

1. Pensum og undervisning. The pensum for the course consisted in a selection of original research articles together with some overview articles. The overarching theme for the course were philosophical issues regarding Natural Kinds and Social Construction. The pensum was chosen so as to balance classic texts on the metaphysics of natural kinds with more concrete issues regarding the kinds discussed in chemistry and biology (e.g. chemical substances and species) as well as human kinds, such as race, gender, and sex. Readings were chosen based on relevance and accessibility. Care was taken to ensure a gender balanced syllabus (46 % of the readings were by women - 42 % of the main texts). There were 14 meetings (2 hours each). Teaching was based on lectures and discussion. Students were engaged by developing the material together with them on the board. Students were encouraged to use their writings as a basis for classroom discussion. Student assessment was based on a portfolio exam. Students had to produce five pieces of writing throughout the course. These consisted of two summaries of texts (~ 2 pages), two critical responses to texts (~ 3 pages), and one short essay (~ 6 pages). The grade was based on the whole portfolio (weights were: 10 % for summaries, 20 % for responses, and 40 % for the essay). This examination method was chosen for several reasons: (a) to let students develop a number of different skills, (b) to allow detailed feedback throughout the semester so that students can improve based on that feedback, and (c) to make students engage with the materials throughout the semester.

2. Læringsutbytteformuleringene. The description of the learning outcome says: "The aim is to give students an in depth knowledge of central topics in metaphysics and the philosophy of mind. Through active participation in class and writing of an essay, students will develop the ability to express themselves in academic forms, both orally and in writing." Overall this describes the learning outcome well. But the formulation "writing of an essay" suggests a single essay. The formulation should probably be changed so as to more explicitly allow for the portfolio examination adopted in this course.

3. Resultater. 13 students originally signed up for the course. 11 students fulfilled the requirements (2 never attended). Of these 11, 10 attended the seminar on a fairly regular basis. The grades in the course were quite good. 3 students received an A, 6 received a B, and 2 received a C (4 of the 11 exams were read and examined also by the co-sensor. There was largely agreement over the grades. Grades were adjusted overall as a result of the discussion with the co-sensor). In several cases there was a clear improvement from the earlier parts of the portfolio to later.

4. Student Evaluation. Overall students were very satisfied with the pensum, teaching, and the course overall. Given the breadth of the syllabus material (ranging from the highly abstract to the fairly concrete), some students had wished more on the "metaphysics" while others reported that they felt much more engaged with the concrete issues regarding gender and race. Several students reported positively on the portfolio exam, and the feedback on their writing. Some, though, mentioned that they had preferred one longer essay to develop their ideas on more detail.

5. Endringer. Given the central aim of the course to introduce students to some central themes in the philosophy and/or metaphysics, the exact contents of the course vary each year. In addition to the difference in course materials, there was a change in the examination form (from skole exam or skole exam + essay to portfolio).

6. Forslag til forbedringer. Overall the portfolio examination seems to have worked well. Given the student feedback, and the central learning goals it is probably a good idea to sometimes teach with a portfolio and sometimes with a longer essay (the first allows for more feedback, and engagement throughout the course; the latter for the development of more in-depth argumentative skills). If the course is taught with a portfolio examination, it is probably a good idea to use the students writing for the individual sessions more also in the classroom. They could present their arguments, be more explicitly invited to discuss with each other, etc.