

Laura Lucia Parolin
Department of Language and Communication
Centre for Organizational Practice and Communication (OPC)
Centre for Computational & Organisational Cognition (CORG)
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Employment

Associate Professor

Department of Language and Communication
SDU
1. Mar 2021 → present

Associate Professor

Centre for Organizational Practice and Communication (OPC)
SDU
4. Jan 2022 → 3. Feb 2023

Associate Professor

Centre for Computational & Organisational Cognition (CORG)
SDU
4. Jan 2022 → 3. Feb 2023

Teaching and supervision

A Critical approach to Organizational Communication

Laura Lucia Parolin
05/02/2018 → 31/05/2018

BPA bachelor project supervision

Laura Lucia Parolin
01/09/2019 → 31/07/2020

IVK bacelor project supervision

Laura Lucia Parolin
01/09/2017 → 31/01/2018

IVK bachelor projects supervision

Laura Lucia Parolin
01/02/2018 → 30/06/2018

IVK Bachelor supervision

Laura Lucia Parolin
01/01/2021 → 30/06/2021

Organization Theory - First semester

Laura Lucia Parolin
01/09/2020 → 31/12/2020

Organization Theory - first semester

Laura Lucia Parolin
01/09/2019 → 31/12/2019

Organization Theory - Third semester

Laura Lucia Parolin
04/09/2017 → 15/12/2017

PBA Bachelor supervision

Laura Lucia Parolin
01/07/2020 → 28/02/2021

Strategic Management Communication

Laura Lucia Parolin
01/02/2017 → 31/05/2017

Technology, Practices and Organization

Laura Lucia Parolin
01/02/2021 → 30/06/2021

Teaching experience outside SDU

2016 - The bodies and senses in Practice-Based Studies (18h PhD course), PhD program "Culture-Based Service Design", (Visiting Professor), University of Lapland, Rovaniemi (Finland).

From 2015 to 2016 - Services to the firms (12 hours). Postgraduate Master Program in Local Development. Department of Law and Political Science, Economics and Social Studies, University of Piemonte Orientale - Amedeo Avogadro (Italy).

From 2009 to 2015 (with interruptions) Knowledge and Organization (18 hours, 5 ECTS). Amiens Business School - BA ECS Corporate Relations, Campus Amiens (France).

2015 - Sociology/Economics, (40 hours, 5 ECTS), BA SUIISM (Physical Educational Sciences). Department of Life Sciences and Systems Biology – University of Turin, Turin.

2015 - Sociology/Economics (40 hours, 5 ECTS). - BA SUIISM (Physical Educational Sciences), Department of Life Sciences and Systems Biology, University of Turin. Campus Asti.

From 2012 to 2014 Organization and Local Development (18 hours), Postgraduate Master Program in Local Development, Department of Law and Political Science, Economics and Social Studies, University of Piemonte Orientale - Amedeo Avogadro (Italy).

From 2013 to 2014 - Research on Work and Organization (Practice-based studies of work and organisation), (72 hours, 10 ECTS). Trento University – Dept. of Sociology and Social Research. MA Management of Organizations and Territory (Italy).

From 2011 to 2014 - Organisation Theory (48 hours, 6 ECTS). University of Milano Bicocca – Dept. of Sociology and Social Research. BA Organization Science.

From 2012 to 2013 Sociology of Organization (48 hours, 6 ECTS). Trento University – Dept. of Sociology and Social Research. BA Sociology (Italy).

From 2012 to 2013 Sociology of Organization (48 hours, 6 ECTS). University of Milano Bicocca – Dept. of Sociology and Social Research. BA Organization Science.

From 2012 to 2013 - Complex Organization Design, (48 hours, 6 ECTS). University of Milano Bicocca – Dept. of Sociology and Social Research. BA Organization Science.

From 2011 to 2013 Organisation Theory. (48 hours). University of Milano Bicocca – Dept. of Sociology and Social Research, BA Organization Sciences.

From 2009 to 2011 Sociology of Organization. (40 hours, 5 ECTS). The University of Torino, MA Sports Management (Italy).

Pedagogy Statement

The pedagogical foundation of my teaching is grounded within the constructivist learning approach. As a consequence, my effort is to support the students in taking control of their learning process (Dolin 2015[2013]). I use various methods to involve the students in the lecturing, for example, through workgroup and assignments. It also means to develop the habit of work in groups (study groups) helping them to have a community in which they can rely on. I design the courses with several tasks and activities to engage the students in the topics of the class to build a community of learning. It includes providing a positive learning environment and culture that allows students to become active participants, develop a situated curriculum (Gherardi, Nicolini, Odella 1998) and a sense of belonging to a learning community (community of practice). On this regard, I highly evaluate the moment of the assignments' debriefing in class. I encourage the students to take part in this collective debriefing to develop a habit of participating in class. I also use this moment to connect the specific contents of the exercise to the general topic of the lesson and the course. Moreover, I also advocate for self-reflection and experimental learning. The aim is to have students that reflect on their experiences and discuss it in a group so that they can have a deeper understanding. Thus, I also advocate for self-reflection and experimental learning. The aim is to have students that reflect on their experiences and discuss it in a group so that they can have a deeper understanding of the topics and the problematic of the discipline. I emphasize problem-based teaching, using extensively case studies. I also emphasize the existence of paradigms able to frame the problems and facts of the discipline. I aim to help students to be critical about the contents we are studying and identify the frameworks that define what the relevant facts and problems of the discipline are. Collaborating with students, I try to develop the connections that tie together the theory with the problems of discipline and society.