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Pedagogical idea

In my teaching I put a lot of focus on engaging students and let them develop a critical view on the topic. When possible, I always follow theoretical topics with empirical examples and/or some group activities. I believe it is very important to mix chalk and talk teaching with other activities frequently during the lecture and I have changed the way I teach over time to make sure my lectures are as easy to follow as possible even when teaching very high demanding topics.

Over the years I developed a good understanding on when and how to adjust my teaching to the needs of my students. Therefore, I constantly adjust the level and teaching methods during the semester depending on my students' reactions. I have experienced a substantial degree of heterogeneity on what it appears to be more effective among different cohorts of students.

One of the issues I have encounter at the beginning of my teaching carreer is that students tend to give a lot of emphasize on the exam and dislike any uncertainty on the matter. Therefore during my lecturer training program, I developed my first course rubric which I introduce during one my classes together with past exams solved by my former students and ask my current student to grade them using the rubric. This not only has the advantage of reducing uncertainty on what it is expected and make student better understand the teaching objectives of my course but also let me focus on those learning objectives during my classes without having to worry about relating them to the final exam.

I have also experimented with new teaching methods such as flipped class room and electronic response systems with mixed results.

I have very often been involved in teaching coordination and developing of our profiles. In 2015 I have been part of the group who worked on restructuring the master profiles at our department. I have been responsible for allocating teachers in my research group for several years and I have helped coordinate and restructure our econometrics courses. In particular, I have put a lot of effort to reduce the overlap among subsequent courses.

Pedagogical competences

2021	PhD Supervisor Course
2017	Pedagogic Ambassador
2016	CUU course: Effective feedback and feedforward
2015-2021	teaching allocation and coordination in Econometrics and Statistics
2015	CUU Course: Helping students understand assessment
2015	Lecturer training programme

Teaching and supervision

Advanced course on Causal Inference

Mellace, G.
04/05/2017 → 31/05/2017

Bachelor projects

Mellace, G.
01/08/2015 → ...

Econometrics II

Mellace, G.
01/03/2022 → 31/05/2022

Econometrics II

Wray, A.
01/02/2018 → 31/08/2022

Econometrics with Applications

Mellace, G.
01/02/2015 → 30/06/2015

Historical Perspectives on Current Economic Issues

Mellace, G.
15/08/2022 → 26/08/2022

Historical Perspectives on Current Economics Issues: Big Data and Applications

Ager, P. & Lazuka, V.
01/09/2020 → 31/08/2023

Master students supervision

Mellace, G.
01/09/2014 → ...

Microeconometrics

Mellace, G.
01/09/2014 → ...

Microeconometrics

Mellace, G.
01/09/2018 → 31/01/2019

Microeconometrics

Mellace, G.
01/09/2019 → 31/01/2023

Økonometri

Mellace, G.
01/02/2015 → 31/01/2016

Panel Data Analysis

Mellace, G.
23/01/2018 → 25/01/2018

PhD supervision

Mellace, G.
01/12/2022 → ...

Regression Analysis

Mellace, G.
01/09/2021 → 23/12/2022

Regression Analysis

Wray, A.

01/09/2018 → 31/01/2023

Statistics

Wray, A.

01/02/2020 → 31/08/2023