

Teaching and Diversity Statement

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Thinking is an action. For all aspiring intellectuals, thoughts are the laboratory where one goes to pose questions and find answers, and the place where visions of theory and practice come together.

—bell hooks

My teaching philosophy is inspired by the belief that exceptional teaching encourages students to act independently, think critically, and do research on their own, while aiming at the collective and collaborative production of more liveable worlds. I have been fortunate in having had passionate teachers throughout my academic training. The characteristics of their teaching that impacted my own intellectual growth most are those which I now strive to reproduce in my classroom.

For the past ten years, I had the opportunity to gather substantial teaching experience at renewed universities in Austria, Sweden, and Germany. In my classes, I prioritize interactive and interdisciplinary approaches to learning, drawing on a range of resources and methods in order to encourage students to think critically about the ethical, political, and social implications of technology. One of my primary goals as a teacher is to cultivate in my students the skills of careful and rigorous reasoning, analysis, and argumentation. I am committed to providing my students with a deep understanding of the complex ways in which technologies shape our lives, values, and societies. My teaching is centered on the idea that students should not only be equipped with the theoretical tools and concepts necessary to analyze and critique technology, but also engage with the practical challenges of technological development and implementation. As I believe that philosophy of technology is not only an intellectual pursuit but also a deeply ethical and political one, I strive to foster in my students a sense of responsibility and engagement with the world around them. Rather than simply lecturing a class, I employ aspects and methods of experiential learning in order to cultivate critical thinking and enhance my student's analytical skills. Since I attach great importance to collaborative work, I encourage my students to understand complex phenomena and problems through collaborative reading and writing. In order to achieve this goal, I am combining a variety of established techniques such as short audio-visual inputs, close reading, group work, poster presentations, and gallery walks with interactive elements of e-learning, online discussion forums, and **course blogs**. Discussing the work of invited speakers and regular excursions to museums, laboratories, and theatres are also key components of my teaching.

Where it is possible, I strive to integrate philosophical study with insights into science in action and the arts, allowing my students to learn and grow outside the classroom through first-hand experience and observation. For example, in one of my courses, I took my students to the Globe and Cartography Museum not only to see the scientific and technological objects we were discussing in the classroom, but also to get a better understanding of the social, cultural, and political influences that play a role in the shaping of scientific knowledge and the technological objects discussed. In another course, I provided my students with a look behind the scenes of the Natural History Museum in Vienna where researchers, curators, taxidermists, and many other people were working hidden from the visitors. In response to this, a student told me that it was “fantastic to see abstract concepts and ideas coming to life”, and that she would “see the theories and technologies we discussed in the classroom in a very different light now”. Writing

detailed feedback on assignments and final term papers can be time-consuming but I believe it is one of the most important tasks of an outstanding teacher to provide students with comments that are tailored to their efforts, abilities, and needs.

Within the classroom, I have demonstrated a strong commitment to teaching a diverse body of students coming from different academic and cultural backgrounds. I foster an environment where mutual respect and cooperation is the norm and I believe in diversity and inclusion. As someone whose parents were migrants themselves, I know that many students – especially, but not exclusively, students of color, LGBTQI students, and students with special needs – still too often have to struggle with social exclusion and marginalization. I understand that studying today can be challenging and sometimes even emotionally exhausting. Consequently, I have experience in teaching students suffering from emotional stress. Especially during the Covid-19 pandemic, I have been available for my students whenever they needed help or just wanted someone to talk to. The way I approach and value my students is regularly reflected in **my excellent teaching evaluations**. My students appreciate my commitment to teaching and **advising**, stressing that my courses are not only “intellectually rich”, “well structured”, and about “highly relevant” philosophical topics but also “a place [they] feel welcome and thrive”.

To conclude, I wish to build on those qualities that meant the most to me during my education. I am eager to bring my insights and passion for philosophy into the classroom, encouraging my students to think critically and act independently. My pedagogic strategies are dedicated to teaching in ways that will remain with the students long after they left my classroom. Therefore, I am looking forward to contributing as an Assistant Professor to the vibrant and diverse community at your institution, and to working with students to further explore the complex, fascinating, and consequential world of technology and its impact on our lives, bodies, and ways of thinking. I would be thrilled to bring in my expertise and passion for teaching philosophy of technology with a strong focus on the ethics and politics of technology. My courses will explore the relationship between technology and bodies more broadly and the question of the materialization of race and racism through technologies more specifically. They will investigate crucial philosophical questions arising from the implementation of (biased) algorithmic and biometric technologies (for example, in the context of bordering and policing), the inscription of sex, gender, and race in social robots and AI, or from the reworking of life and death through synthetic biology, thus bridging urgent contemporary ethical, political, and epistemological questions in and beyond the philosophy of technology.