

TEACHING PORTFOLIO

Teaching Ethical Judgment in an AI-Enabled World

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Teaching Identity

My teaching is grounded in the belief that students learn management, ethics, and sustainability most deeply when they actively practice judgment. Through case discussion, stakeholder role-play, debate, reflective writing, and responsible AI-supported inquiry, I aim to help students move beyond memorizing frameworks and toward independent, evidence-based, and ethically responsible decision-making.

This portfolio presents my developing teaching philosophy, teaching experience, pedagogical commitments, sample learning activities, assessment practices, and future teaching goals for lecturer and teaching-focused academic roles.



Portfolio Overview

This teaching portfolio is organized around a central teaching commitment: students learn ethics, sustainability, and responsible management most deeply when they actively practice judgment. Rather than treating teaching as the delivery of frameworks alone, I approach the classroom as a space where students learn to analyze ambiguous situations, consider stakeholder perspectives, evaluate trade-offs, use AI responsibly, and develop independent ethical reasoning.

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Management as Ethical Imagination in Action

"I want my students to experience management as a space for imagination, responsibility, and world-building. Management education should not merely teach students how organizations function; it should help them ask what organizations are for, whom they affect, and how they can become instruments for human, ecological, and social flourishing."

Teaching Through-Line

Across my teaching and instructional support in Business Ethics and Responsibility, Exploring Sustainability, Strategic Management, and International Business, my goal is to help students move from conceptual understanding to applied judgment. I aim to design learning experiences where students do not simply ask, "What is the right answer?" but instead learn to ask, "Who is affected, what values are in tension, what evidence matters, what assumptions are being made, and what responsibilities follow?"

This portfolio therefore emphasizes active learning, stakeholder role-play, case discussion, debate, reflective writing, applied assessment, and responsible AI-supported inquiry as tools for developing thoughtful, independent, and ethically responsible decision-makers.

1. Teaching Philosophy Statement

My teaching philosophy is grounded in the belief that students learn management, ethics, and sustainability most effectively when they actively practice judgment. Concepts such as stakeholder theory, corporate social responsibility, sustainability, and ethical decision-making matter not only because students can define them, but because students can use them to reason through complex real-world problems. My goal as an educator is to create learning environments where students think carefully, make decisions, defend their reasoning, revise assumptions, and reflect on the consequences of their choices.



I see the classroom as a space for active inquiry rather than passive absorption. In business ethics and sustainability education, students should not only ask, “What is the right answer?” They should also ask, “Who is affected?” and “How would I justify this decision to those most affected by it?” These questions help students move from abstract knowledge to applied judgment. They also prepare students for the reality that managerial decisions often involve uncertainty, incomplete information, unequal power, and consequences that extend beyond the firm.

My experience supporting university-level instruction in Business Ethics and Responsibility, Exploring Sustainability, Strategic Management, and International Business has shaped this view of teaching. Across these areas, I have seen that students benefit when concepts are connected to applied examples, structured discussion, and clear assessment expectations. As a teaching assistant and instructional support, I have worked with student learning, assessment, grading protocols, rubrics, and feedback practices. These experiences have helped me appreciate that effective teaching depends not only on explaining concepts clearly, but also on designing activities and assessments that make students’ thinking visible.

A central part of my developing teaching identity is stakeholder perspective-taking. Ethical and sustainability problems are rarely experienced from a single position. A decision that appears efficient to a manager may look unfair to workers, risky to communities, inadequate to regulators, or short-sighted to future generations. I therefore value strategies such as stakeholder role-play, case discussion, debate, and reflective writing. These methods ask students to inhabit different perspectives, recognize trade-offs, and make their reasoning explicit. In doing so, students develop both analytical skill and moral imagination.

I also believe responsible AI use should be integrated into management education with care. I view AI neither as only a threat to academic integrity, nor as a substitute for student thinking. Used responsibly, AI can help students generate questions, test assumptions, compare stakeholder perspectives, map systems, and identify weaknesses in early arguments. Used uncritically, however, it can flatten judgment, hide weak reasoning, and encourage students to outsource intellectual responsibility. My teaching approach therefore emphasizes transparency, critique, and accountability. Students should be able to explain how they use AI, evaluate AI-generated suggestions, and defend their own final reasoning without treating the tool as an authority.

This is also why I want students to understand that AI does not remove the need for human-centered thinking. AI systems are trained on existing human knowledge, but existing knowledge contains inherited assumptions, omissions, and blind spots. If a dominant knowledge system takes certain assumptions for granted, AI may reproduce those assumptions rather than challenge them. As a thought experiment, if the available knowledge system treated the earth as flat, an AI trained within that system would likely reinforce the limits of that worldview. Students who rely on AI uncritically may therefore remain trapped inside inherited frames.

For this reason, I see human-centered design thinking as an important complement to responsible AI use. Design thinking encourages students to ask who is affected, whose experience is missing, what assumptions are being made, and what alternative explanations or solutions have not yet been considered. In this sense, AI can help students explore what is already known, but students must still learn to question the frame itself. The purpose of teaching is not only to help students access information, but to help them develop the courage and discipline to think beyond inherited answers.

My interdisciplinary background also shapes how I teach. I have moved across science, management, research, finance, consulting, and industry-facing analytical work. This allows me to connect ethical theory and management concepts to practical organizational realities, especially in sectors where decisions carry significant social consequences, such as healthcare, pharma-biotech, finance, technology, and



sustainability. I want students to see that ethics and responsibility are not separate from strategy; they are central to how organizations make decisions, manage risk, build trust, and affect society.

Ultimately, I want students to leave my classes with greater confidence in their own capacity to think responsibly. I want them to become careful decision-makers who can evaluate evidence, consider stakeholders, use technology responsibly, and act with intellectual humility. For me, successful teaching is not only about whether students remember concepts at the end of a course. It is about whether they can use those concepts to reason more independently, ethically, and responsibly in the world beyond the classroom.

2. Teaching Context and Experience

My teaching experience has developed through teaching assistant and instructional support roles at Saint Mary's University, where I have supported university-level instruction across Business Ethics and Responsibility, Exploring Sustainability, Strategic Management, and International Business. These experiences have helped me develop a practical understanding of how students engage with applied management concepts, how assessment shapes learning, and how clear feedback can help students improve the quality of their reasoning.

Current and Recent Teaching Roles

Role: Teaching Assistant

Institution: Saint Mary's University, Halifax, NS & Remote

Period: October 2021 – Current

Course	Period	Teaching Contributions
Business Ethics and Responsibility	Spring/Summer 2026; Remote	Supported students in applying ethical frameworks, stakeholder analysis, responsible decision-making, and reflection on business responsibility. Contributed to assessment, grading, and feedback practices focused on applied ethical reasoning.
Exploring Sustainability	Fall 2025; Remote Winter 2025; In-Person Fall 2024; In-Person Winter 2024; In-Person	Supported students in understanding sustainability challenges, systems-level consequences, stakeholder impacts, and long-term organizational responsibility. Helped students connect sustainability concepts to practical organizational and societal decisions using real-world case studies and practical projects in partnership with Port Halifax.
Strategic Management	Winter 2022; In-Person Fall 2021; In-Person	Supported instruction in strategic management concepts, applied business analysis, student engagement, assessment, and feedback. Helped students connect strategic frameworks to organizational decision-making and competitive contexts.
International Business	Fall 2022; In-Person	Supported instruction in international business concepts, global management issues, cross-cultural business contexts, assessment, and student learning. Helped students connect course concepts to international organizational environments.

Teaching Responsibilities

Across these roles, my teaching-related responsibilities have included supporting student learning, explaining complex management and sustainability concepts through applied examples, assisting with structured discussion, grading student work, applying rubrics, contributing to assessment practices, and helping students connect course concepts to practical organizational decisions.



These experiences have also shaped my interest in active learning. In courses such as Business Ethics and Responsibility and Exploring Sustainability, students are often asked to engage with problems that do not have simple answers. My role has therefore involved supporting students as they move from description to analysis, from opinion to justified argument, and from abstract frameworks to applied judgment.

3. Teaching Areas and Course Fit

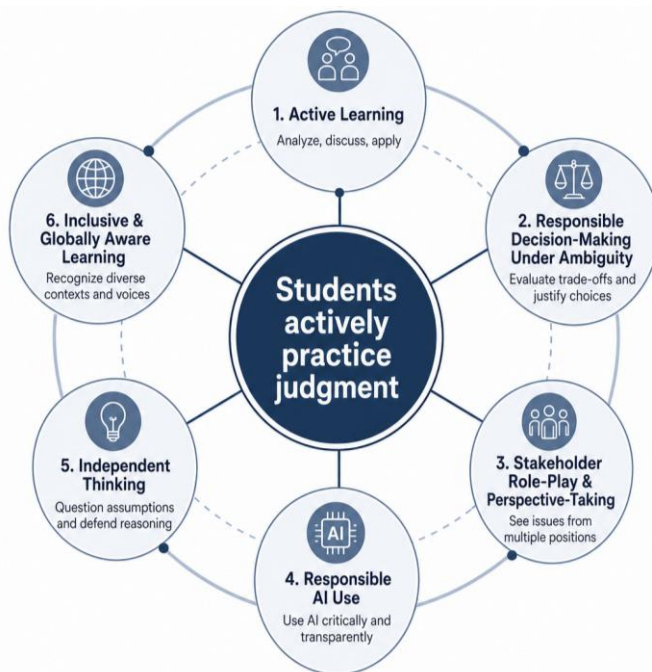
My teaching interests sit at the intersection of ethics, sustainability, strategy, stakeholder responsibility, and responsible AI use in management education. These areas reflect both my teaching assistant experience and my broader academic and professional background.

Primary Teaching Areas	Secondary and Adjacent Teaching Areas
Business Ethics and Responsibility	International Business
Sustainability Management and Corporate Social Responsibility	Organizational Theory
Stakeholder Theory and Organizational Responsibility	Entrepreneurship
Strategic Management	Healthcare and Life Sciences Management
AI and Management / Responsible AI Use	Research Methods for Management Students

Course Fit for Lecturer Roles

For lecturer and teaching-focused roles, I position myself as a management educator who connects ethics, sustainability, CSR, strategy, and technology to active classroom practice. My strongest fit is in courses where students are expected to apply concepts to managerial decisions, stakeholder conflicts, responsible innovation, social impact, organizational accountability, and AI-enabled management contexts.

4. Pedagogical Commitments



These pedagogical commitments summarize how I translate my teaching philosophy into classroom practice. At the center is the belief that students learn most deeply when they actively practice judgment. The surrounding commitments show the learning conditions I aim to create: active participation, responsible decision-making, stakeholder awareness, critical AI use, independent thinking, and globally aware reflection.



5. Sample Teaching Strategies and Learning Activities

The following sample teaching strategies show how my pedagogical commitments can be translated into classroom practice. Each activity emphasizes active learning, applied judgment, stakeholder awareness, and student accountability for reasoning.

Stakeholder Role-Play Simulation What students do: Students are assigned stakeholder roles in a corporate ethics, sustainability, or strategy dilemma. They prepare a position, negotiate with other stakeholders, and reflect on how their view changed. Purpose: Builds perspective-taking, moral imagination, recognition of power differences, and responsible decision-making under ambiguity. Course fit: Business Ethics and Responsibility; Exploring Sustainability; CSR; Strategic Management	Responsible AI Critique Exercise What students do: Students use AI to generate an initial analysis of a business ethics, sustainability, or management case, then critique the output for missing stakeholders, weak evidence, unsupported assumptions, and ethical blind spots. Purpose: Teaches students to evaluate AI critically rather than treat it as an authority. Course fit: Business Ethics; AI and Management; Responsible Management Education; Strategy
Sustainability Trade-Off Debate What students do: Students debate a sustainability decision from multiple stakeholder positions, such as management, employees, investors, communities, regulators, or environmental advocates. Purpose: Helps students practice evidence-based argumentation, respectful disagreement, and analysis of environmental, social, financial, and institutional trade-offs. Course fit: Exploring Sustainability; CSR; Strategic Management; Business Ethics and Responsibility	Ethical Decision-Making Memo What students do: Students write a concise decision memo identifying the issue, stakeholders, competing responsibilities, possible harms, available alternatives, and a justified recommendation. Purpose: Makes student reasoning visible and helps students move from opinion-based responses to structured, defensible analysis. Course fit: Business Ethics and Responsibility; Exploring Sustainability; CSR; Strategic Management
Systems Mapping Activity What students do: Students map the direct and indirect consequences of an organizational decision, including stakeholders, feedback loops, unintended consequences, short-term effects, long-term effects, and uncertainty. Purpose: Encourages students to move beyond linear cause-and-effect thinking and consider how decisions unfold across systems. Course fit: Exploring Sustainability; CSR; Strategic Management; AI and Management	Reflective Learning Log What students do: Students maintain brief reflections across a course or module, explaining how their thinking changed after cases, debates, AI critique exercises, feedback, or peer interaction. Purpose: Supports metacognition, independent thinking, and learning as a process of revision rather than performance alone. Course fit: All courses



6. Assessment and Feedback Philosophy

My approach to assessment is grounded in the belief that students should be evaluated not only on final answers, but also on the quality of their reasoning. In ethics, sustainability, CSR, strategy, and management courses, a polished conclusion is less meaningful if students cannot explain the assumptions, evidence, stakeholder trade-offs, and values that led them there. I therefore view assessment as a way to make student thinking visible and to help students improve how they reason.

Assessment Principles

Principle	What It Means in Practice
Clarity	Students should understand what strong work looks like before they begin. Assignment prompts and rubrics should make expectations explicit and visible.
Transparency	Rubrics should connect directly to course learning outcomes, assignment goals, and the skills students are being asked to demonstrate.
Reasoning Over Polished Presentation	Students should be rewarded for careful analysis, stakeholder awareness, justified decisions, and recognition of trade-offs, not only for polished presentation.
Feed-Forward Feedback	Feedback should help students improve future work by identifying strengths, gaps in reasoning, and concrete next steps.
Academic Integrity Through Design	Assignments should require process evidence, reflection, application, and explanation in ways that reduce over-reliance on AI or unsupported shortcuts.

Rubric Focus Areas

Reasoning and Analysis	Application and Reflection
Identification of the ethical, sustainability, strategic, or management problem	Stakeholder analysis and perspective-taking
Use of relevant theories, frameworks, or course concepts	Evidence and contextual understanding
Quality of reasoning and justification	Recognition of trade-offs, limitations, and uncertainty
Responsible and transparent use of AI, where permitted	Reflection and learning transfer

I also believe assessment design is central to responsible AI use. In an AI-enabled learning environment, students should not be assessed only on final written products. They should be asked to show process, critique, reflection, and accountability for their own reasoning. This approach supports academic integrity while helping students develop the ability to explain, defend, and revise their own thinking.

7. Responsible AI and Academic Integrity Statement

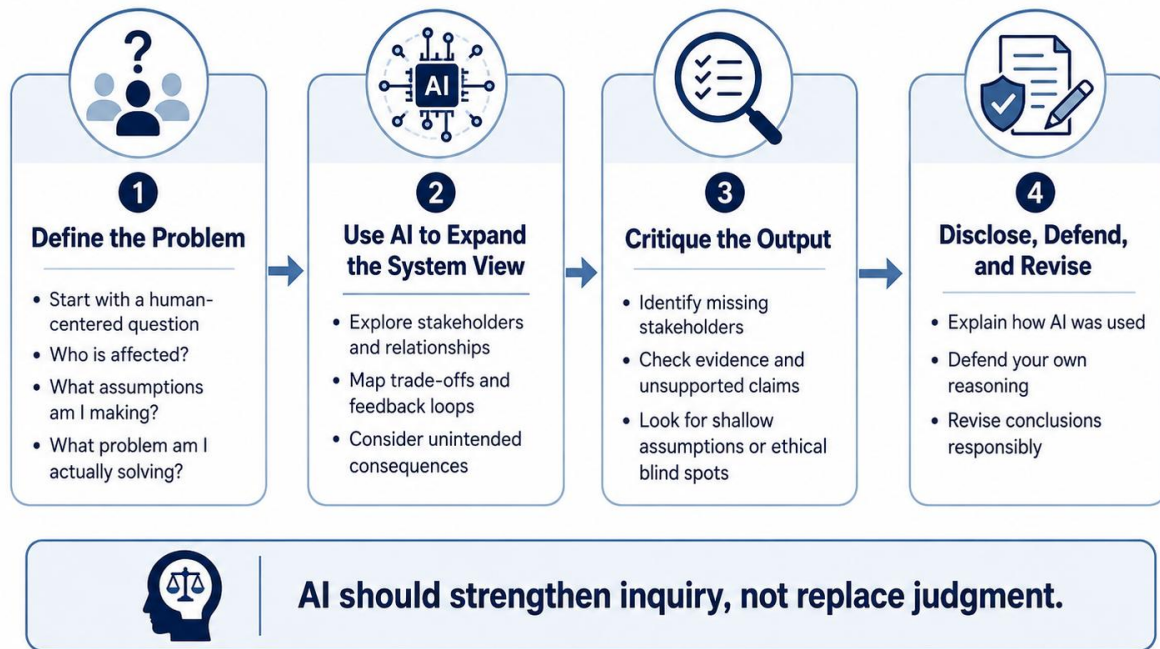
My approach to responsible AI use begins from the belief that AI should support learning without replacing student judgment. In management education, students need to learn how to ask good questions, evaluate



evidence, consider stakeholders, justify decisions, and reflect on consequences. AI can assist parts of that process, but it cannot take responsibility for the student's reasoning.

Responsible AI Learning Protocol

A human-centered and systems-oriented approach to AI-supported learning



The protocol above summarizes how I would introduce students to AI-supported learning at the beginning of a course. I want students to begin with a human-centered design-thinking approach to understanding the problem, then use AI to expand their systems view, critique the output carefully, and finally disclose, defend, and revise their own reasoning. This helps students understand that AI can be useful for inquiry, but it should not be treated as an unquestioned authority.

This approach also supports academic integrity. Appropriate AI use may include brainstorming questions, identifying possible stakeholders, testing whether an argument has gaps, or mapping system-level relationships. Inappropriate AI use includes submitting AI-generated work as one's own, relying on AI for final judgment, fabricating sources, or presenting AI-generated analysis without critique or disclosure where disclosure is required. In my teaching, I therefore emphasize transparency, critique, accountability, and assessment design that makes student thinking visible.

Ultimately, I want students to develop responsible habits for an AI-enabled professional world. AI should strengthen inquiry, not replace judgment.

8. Evidence of Teaching Effectiveness

My evidence of teaching effectiveness is developing through my teaching assistant and instructional support roles, assessment experience, student-facing work, and the alignment between my teaching, research, and professional background. At this stage, my evidence is strongest in three areas: clarity, engagement, and applied learning.



Teaching Effectiveness Evidence Dashboard

Area of Evidence	Current Evidence	Evidence to Strengthen Further
Clarity	Experience explaining complex management, sustainability, business ethics, strategic management, and international business concepts through applied examples, rubrics, and feedback. My professional materials also report top-tier instructor ratings of 5/5 for clarity .	Formal teaching evaluation summaries; instructor or supervisor comments; sample teaching materials; examples of revised explanations or learning resources.
Engagement	Experience supporting student learning through applied case analysis, structured discussion, assessment support, and feedback. My professional materials also report top-tier instructor ratings of 5/5 for engagement .	Anonymized student comments; peer observation notes; examples of discussion prompts, role-play exercises, or active learning activities.
Applied Learning	Experience helping students move from description to analysis, connect course concepts to organizational decisions, identify stakeholders, recognize trade-offs, and justify conclusions.	Sample assignments, rubrics, stakeholder role-play materials, responsible AI critique activities, decision memo templates, and sample lesson plans.
Responsible Assessment	Experience applying grading protocols, rubrics, and feedback practices that support structured reasoning and make student thinking visible.	Marked-up feedback examples, anonymized assessment samples, rubric refinements, and reflective notes on assessment design.

Taken together, this evidence reflects an emerging teaching profile built around clarity, engagement, applied learning, and responsible assessment. As my portfolio develops, I plan to add selected artifacts that show not only what I believe about teaching, but how those beliefs appear in learning activities, assessment design, feedback practices, and student engagement.

9. Future Teaching Development Plan

As I continue developing toward future lecturer and teaching-focused academic roles, I want my teaching practice to become more intentional, evidence-based, and artifact-rich. My development plan focuses on strengthening four areas: active learning design, assessment of student reasoning, responsible AI integration, and evidence of teaching effectiveness.

Future Teaching Development Roadmap

Near-Term Goals	Medium-Term Goals	Long-Term Goals
Develop reusable teaching artifacts that reflect my teaching identity, including a stakeholder role-play module, a responsible AI use guide, an ethical decision-making memo assignment with rubric, and a sample lesson plan for a 50- or 75-minute case-based class.	Develop fuller course modules connecting ethics, sustainability, stakeholder reasoning, and responsible AI use, including a possible undergraduate or MBA-level module on ethical decision-making in AI-enabled organizations.	Build a teaching profile around responsible management education , with courses that help students apply management concepts with ethical awareness, stakeholder sensitivity, sustainability thinking, and intellectual humility.



Strengthen my evidence of teaching effectiveness by collecting formal teaching evaluations, supervisor or instructor comments, anonymized student feedback, sample rubrics, assignment prompts, and examples of feedback provided to students.	Continue developing assessment strategies that make student thinking visible , including process-based assignments, reflective memos, oral explanations, AI-use disclosures, live stakeholder exercises, and structured case analysis.	Continue improving my teaching through formal professional development, peer observation, student feedback, reflective practice, and course-design experimentation.
Translate my current teaching philosophy into practical classroom materials that can be used or adapted across business ethics, sustainability, CSR, strategy, and responsible AI contexts.	Design learning experiences that help students use AI responsibly while still demonstrating independent reasoning, stakeholder awareness, and accountability for final judgments.	Revise this portfolio over time to include stronger evidence of classroom practice, student learning, and teaching impact.

This roadmap reflects my commitment to becoming a reflective and evidence-based management educator. My goal is to continue translating my teaching philosophy into practical classroom methods that support clarity, engagement, applied learning, responsible AI use, and independent student judgment.

10. Concluding Statement

This teaching portfolio represents my developing identity as a management educator committed to active learning, responsible decision-making, stakeholder awareness, sustainability, and responsible AI use. My teaching experience so far has been shaped primarily through teaching assistant and instructional support roles, but these roles have given me meaningful exposure to student learning, assessment design, grading practices, feedback, applied case analysis, and the challenges students face when moving from concepts to independent reasoning.

Across the portfolio, my central teaching commitment is that students learn most deeply when they actively practice judgment. Whether in business ethics, sustainability, CSR, strategy, international business, or AI-enabled management contexts, I want students to learn how to ask better questions, evaluate evidence, consider stakeholders, recognize trade-offs, and justify decisions with care. I see teaching not only as the communication of knowledge, but as the design of learning experiences that help students become more thoughtful and responsible decision-makers.

As I continue developing toward lecturer and teaching-focused academic roles, I intend to build a stronger evidence base for my teaching through formal evaluations, teaching artifacts, sample lesson plans, assessment rubrics, and reflective practice. My goal is to continue translating my teaching philosophy into practical classroom methods that support clarity, engagement, applied learning, and intellectual independence.

Ultimately, I hope to contribute to management education by helping students use theory, evidence, reflection, and technology responsibly. In an increasingly complex and AI-enabled world, students need more than access to information. They need the confidence, humility, and discipline to think carefully about how decisions affect people, organizations, and society.

