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## **Pedagogical Idea**

As an experienced educator, my pedagogical philosophy centres around the notion that every student has the potential to learn and succeed. A supportive and inclusive, mutually respectful learning environment is essential for students to thrive and reach their full potential. Thus, I strive to create a classroom culture characterized by a deep sense of respect, mutual understanding, and acceptance.

I emphasize fostering creativity, critical thinking, and active engagement in my teaching. I find that these qualities are essential for students to become confident and independent learners capable of making meaningful contributions to society. In my classroom, I encourage students to express their ideas, ask questions, and take risks, knowing that they are in a safe and supportive learning environment.

My pedagogical idea centres around the belief that education is not about acquiring knowledge but about developing the skills and qualities necessary for succeeding with the student's individual goals in life. I am committed to providing my students with the tools they need to become lifelong learners and productive members of society.

## **Teaching experience**

Throughout my academic career, I have acquired considerable teaching experience, which has allowed me to refine my skills and teaching approach. Since 2018, I have taught Danish and English classes catering to diverse students, primarily at the bachelor's and master's levels.

During my tenure at the University of Southern Denmark, I've had the opportunity to teach a diverse range of courses, including Business Economics, Stakeholder Management, and Decision Making. Along with my classroom teaching experience, supervision is an important part of my portfolio. I've overseen various projects, including research projects, PhD projects where I acted as an industry supervisor expert, and student projects.

## **Formal Education**

I am currently undertaking formal university pedagogical training at the University of Southern Denmark, with expected completion in 2024.