

Curriculum vitae

Personal information

Family name, First name: Korkea-aho, Emilia

Researcher unique identifier(s): ORCID 0000-0002-5226-1670

Date of birth: 22 March 1980

Nationality: Finnish

URL for web site: <http://www.uef.fi/web/oikeustieteet/emiliakorkea-aho>,

<http://www.emiliakorkea-aho.eu>

7 July 2021

Degrees

2015 Title of Docent in EU Law, University of Helsinki, Finland.

2012 Doctor of Laws (LLD). Faculty of Law, University of Helsinki, Finland. My doctoral thesis was awarded the second-highest distinction *eximia cum laude approbatur* and published internationally as a monograph.

2005 Master of Laws (LLM). Faculty of Law, University of Helsinki, Finland (prize for the highest GPA in my graduating class). My dissertation was awarded the highest distinction *laudatur* and received thesis awards.

Language skills

Finnish, native language

Swedish, very good

English, excellent

Russian, passable

French, passable

Italian, passable

Current employment

2018- Associate Professor (tenure track) in EU Law and Legislative Studies. UEF Law School, University of Eastern Finland, Finland.

2018-2021 Academy of Finland Research Fellow. UEF Law School, University of Eastern Finland, Finland.

2018- Affiliated Fellow (Erik Castrén Institute). Faculty of Law, University of Helsinki, Finland.

2018- Visiting Fellow. Faculty of Law, Maastricht University, the Netherlands.

Previous work experience

2016-2018 Academy of Finland Research Fellow. Faculty of Law, University of Helsinki.

2013-2016 Academy of Finland Postdoctoral Fellow. Faculty of Law, University of Helsinki.

2010-2013 Postdoctoral Researcher. Centre of Excellence 'Foundations of European Law and Polity Research', Faculty of Law, University of Helsinki, Finland.

2006-2010 Doctoral Student (salaried), Graduate School 'Foundations of European Law and Polity'. Faculty of Law, University of Helsinki, Finland.

International research visits

2019-2020 Research Fellow, Yale Law School, United States (7 months).
2014-2015 Visiting Fellow, European University Institute (EUI), Italy (11 months).
2010 Visiting Fellow, Columbia Law School, United States (6 months).
2009-2010 Visiting Graduate Research Student, University College London, UK (12 months).
2007 Visiting Student, European University Institute (EUI), Italy (4 months).

Research funding and grants

2021-2025 Academy of Finland Project, 468 000 €. Funding for the research project 'Expertise In and Out of Government. The Bureaucratic Revolving Door and Its Regulation in EU Member States'.
2018 Prime Minister's Office, Finland, 50 000 €. Funding for the research project 'Registers for Lobbyists: International Examples'.
2016-2021 Academy of Finland Research Fellowship, 434 485 €. Funding for research project 'The Lobbyist: A Socio-Legal Inquiry of Interest Representation in the EU'.
2016-2019 Jean Monnet Network on Soft Law Research (SoLaR), 299 754,48 €.
2014-2016 Academy of Finland Postdoctoral Fellowship, 239 400 €. Funding for the research project 'The Politics of Super Laws: How Third Country Actors Shape the Emergence and Development of EU law'.
2010-2012 'The Architecture of Regulatory Competition', 150 000 €. Research project funded by the University of Helsinki, led by Professor Jan Smits (Maastricht).

Research supervision and leadership experience

2014- Co-supervisor of two doctoral students, working on EU law-making (Johanna Tuohino, University of Helsinki) and EU lobbying (Lolita Cigane, UEF), and mentor two prospective doctoral students.
2014-Supervisor of approximately 30 completed LLM theses, annually around 5-7 new LLM theses.
2013-2015 I created a tutoring scheme through which early postdoctoral colleagues could mentor doctoral students when Faculty regulations still prevented them from supervising. The Faculty of Law at Helsinki awarded me a merit bonus in recognition of the creation of the scheme. I personally tutored 2 doctoral students and managed the scheme. The success of the scheme initiated a review of Faculty regulations that now enable postdoctoral researchers to co-supervise doctoral theses together with senior colleagues.
2016-2019 PI of a three-year Jean Monnet Network with 30 researchers in 7 EU Member States.

Teaching merits

2018- Convenor of EU Law. UEF Law School, University of Eastern Finland.
2010- Modules and courses on EU Law, Environmental Law and Research Methods at UEF, University of Helsinki, Maastricht University, University of Copenhagen, King's College London, KU Leuven, European University Institute (EUI).
2013-2017 University pedagogical training: 15 ECTS.

Organisation of scientific meetings

2019 The first national interdisciplinary research seminar on lobbying and political advocacy, with approximately 10 participants.

2019 International seminar 'Legal Experts in Transnational Policy-Making', University of Helsinki and University of Eastern Finland, including ten internationally renowned speakers (e.g. Professor Antoine Vauchez, Sorbonne and Professor Anu Bradford, Columbia Law School). Co-organised with Professor Päivi Leino-Sandberg, Helsinki.

2017 Inaugural seminar of SoLaR, University of Helsinki. The two-day seminar included 25 participants with Professor Takis Tridimas, King's College London as a keynote.

2013 International seminar 'Territorial Laws in a Global Era', University of Helsinki. The seminar included ten invited speakers (e.g. Professors Erin O'Hara, Vanderbilt Law School and Galf-Peter Callies, Universität Bremen).

Institutional responsibilities

2018- Member of the Executive Board of the Law School, University of Eastern Finland, Finland.

2018- Convenor of EU Law. UEF Law School, University of Eastern Finland, Finland.

2014-2017 Research Committee Member. Faculty of Law, University of Helsinki, Finland.

2014-2017 Member and Deputy Chair of the Steering Committee, Doctoral Programme in Law. Faculty of Law, University of Helsinki, Finland.

2016-2017 Member of the Ethical Review Board in the Humanities and Social and Behavioural Sciences, University of Helsinki, Finland.

Memberships of scientific societies

2017- Member of the Nordic Network of Empirical Legal Scholars (NoLesLaw), funded by NordForsk. Universities of Helsinki, Copenhagen and Umeå.

2015- Member, Tutkas (The Finnish Association of Researchers and Parliamentarians).

2015-2016 Lead Scientific Member, The Good Lobby, a civic start-up committed to mobilising European citizens (Citizen Lobbyists). Included advising postgraduate students from École des hautes études commerciales de Paris (HEC) working on lobbying.

2013-2018 Co-Convenor and Member of Organising Committee. The Helsinki Seminar for Governance and Institutions, University of Helsinki (cross-departmental activity).

Other academic activities

2021- Regular contributor on transparency and EU institutional issues to *EU Law Live*.

2021 - Expert evaluator in evaluation of applications for the Title of Docent, University of Helsinki.

2013- Referee for scientific publications both in Finland (e.g. Oikeus, Lakimies, Poliitikka, Vastapaino) and abroad (e.g. Cambridge University Press, Oxford University Press, Edward Elgar, European Journal of Risk Regulation, Transnational Environmental Law, Maritime Law, European Constitutional Law Review, Yearbook of European Law, Review of European Administrative Law).

Awards and honours

2019 Academy of Finland Award for Societal Impact.

2015 Faculty of Law, University of Helsinki, Finland. Bonus awarded for professional achievements.

2014-2015, Invited Member of the Academy Club for Young Scientists, Finnish Academy of Science and Letters.

2006 The Finnish Lawyers' Association. Graduate Thesis Award.

2006 The Association of Finnish Savings Banks. Graduate Thesis Award.

2005 The Association of Finnish Lawyers. Prize awarded for highest GPA in graduating class of 2005.

Societal impact

2021- Written statements and oral presentations to the Parliament's EU Committee (Grand Committee), Finnish Parliament.

2019- Membership in the Finnish Ministry of Justice working group on transparency register.

2018- Public appearances in printed press, television and radio (Helsingin Sanomat, Ilta-Sanomat, Yle Uutiset, Kauppalehti, Yle radio, Brysselin kone, MOT etc.).

List of publications

Emilia Korkea-aho, ORCID 0000-0002-5226-1670

7 July 2021

A Peer-reviewed scientific articles

Korkea-aho, E. (2022). Rock 'n' Roll Stars or Guitar Technicians? Legal Advisors as Legal Experts in NGO Lobbying. In Korkea-aho, E. and Leino-Sandberg, P. (eds.). *Law, Legal Expertise and EU Policy-Making*. Cambridge University Press (Accepted/in press).

Korkea-aho, E. and Leino-Sandberg, P. (2022). Afterword. The Four Questions and One Answer. In Korkea-aho, E. and Leino-Sandberg, P. (eds.). *Law, Legal Expertise and EU Policy-Making*. Cambridge University Press (Accepted/in press).

Korkea-aho, E. and Leino-Sandberg, P. (2022). Introduction. In Korkea-aho, E. and Leino-Sandberg, P. (eds.). *Law, Legal Expertise and EU Policy-Making*. Cambridge University Press (Accepted/in press).

Korkea-aho, E. (2021). A Right to Lobby? Comparing Constitutional Discourses in the US and the EU. *Columbia Journal of European Law* 28(1) (Accepted/in press).

Korkea-aho, E. (2021). European Commission: Tasks, Functions and Powers. In *Oxford University Press EU Law Encyclopaedia* (online, accepted/in press).

Korkea-aho, E. (2021). Legal Lobbying: The Evolving (but Hidden) Role of Lawyers and Law Firms in the EU Public Affairs Market. *German Law Journal* 22(1), 65–84.

Korkea-aho, E. (2021). Sunday Dinners and Hot Baths in a 'Wild Wild North'. The Nordic Discussions on Lobbying Laws and Implications for the EU Transparency Agenda. *European Public Law* 27(2), 355–382.

Korkea-aho, E., Eliantonio, M., and Stefan, O. (2021). Introduction. In Eliantonio, M., Korkea-aho, E. and Stefan, O. (eds.). *EU Soft Law in the Member States: Theoretical Findings and Empirical Evidence*. Hart Publishing, 1–19.

Korkea-aho, E., Eliantonio, M., and Vaughan, S. (2021). Introduction. In Eliantonio, M., Korkea-aho, E. and Vaughan, S. (eds.). Introduction to a Special issue 'Is Soft Law Pandemic-Proof?' *European Journal of Risk Regulation* 12(1), 1–6.

Hartlapp, M. and Korkea-aho, E. (2021). 'Whatever-Law' and Teenage Member States? The National Reception of EU Soft Law and How to Study it. In Eliantonio, M., Korkea-aho, and Stefan, O. (eds.). *EU Soft Law in the Member States: Theoretical Findings and Empirical Evidence*. Hart Publishing, 59–78.

Korkea-aho, E., Havu, K., Leino-Sandberg, P. and Tarkkila, L. (2021). The Finnish Soft Law Puzzle How Can a Rule-Bound Parliamentary Democracy Be Reconciled with EU Soft Law? In Eliantonio, M., Korkea-aho, E. and Stefan, O. (eds.). *EU Soft Law in the Member States: Theoretical Findings and Empirical Evidence*. Hart Publishing, 121–136.

Korkea-aho, E. and Scheinin, M. (2021). 'Could You, Would You, Should You?' Regulating Cross-Border Travel Through COVID-19 Soft Law in Finland. *European Journal of Risk Regulation* 12(1), 26–44.

Korkea-aho, E. and Leino-Sandberg, P. (2019). Interviewing Lawyers. A Reflection on Interviews as a Legal Research Method in European Law. Network of Legal Empirical Scholars: Special Issue 2019 *European Journal of Legal Studies*, 17–47.

Korkea-aho, E. (2018). National Courts and European Soft Law: Is *Grimaldi* Still Good Law? *Yearbook of European Law* 37, 470–495.

Korkea-aho, E. (2017). Evolution of the Role of Third Countries in EU Law - Towards Full Legal Subjectivity? In Bardutzky, S. and Fahey, E. (eds.). *Framing the Subjects and Objects of EU Law: Exploring a Research Platform*. Edward Elgar Publishing.

Korkea-aho, E. and Leino-Sandberg, P. (2017). Juristi asiantuntijana - haastattelut eurooppaoikeudellisen tutkimuksen lähteenä. *Lakimies* 7–8, 1036–1053. [*Lawyer as an Expert: Interviews as a Source of EU Law Research*]

Korkea-aho, E. and Leino-Sandberg, P. (2017). Who Owns the Information Held by EU Agencies? Weed Killers, Commercially Sensitive Information and Transparent and Participatory Governance. *Common Market Law Review* 54(4), 1059–1092.

Korkea-aho, E. and Sankari, S. (2017). External Participants v. Internal Interests: Principles of EU Administrative Law in Anti-Dumping Investigations. *European Papers* (Carnets européens – Quaderni europei), 543–570.

Korkea-aho, E. (2016). Effects of the EU Chemicals Regulation REACH in a Globalized Internal Market. FCD and FMB. *Common Market Law Review* 53(3), 763–778.

Korkea-aho, E. (2016). 'Mr Smith Goes to Brussels'. Third Country Lobbying and the Making of European Law and Policy. *Cambridge Yearbook of European Legal Studies* (18), 45–68.

Korkea-aho, E. (2015). Legal Interpretation of EU Framework Directives: A Soft Law Approach. *European Law Review* 40(1), 70–88.

Korkea-aho, E. (2015). EU Lobbyists: Rulemakers 'in the Shadows'? In Fahey, E. (ed.). *The Actors of Postnational Rule-Making: Contemporary Challenges of European and International Law*. Routledge, 207–230.

Korkea-aho, E. (2014). Watering Down the Court of Justice?: The Dynamics between Network implementation and Article 258 TFEU litigation. *European Law Journal* 20(5), 649–666.

Korkea-aho, E. (2013). Laws in Progress? Reconceptualizing Accountability Strategies in the Era of Framework Norms. *Transnational Environmental Law* 2(2), 363–385.

Korkea-aho, E. (2012). Better Judicial Review? EU Courts and the Smart Regulation Agenda in Implementing Chemicals Regulation. *Legisprudence: international journal for the study of legislation* 6(3), 397–423.

Korkea-aho, E. (2009). What Is New About New Governance? Making Sense of the Institutional Implications and Constitutional Conditions of New Modes of Governance. *Retfærd: nordisk juridisk tidsskrift*, 3–22.

Korkea-aho, E. (2009). EU Soft Law in Domestic Legal Systems: Flexibility and Diversity Guaranteed? *Maastricht Journal of European and Comparative Law* 16(3), 271–290.

Korkea-aho, E., Koulu, R., and Lindfors, H. E. (2002). Empiiristä materiaalia insolvenssioikeuden tutkimukseen? *Oikeus*, 353–369. [*Empirical Material for the Research of Insolvency Law?*]

B Non-refereed scientific articles

Korkea-aho, E. (2017). Book Review: Marise Cremona and Hans-W. Micklitz (eds.). Private Law in the External Relations of the EU. Oxford: Oxford University Press, 2016. 311 pages. *Common Market Law Review*.

Korkea-aho, E. (2016). Book Review: EU Chemicals Regulation. REACH, New Governance and Hybridity. By Steven Vaughan. Edward Elgar, 2015. 288 pp. 53(4) *Common Market Law Review*, 1160 –1163.

Korkea-aho, E. (2016). ‘Villi Pohjola’ – Miksi Suomessa ei säännellä lobbausta? Teoksessa Sund- Norrgård, P., Norrgård, M., and Jusslin, S. (toim.). *Ett kvartssekel med Justus. Neljännensvuoisata Justuksen kanssa. Festskrift Justus 25 år / Juhlakirja Justus 25 vuotta*. Forum Iuris, Publikationer från juridiska fakulteten vid Helsingfors universitet, 171–187.

Korkea-aho, E. (2015). Book Review: Lawyering Europe. European Law as a Transnational Social Field. By Antoine Vauchez and Bruno de Witte (eds.). Hart Publishing, 2013. 306 pp. *European Law Review*.

Juutilainen, T. and Korkea-aho, E. (2014). Professio ja legitimitetti - mitä virkaa eurooppalaisella juristilla? In Mäenpää, O. Frände, D., and Korpisaari, P. (eds.). *Oikeuden historiasta tulevaisuuden Eurooppaan: Pia Letto-Vanamo 60 vuotta*. Helsinki: Suomalainen Lakimiesyhdistys, 89–103. [*Profession and Legitimacy – What Role for a Lawyer in the European Union?*]

Korkea-aho, E. (2013). Book Review: Eurolegalism. The Transformation of Law and Regulation in the European Union. By Daniel R. Kelemen. Boston: Harvard University Press, 2012. 378 pp. 19(3) *European Law Journal*, 443–446.

Korkea-aho, E. (2010). Eurooppalaiset virastot kolmannen pilarin alalla. Fragmentaatiota vai koherenssia?. In Nuotio, K. and Malkki, L. (toim.). *Vapauden, turvallisuuden ja oikeuden Eurooppa*. Helsingin yliopiston oikeustieteellinen tiedekunta, 75–95. [*EU Agencies in the Third Pillar: Fragmentation or Coherence?*]

Korkea-aho, E. (2009). Soft law direktiivien kansallisessa toimeenpanossa. In Lindfors, H. Korkea-aho, E., and Turunen, S. (toim.). *Kovia aikoja: Riitoja ja maksukyvyttömyyttä. Juhlakirja Risto Koulu 60 vuotta*. Helsinki: Edita Comi, 229–249. [*Soft Law and the National Transposition of EU Directives*]

Korkea-aho, E. (2007). Book Review: Better Regulation. By Stephen Weatherill (ed.). Hart Publishing, 2007. 442 pp. *Lakimies*, 962–967.

Korkea-aho, E. (2005). Pehmeä sääntely sääntelytutkimuksen ja oikeusjärjestyksen haasteena. In Lindfors, H. (toim.). *Lainsäädäntöä vai muuta oikeudellista ohjailua?* The National Research Institute of Legal Policy, Research Communications number 67, 69–83. [*Soft Law as a Challenge to Legal Research and Legal Systems*]

Korkea-aho, E. (2004). Empiirisen oikeustutkimuksen käytäntö. In Lindfors, H. (ed.). *Empiirinen tutkimus oikeustieteessä*. The National Research Institute of Legal Policy, Research Communications number 64, 81–90. [*The Practice of Empirical Research in Law*]

C Scientific books, edited volumes and special issues

Korkea-aho, E. and Leino-Sandberg, P. (eds.) (2022). *Law, Legal Expertise, and EU Policy-Making*, Cambridge University Press (Accepted/in press).

Eliantonio, M., Korkea-aho, E., and Vaughan, S. (eds.) (2021). Special issue ‘Is Soft Law Pandemic-Proof?’ *European Journal of Risk Regulation*.

Eliantonio, M., Korkea-aho, E., and Stefan, O. (eds.) (2021). *EU Soft Law in the Member States: Theoretical Findings and Empirical Evidence*. Hart Publishing.

Korkea-aho, E. (2015). *Adjudicating New Governance: Deliberative Democracy in the European Union*. Milton Park, Abingdon, Oxon: Routledge. 256 pp.

Lindfors, H. Korkea-aho, E., and Turunen, S. (eds.) (2009). *Kovia aikoja: Riitoja ja maksukyvyttömyyttä. Juhlakirja Risto Koulu 60 vuotta*. [*Hard Times: Disputes and Insolvencies. Essays in Honour of Risto Koulu 60 years*] Edita.

Korkea-aho, E. (2005). *Konkurssi, itsesääntely ja konkurssiasiain neuvottelukunta*. Conflict Management Institute, University of Helsinki. 181 pp. [*Bankruptcy, Self-Regulation, and the Advisory Board for Bankruptcy Affairs*]

D Publications intended for professional communities

Korkea-aho, E. and Tiensuu, P. (2018). Lobbarirekisterin kansainväliset mallit. Prime Minister’s Office. Publications of the Government’s analysis, assessment and research activities 57/2018. 148 pages. [*Registers for Lobbyists: International Examples*]

Korkea-aho, E. (2009). Case 2008:110. In Timonen, P. (ed.). *KKO:n ratkaisut kommentein II*. Talentum, Helsinki, 278–286. [*The Finnish Supreme Court Decisions with Annotations*]

Korkea-aho, E. and Koulu, R. (2009). Yrityssaneeraus. In *Insolvenssioikeus* (3rd ed.). WSOYpro, 623–862.

Korkea-aho, E. (2008). Case 2008:67. In Timonen, P. (ed.) *KKO:n ratkaisut kommentein I*. Talentum, Helsinki 2008, 503–509. [*The Finnish Supreme Court Decisions with Annotations*]

Korkea-aho, E. (2005). Konkurssiasian neuvottelukunnan suositukset oikeuslähteenä. *Defensor legis: Suomen asianajajaliiton äänenkannattaja*, 817–836. [The Recommendations of the Advisory Board for Bankruptcy Affairs as a Source of Law]

E Publications intended for the general public, blogposts

Korkea-aho, E. and Leino-Sandberg, P. (2021). EU:n varainkäytön valvonta: Mission impossible vai epärealistisia odotuksia?. *Perustuslakiblogi: Suomen valtiosääntöoikeudellisen seuran ajankohtaispalsta*, 22.03.2021 [Monitoring the Use of EU funds: Mission Impossible or Unrealistic Expectations?]

Korkea-aho, E. (2021). Foreign Lobbying in the European Union: The Limits of Transparency Regulation? *EU Law Live*, 11.3.2021. Reposted at the EU Open Government Blog, 31 March 2021.

Korkea-aho, E. (2021). New Year, New Transparency Register? *EU Law Live*, 12.1.2021. Reposted at the EU Open Government Blog, 26 January 2021.

Korkea-aho, E., Eliantonio, M., and Vaughan, S. (2020). COVID-19 and Soft Law: Is Soft Law Pandemic-Proof? *EU Law Live*, 19.11.2020.

Korkea-aho, E. (2019). Eurooppalainen demokratia tarvitsee lobbareita. *Politiikasta.fi*, 27.05.2019. [European Democracy Needs Lobbyists]

Korkea-aho, E. and Leino-Sandberg, P. (2017). Is Glyphosate safe? We have the right to know. *TARN blog*, 15.12.2017.

Korkea-aho, E. (2017). Tsaarinaikaista avoimuutta? *Perustuslakiblogi: Suomen valtiosääntöoikeudellisen seuran ajankohtaispalsta*, 22.09.2017. [Tsarists Openness?]

G Theses

Korkea-aho, E. (2011). *New Governance and the EU Courts: The Experimentalist Architecture of Judicial Decision-Making*. Helsinki: University of Helsinki. 363 pp.

Korkea-aho, E. (2005). *Konkurssi, itsesääntely ja konkurssiasian neuvottelukunta*. [Bankruptcy, the Advisory Board for Bankruptcy Affairs, and Self-Regulation]

In addition to the above

Forthcoming

Eliantonio, M., Korkea-aho, E., and Mörtz, U. (eds.) (2022). *Research Handbook on Soft Law* (Edward Elgar, contracted with the publisher).

In preparation

Korkea-aho, E. Are Lawyer Lobbyists Answerable to 'a Higher Authority'? Bar Association Rules as Lobbying Regulation in the EU and the US. Draft completed, to be submitted to *Interest Groups & Advocacy*.

Korkea-aho, E. Review Article on NGOs and Legal Expertise. Commissioned by *Journal of Environmental Law* (2021).

Korkea-aho, E. The Good Governance of EU Funding. In Kilpatrick, C. and Scott, J. (eds.). *New Frontiers of EU Funding. Law, Policy, and Politics*. Collected Courses of the Academy of European Law. Oxford University Press (2023).

Korkea-aho, E. and Korpisaari, P. Two Titans, Warring Interests, and a Battle over What Can Be Revealed with the Click of a Mouse. Reconciling Transparency and Personal Data Protection in Lobbying Regulation. Draft completed, to be submitted to *Common Market Law Review*.

Korkea-aho, E. and Eliantonio, M. Soft Law. In Smits, J., Husa, J., and Valcke, C. (eds.), *Elgar Encyclopaedia of Comparative Law* (2022).

Teaching portfolio

Emilia Korkea-aho (LLD 2012, Title of Docent 2015)

I have taught at university level since 2007. Because I have been an externally funded researcher since my doctoral defence in 2012, my annual teaching quota has followed the requirements of my funder (Academy of Finland). According to the funding terms and conditions, my duties other than research work can only include the supervision of theses and dissertations and teaching associated with my research, up to 5% of my annual working hours.¹ This means that for the past nine years, my supervision and teaching quota has been 80 hours per annum including preparations, contact teaching, assessment and course-specific teaching administration.

In this teaching portfolio I describe my pedagogical training and approach, teaching and supervision experience, teaching, supervision and assessment practices, and other teaching-related merits. I identify points for further development in the respective categories.

Pedagogical training and skills

Pedagogical training

While I was at the University of Helsinki, I completed 15 ECTS in pedagogical training: YP1 Learning in Higher Education (5 ECTS), YP2 Constructive Alignment in Course Design (5 ECTS), and YP4 Assessment and Quality of Learning (5 ECTS).

In addition to this formal training, I continuously strive to find other more informal ways to learn and develop new skills. Whenever possible, I have taught courses together with more experienced colleagues. In addition to the job-shadowing involved, I have used the feedback sessions with my co-teachers as a form of peer-assessment. For instance, in 2016, I hosted Professor Mariolina Eliantonio from Maastricht University through the Erasmus+ teacher exchange programme to co-convene a seminar in EU law at the University of Helsinki. This and other shared teaching assignments have prompted me to self-reflect on my identity as a teacher further and to become more aware of my personal teaching idiosyncrasies as well as to assess and revise them when necessary.

Pedagogical approach

My teaching philosophy is marked by a strong commitment to research-led teaching. I bring my own findings and experiences from my research projects to the classroom to clarify and illustrate key concepts and theories.

Research-led teaching does not, however, only mean that teaching reflects or makes use of one's own research, but also that students see themselves as part of a research community that produces legal knowledge. This enables students to gain a better understanding of how such knowledge is created and used strategically by different actors in various legal fields. As legal knowledge becomes diversified, lawyers are increasingly required to pay attention to questions of how that knowledge is obtained and used. This should also be reflected in

¹ <https://www.aka.fi/globalassets/1-tutkimusrahoitus/1-hae-rahoitusta/nain-kaytat-rahoitusta/funding-terms-and-conditions-1jan-31dec-2021.pdf>.

teaching by encouraging students to move beyond memorising facts to actively constructing a more profound understanding of the topics and, perhaps more importantly, of the ways in which one can produce and challenge legal knowledge. A strong commitment to research-led teaching does not necessarily require the use of special techniques. However, and in line of my own background in socio-legal studies, I have encouraged students to see law in its broader contexts and to discuss the possibility of including socio-legal themes or conducting empirical work in their Master's theses.

Research-led teaching also has implications for two-way interactions between the teacher and her students. I am committed to creating an engaging and reassuring teaching environment in class, ensuring that students feel safe and secure in the presence of their teacher and their peers. Such an environment is especially important when teaching students with special needs such as mature students from lifelong learning programmes who may not be familiar with contemporary university protocols, international students with limited linguistic skills, students from disadvantaged backgrounds, students with learning disabilities, and so on. My aim is to enable all my students to see themselves as more than a passive audience and to engage in a critical discussion of the issues with peers and teacher alike. Students always contribute into what makes up teaching in the first place, so it is not a one-way process between a performer and her audience. By the end of the module, learning outcomes and ideas will hopefully go beyond what was expected by the participants, teacher included.

Creating a reassuring and supportive teaching environment does not, however, mean that the students are in charge. The teacher and the students have reciprocal responsibilities in relation to one another which means, among other things, that while the teacher assumes responsibility for designing the course and leading the session, the students (just as their teacher) come to class well prepared and respect assignment deadlines.

I regularly collect feedback from students and analyse it as I prepare for subsequent teaching duties. My methods for collecting feedback are as diverse as the courses that I teach ranging from anonymised forms to emails sent directly to me. The feedback that I have received over the years has been consistently positive describing me as an engaging and inspiring teacher whose own passion for the topics we cover in class translates into a mutually rewarding learning experience.

As the makeup of the students at UEF has become more diverse, the nature of the feedback has also changed somewhat. For example, many part-time students struggling with their work-study balances approach me directly requesting concessions in, among other things, the required course literature, requests that I am, of course, to their disappointment unable to fulfil. So this new feedback is, perhaps, less about me as a teacher and more about the pressures of university studies more generally. The positive aspect of even this type of feedback is that the students have felt comfortable about getting in touch. Indeed, my students have always reported that, as a teacher, I am very approachable.

Professional development as a teacher

As a teacher, I have two main goals for the near future.

The first concerns mass lecturing. While I see small-scale seminar teaching as pedagogically the most effective way to teach law students whose future vocational duties require

immaculate verbal and written argumentation skills, I recognise that due to less-than-ideal student-staff ratios, mass lecturing is here to stay. For this reason, I am committed to improving my skills in this regard. Large lectures may create opportunities for new hybrid models of “flipped classrooms”, but law students in Finland are notoriously bad at preparing for class in advance. This may reframe some pedagogical opportunities into challenges. The COVID-19 pandemic has created further opportunities for hybrid teaching and for measuring learning outcomes in online environments. What the past two years have, however, made clear is that the teaching and assessment methods developed for the physical world cannot be transplanted into the digital world as such. Much more expertise and support in advanced distance learning, covering both technical and pedagogical skills, is needed.

Second, I wish to incorporate some of my experiences at Yale Law School into my seminar teaching. While on sabbatical at Yale, I attended some seminars myself. Although the details of the courses varied, their structure was more or less the same. In addition to the intended learning outcomes, the teacher provided a syllabus that outlined the contents and structure of the course, assigned the required reading that students familiarised themselves with before each seminar session, and asked the class (or a portion of it) to send 1-2 observations about the reading assignment to the teacher before the session. During the session, the teacher then led a discussion about the texts in the context of the students’ observations. I implemented some version of this model for my course “Politiikan oikeus” held in November 2020 at UEF. Although the course was fully online, the 20-student group was satisfied with the course and the way in which it was delivered.

Teaching and supervision experience

Teaching experience

I have teaching experience at LLB and LLM levels from the University of Helsinki and UEF Law School. In Helsinki, my teaching mainly involved English-speaking international students, while at UEF Law School I have mainly taught in Finnish.

In Helsinki, I was one of the responsible teachers for the 20-hour lecture course “Foundations of European Law” (2013, 2014, 2015) that provided an introduction to EU law to over 80 international students annually. My own teaching in this course covered sessions that dealt with institutional EU law. I also designed and taught a 20-hour writing seminar “New Forms of European Governance” (2013, 2014, 2015, 2016, 2017) that was not previously part of the EU law curriculum at the University of Helsinki. In addition, I co-convened and co-taught a 20-hour course on legal methodologies for LLM students (2006, 2007), and designed and taught together with colleagues a 20-hour writing skills seminar “How to Read EU Case Law” (2012). In 2016-2017, I co-directed a year-long LLM dissertation seminar attended by 16 students.

In January 2021, I co-taught a 10-hour course on EU governance in the LLM Programme in Global Governance Law at the University of Helsinki (scheduled also for January 2022).

Before taking up a position at the UEF Law School, I taught the 10-hour course “EU Law in Member States” as an hourly-paid visiting lecturer (2016, 2017). After my appointment to Associate Professor in 2018, I have been the teacher responsible for all teaching of EU law at UEF Law School. In addition to designing and teaching my own courses, my duties have included coordinating all teaching activities in the subject, ensuring that the curriculum is

comprehensive enough and kept continuously up-to-date, and designating a teacher for each modular component. I have personally taught the 20-hour lecture course “Eurooppaoikeuden perusteet” (2018, 2019, 2020), led the ongoing LLM/MSocSc dissertation seminar in EU Law (2018, 2019, 2020²), designed and taught a 10-hour seminar “Politiikan oikeus” (2020, also scheduled for 2021), and designed a 10-hour course “EU-tuomioistuinjärjestelmän teoria ja käytäntö” (scheduled for April 2022).

At the doctoral level, I have, in addition to numerous national platforms, chaired workshops and acted as commentator at many international training events including the Edinburgh, Tilburg, Helsinki and Maastricht Universities’ Young Researchers’ Network (ETHMYRN) in 2016 and the European University Institute’s Academy of European Law Summer School in 2021.

Supervision experience

To date, I have supervised to completion approximately 30 Master’s level dissertations with an additional three dissertations currently ongoing. I have also informally tutored students whose research questions and interests are connected to my research projects. Similarly, I have provided guidance and assistance to doctoral students on numerous formal and informal occasions.

On my own initiative, I designed and coordinated a *doctoral thesis tutoring scheme* that was launched at the Faculty of Law, University of Helsinki, in the academic year 2013–2014. The scheme ran for three years and involved 25 postdoctoral researchers and 32 doctoral candidates. The idea behind the tutoring was to pair doctoral candidates working in the Faculty with postdoctoral counterparts. The scheme had a dual aim of supporting the doctoral candidates’ development as researchers and enabling postdoctoral researchers to gain experience in doctoral supervision. In the follow-up assessments, the doctoral candidates who took part reported that they found the tutoring both useful and important. The success of the scheme initiated a review of Faculty regulations that now enable postdoctoral researchers to co-supervise doctoral theses together with senior colleagues. The Faculty awarded me a merit bonus in recognition of the initiative. I personally tutored 2 doctoral students and managed the overall scheme.

I currently co-supervise two doctoral candidates (Johanna Tuohino, UH, with Päivi Leino-Sandberg; Lolita Cigane, UEF, with Kim Talus). I also mentor two prospective doctoral candidates.

Teaching, supervision and assessment practices

Despite the relatively small amount of teaching that I have been able to deliver due to the restrictions of my research contract, over the past years I have developed into a competent and confident user of standard digital teaching platforms such as Moodle, Digicampus and Zoom. During the upcoming years, hybrid forms of teaching and blended learning are likely to become the “new normal”, and this also gives me an idea of how to focus my future professional development as a teacher. As I stated earlier, good-quality distance learning cannot simply be old practices transplanted into digital environments, but requires

² Dr Kaisa Huhta assumed responsibility for the group during my sabbatical 2019-2020.

completely new insights, both pedagogical and technical. The University has an important role to play in supporting its staff in taking this leap of faith.

One of the most important realisations that was prompted by my pedagogical training was that assessment should ideally be aligned constructively with the other elements of teaching. In law schools with typically large annual cohorts, such an alignment (through continuous cumulative assessment, formative assessment, etc.) may not always be possible. Especially in courses delivered through mass lecturing, assessment tends to be summative and the possibilities for individualised feedback slim. To at least partially make up for this lack, I have devised a way of sending a lengthy message collectively to all students who have been summatively assessed in, for example, an exam. In the message, I identify typical strengths and weaknesses in the answers and invite my students to then critically self-reflect on their own performance in relation to both the intended learning outcomes and the assessment criteria. Teaching that is organised as small-scale seminars, of course, enables a much more personal approach to feedback, and I dedicate much time to it.

I produce my own teaching material for Moodle/Digicampus including syllabi, repositories of course literature, and online exams. I have co-authored, together with Professor Risto Koulu, a chapter on Reorganisations Law (in *Prosessioikeus*, WSOYPro 2009) which has been used in the undergraduate teaching of procedural law. I have also co-authored, together with Professor Päivi Leino-Sandberg, an article on interviewing methods (Interviewing Lawyers. A reflection on interviews as a legal research method in European law. *European Journal of Legal Studies* (2019), 17–47) intended for postgraduate research students.

Teaching and supervision development

In addition to the mandatory feedback stipulated by university or departmental rules, I have always collected additional feedback from my students for more personal reasons so that I can develop both the courses that I teach and myself as a professional university teacher. I have previously used printed paper forms in conjunction with the lectures, but the return rate was too low to provide meaningful data. At UEF Law School, I have since adopted a practice where I task the voluntary study groups (opintopiirit) to collect the feedback during group sessions and to communicate the feedback anonymously back to me. Because the feedback is collected by student peers rather than the teacher, the threshold for critical comments should be low. This data has turned out to be much more detailed and helpful and is mostly positive and encouraging.

As stated above, a key element in my continuous professional development as a teacher is collaboration with more experienced colleagues. Shared teaching responsibilities provide elements of both job-shadowing and peer-assessment. All the environments in which I have shared teaching responsibilities have been world-class and research-intensive.

In terms of teaching leadership, I am the teacher responsible for EU law at UEF Law School. In that capacity, I oversee how the modular components are brought together into a coherent whole. I support my junior colleagues by giving advice and by sharing teaching material, a collegial interaction from which I, too, benefit. Leadership is always a two-way street.

At the University of Helsinki, I served a term as member and deputy chair of the Steering Group of the Doctoral Programme in Law (2014-2017).

I have a special interest in the teaching of international students, perhaps partly motivated by my own positive mobility experiences as a student. Because my teaching is often conducted in English (my research work is in English, as well), many of the students who have participated in my courses over the years have been international LLM or Erasmus exchange students. The linguistic skills and study techniques of these students vary. They may also require more personal tutoring and pastoral care than your average domestic student. This requires a certain amount of tailoring to allow for variations in the students' academic and legal backgrounds. The tailoring can take many forms. In essay modules, I have, for example, set intermediate deadlines by which students have been required to submit a preliminary contents page and a literature review. I have then provided feedback either face to face or by email after which the students can begin working on the final essay. This type of personalised touch would, of course, benefit all students, but it would require teaching resources (i.e. staff) that I do not foresee as realistic.

Other merits

As of 2016, I have been an affiliate member of The Good Lobby (director Professor Alberto Alemanno) that connects academics and other professionals with non-governmental organisations (NGOs) in lobbying for the public interest.³ I was involved in a project that helped the European World Wide Fund to address issues of concern at the EU level.

I regularly deliver one-off seminars abroad as visiting lecturer at, among other universities, King's College London, University of Copenhagen, Maastricht University, KU Leuven and European University Institute.

At the University of Helsinki, my teaching skills have been evaluated twice: in 2015 for the Title of Docent, and in 2017 in conjunction with an application for a tenure track position in Public Law. In both cases, the overall assessment was "good" despite my limited teaching experience due to the restrictions of the Academy of Finland's research contract.

³ <http://goodlobby.elab.oldcotest.eu>