there is space for developing the potential for disciplinary criticism, broadness of perspective, reflexivity and independence. On the future effect and outcome of CSS, the students report of a change in attitude and insights that can be carried back to their respective disciplines, as well as aspects such as networking and reflexive influence in the shaping of UoB as a university. Lecturers have not performed a formal evaluation, but the informal feedback has been exclusively positive. In general, the lecturers emphasize the importance of Bildung at the university. They also express excitement towards the opportunity of getting to meet students from other faculties than their own. The report states that initiatives towards gender balance among the lecturers have not been sufficiently fruitful, and emphasizes that this issue should be pursued in the future.

**Conclusion:** While there have been some administrative challenges, these could be solved by engaging a dedicated student administrative unit. The evaluation report concludes that the pilot project has been successful and recommends that CSS should be continued on a permanent basis.

## Evaluation on reported learning outcomes of CSS (2013) – English summary

The full report (Norwegian) can be retrieved from UoB's quality database, URL: [https://kvalitetsbasen.app.uib.no/rappport.php?rappport\\_id=4153](https://kvalitetsbasen.app.uib.no/rappport.php?rappport_id=4153)

**Background:** In 2013, SVT wanted to learn more about students' learning outcome of CSS, and hired former student, Elisabeth Schøyen Jensen (BA sociology) to perform the task.

**Method:** The evaluation has been conducted in 2 semi-structured focus groups consisting of a total of 11 students out of 56 who were contacted per e-mail. The 11 students represent 5 different faculties and their competences range from Bachelor-level to Ph.D.-level. The students have agreed to be a part of the e-mail alumni list and/or looked up the course's Facebook site, and the fact that they have agreed also to participate in the survey, may indicate that their dedication is above average. However, this aspect is always present in focus group studies. As the students' reports of their experiences indeed correspond to the intentions behind the design of the courses and their feedback on the learning outcome to a large degree concur with the goals of teaching, the courses do indeed seem to have worked as intended for this group, and may well have worked for others.

The questions in the survey are based in NOKUT's definition of quality of education, as well as in the overarching teaching goals of CSS: "The goals of the courses are to *present the students with the opportunity to*: exert their abilities of *critical reflection* with regard to the relationship between different forms of knowledge and fields of science; develop intellectual skills so as to engage in research based, interdisciplinary discussion about crucial issues in science and society". Therefore they are structured around three topics: 1) Student experiences, with particular focus on the extent to which CSS are seen as different from other disciplines; 2) Self reports regarding the qualities and feedback on learning outcome; 3) The overarching teaching goals of CSS, and the degree to which they can be said to have been accomplished. Statistics of failing/passing marks, evaluation by censors and the number of dropouts could also be relevant as result factors, but are not part of this survey.

**Results:** Student experiences: The participants did find that CSS differ from their own disciplines. In both groups, one of the first points that came up was a feeling of openness and freedom in the structure of the courses, and that this freedom contributed to the creation of a space where challenging and rewarding discussions were cultivated across disciplinary borders. Several participants mention that this lead to a stronger feeling of ownership towards their own work, something which had an inspirational effect, and emphasize the value of interdisciplinary group discussions. It is evident that the interdisciplinary student groups are one of the courses' essential resources. There is a strong focus on the seminar structure of the course, both groups maintain that that they, with the exception of some particular lectures, are very happy with the lecture series. They also report that they find the the so-called 'impossible' exam paper topics a valuable part of the learning process.

Self-reported learning outcome: This section can be summed up in three bullet points: 1) The students find that they have become more aware of the importance of being able to communicate their own subject across disciplinary borders, and also that they have gained knowledge of how to do so in practice; 2) The level of critical reflection towards their own discipline is increased; 3) The students have become more open to, and interested in, perspectives from disciplines other than their own.

Teaching goals: Although there was some discussion amongst the participants whether the goals of the courses were too ambitious considering the scope of the course (5 ECTs), the focus groups demonstrate a close correlation between the explicit goals of CSS and the experience of the students.



**Appendix E: Sample evaluation of “Philosophy of the Sciences” (2012) – Faculty of Psychology**

General evaluation of “Obligatory PhD Course in the Design and Conduct of research” (two weeks) with specific comments to the part of the course offered by SVT (four days)

## 1. Course content

	Respondents	Percent
Very good	4	19.0%
Good	11	52.4%
Satisfactory	6	28.6%
Unsatisfactory	0	0.0%
Total	21	100.0%

## 2. Course workload

	Respondents	Percent
Too little	0	0.0%
Little	0	0.0%
Reasonable	19	90.5%
Too much	2	9.5%
Total	21	100.0%

## 3. Degree of difficulty

	Respondents	Percent
Far too easy	0	0.0%
Too easy	0	0.0%
Reasonable	21	100.0%
Too difficult	0	0.0%
Total	21	100.0%

## 4. Quality of course literature

	Respondents	Percent
Very good	1	4.8%
Good	6	28.6%
Satisfactory	12	57.1%
Unsatisfactory	2	9.5%
Total	21	100.0%

## 5. Quality of teaching

	Respondents	Percent
Very good	5	23.8%
Good	13	61.9%
Satisfactory	3	14.3%
Unsatisfactory	0	0.0%
Total	21	100.0%

## 6. General impressions

	Respondents	Percent
Very good	2	9.5%
Good	15	71.4%
Satisfactory	3	14.3%
Unsatisfactory	1	4.8%
Total	21	100.0%

## 7. To what extent did the course meet its learning objectives

	Respondents	Percent
Very high	0	0.0%
High	11	52.4%
Reasonable	10	47.6%
Low	0	0.0%
Total	21	100.0%

## 8. Your own activity and contributions during the course

	Respondents	Percent
Very good	0	0.0%
Good	13	61.9%
Satisfactory	7	33.3%
Unsatisfactory	1	4.8%
Total	21	100.0%

## 9. Your own activity prior to the course

	Respondents	Percent
Very good	0	0.0%
Good	9	42.9%
Satisfactory	11	52.4%
Unsatisfactory	1	4.8%
Total	21	100.0%

## 10. Commitment and contributions of the other course participants

	Respondents	Percent
Very high	3	14.3%
High	10	47.6%
Reasonable	7	33.3%
Low	1	4.8%
Total	21	100.0%

## 11. Relevance in helping you to understand other research

	Respondents	Percent
Very high	4	19.0%
High	4	19.0%
Reasonable	12	57.1%
Low	1	4.8%
Total	21	100.0%

## 12. Relevance of the course paper to your dissertation

	Respondents	Percent
Very high	4	19.0%
High	7	33.3%
Reasonable	9	42.9%
Low	1	4.8%
Total	21	100.0%

## **Kursevaluering 2012 - spesifikke kommentarer.**

*(Jeg har inkludert de kommentarene som angår SVTs komponent)*

### *"Specify your learning outcome from the course"*

- It was useful to be exposed to disciplines and perspectives on scientific knowledge which are not usually encountered in other faculty environments.
- General expansion of thoughts and reflection around research and ethics and own research project.
- Heightened awareness of the philosophy of science and its contribution to structured thinking and problemsolving.
- The ability to be reflective on my research topic-I
- General insight into scientific paradigms, their strengths and limitations.
- Good discussions on philosophy og science.
- Ga en grunnleggende innføring i relevante emener knyttet ti design og gjennomføring av forskning
- Oppdate on the philosophy of science.
- Good reflection on ethical considerations in science
- Good learning outcome of the group presentations and discussions of the short paper.
- The long paper gave a good learning outcome and was relevant to my PhD work.
- A better understanding of the role of science, and the scientist in society.
- Ethical responsibilities and implications of science.
- Critical thinking
- Ethical responsibilities and implications of science.
- Critical thinking about methodological aspects of science.
- History of science.
- writing a critical reflection on the ethics, methods and conceptual framework of my study
- An good introduction/reminder of the philosophy of science
- My learning outcomes of the course was mostly to refresh old knowledge about philosophy of the science, and to gain new knowledge about statistical methods. It was also helpful to learn practical ways to search and manage scholarly literature.
- In my opinion, the first week with "the philosophy of the sciences" was the strongest part of the course. The lectures were good and stimulating and the subjects discussed felt relevant. Some really relevant methodological considerations concerning my own project started during this phase of the course.
- Improved knowledge about Philosophy of Science and how this is relevant for my PhD project.
- Overview over different traditions and methods used in reseach. Knowledge about different methods and their opportunities and limitations.
- Critical reflection around own project.

### *"What were the best aspects of the course?"*

- Critical reflection around own project.
- In my opinion, some of the course contents were outstandingly delivered by some of the lecturers. For example, Jan Reinert, Per Einar Binder, Helge Holgersen, Kariane Westrheim, Maurice Mittelmark. These presenters not only conveyed their mastery of the topics introduced, but were also engaged with participants, willingly invited exchanges with them and encouraged their inquiries. They seemed to value and integrated participants' inputs and experience.
- Lectures and discussions. The reflections done in plenum.

- "Free" plenum discussions in a mixed group of personalities and projects (phd-candidates and lecturers alike) -particularly when the discussions were inspired and guided by those lecturers who did not just present their presentation but who were curious to learn who and what where in the room and to let that guide the lecture(as we were all grown up and experienced in different ways).
- Time and space for reflection on topics useful for kappen
- Philosophy of science lectures, library courses
- The first part, regarding the philosophies of science.Deltakernes fremleggelse av egne prosjekter/problemstillinger
- Philosophy of science.
- Det var viktig å møte andre stipendiater og å rydde tid til å tenke på eget phd-prosjekt i lys av vitenskapsteori/metode
- Å skrive paper var også veldig nyttig.
- Ellers likte jeg også at formen var åpen for innspill og diskusjon. Godt klima.
- Spennende å høre om andre sine prosjekter og problemstillinger/ få feedback på egne tanker.
- class discussions and questions
- Very good lectures on the philosophy of science, a good atmosphere of learning, and committed fellow students.
- The best aspect of the course was to meet other PhD-students, and discuss our individual projects with each other. It was also helpful to discuss various challenges and experiences in the process of producing articles.
- The first week with "the philosophy of the sciences" and the production of the paper. Another important aspect is that it was a "safe" environment to "practice" expressing the project in English, both verbally and in writing.
- Group sessions and informal discussions with other participants. The opportunity to discuss general challenges related to the PhD project.
- The Philosophy of Science and the library session was very good.
- I think it was very good to write both short paper and longpaper, because it pushed the writing process further.
- Also the part given by SVT was very good!