



Stefan Reindl

Teaching Statement

OVERALL TEACHING PHILOSOPHY

My teaching philosophy centers on creating an inclusive and engaging learning environment that encourages critical thinking and collaboration. I believe in fostering communities where students feel empowered to explore and question. My aim is to connect the dots between theoretical knowledge, real-world meaning, and practical application, preparing students to deeply and critically reflect on important issues as well as on themselves and how they might be part of something bigger in a meaningful way. In this pursuit, I believe that each classroom – including learners and teachers – shapes a unique community. In my teaching I honor this uniqueness as a facilitator of – and assistant to – learning, which each student may pursue differently based on their needs and preferences. In doing so, I envision and implement my learning spaces as safe, caring, inclusive, challenging and inspiring.

TEACHING APPROACHES & METHODS

I employ a variety of pedagogical approaches to cater to diverse learning styles and to keep students actively engaged. Based on clearly defined and agree-upon learning objectives, applied methods include interactive lectures, group discussions, case studies, and the use of technology for teaching and learning. These strategies are designed to promote active participation, critical analysis, and collaborative problem-solving. My selection and use of approaches follows the previously mentioned uniqueness of each group of learners, which typically results in different implementations of the same course based on different learner preferences and needs. For instance, in my teaching on Intercultural Management and Communication, I incorporate real-world scenarios and cross-cultural case studies to enhance diverse groups of students understanding and skills. However, with highly homogeneous groups of learners I may first conduct a highly interactive simulation of cultures colliding to guarantee everyone has experienced (rather than just heard of) cultural difference as a foundation.

INTERDISCIPLINARY PERSPECTIVE

I firmly believe that we are educating students first and foremost to contribute to a better future. I further believe that none of the problems we are facing nowadays can be solved within any individual silo of scientific fields, industries, or professions. Coming from an interdisciplinary background across the social sciences myself, I aim to also include such a perspective in my teaching, and I encourage students to make use of the full breadth of their interests and expertise in their learning and development. Experiences from my professional work in business consulting and my research and teaching in business commonly informs my thinking and teaching on non-business challenges, for example in Education or technology – and vice versa. It is my hope that this approach reduces siloed-thinking and encourages a more holistic systems-thinking type of mindset for my students.

DIVERSITY & INCLUSION

In my learning spaces everyone is treated with respect, and individuals of all ages, backgrounds, beliefs, ethnicities, gender identities and expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences, are not only welcome, but an important piece in the bigger picture of the community's learning. Within the possibilities of each learning space, I do my best to accommodate students' needs based on the impact of a disability or other unique circumstances. I expect all my students to contribute to a respectful, welcoming and inclusive environment for all, and I gladly honor students' requests to be addressed by an alternate name or preferred pronoun.
