

Davide Secchi
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Undervisning og vejledning

Advanced Organization Theory

Davide Secchi
01/02/2018 → 14/05/2018

Advanced Organization Theory

Davide Secchi
01/02/2017 → 15/05/2017

Advanced Organization Theory

Davide Secchi
01/02/2016 → 15/05/2016

Bachelor Projects

Davide Secchi
01/01/2016 → 15/05/2016

Bachelor Projects

Davide Secchi
01/01/2017 → 15/05/2017

Bachelor Projects

Davide Secchi
01/01/2018 → 15/05/2018

Bachelor Projects

Davide Secchi
01/01/2019 → 15/05/2019

Bachelor Projects

Davide Secchi
01/01/2020 → 30/06/2020

Business & Society

Davide Secchi
01/02/2020 → 31/05/2020

Corporate Social Responsibility

Davide Secchi
01/02/2017 → 14/05/2017

Corporate Social Responsibility

Davide Secchi
01/02/2016 → 14/05/2019

Decision Making and Rationality (Odense)

Davide Secchi
01/09/2015 → 15/12/2015

Decision Making, Judgement, and Cognition (Odense)

Davide Secchi & Stephen John Cowley
01/09/2015 → 15/12/2015

Decision Making, Judgement and Cognition (Slagelse)

Davide Secchi & Stephen John Cowley
01/09/2015 → 15/12/2015

International Corporate Social Responsibility

Davide Secchi
05/02/2019 → 14/05/2019

Language and Globalization

Davide Secchi &
01/09/2016 → 15/12/2016

Language and Globalization

Davide Secchi &
01/09/2015 → 15/12/2015

Leadership & Team Development

Davide Secchi
01/02/2017 → 14/05/2017

Leadership & Team Development

Davide Secchi
01/02/2016 → 15/05/2016

Master's thesis

Davide Secchi
01/10/2019 → 31/07/2020

Master Thesis

Davide Secchi
01/01/2016 → 31/08/2016

Master Thesis

Davide Secchi
01/01/2019 → 15/06/2019

Metode

Davide Secchi
01/09/2019 → 15/12/2019

Organization-Cognition fit

Davide Secchi
01/03/2018 → 01/03/2021

Research Methods

Davide Secchi
01/02/2019 → 15/05/2019

Research Methods

Davide Secchi
01/02/2017 → 15/05/2017

Research Methods (IVK)

Davide Secchi
01/02/2020 → 31/05/2020

Research Methods (IVK13 + IVK14 taught separately)

Davide Secchi
01/02/2018 → 15/05/2018

Teaching experience outside SDU

Introduction to Agent-Based Modeling (2017-2018), Master/PhD course, U. of Insubria, Italy

Leadership & Organizational Behavior (2013, 2014, 2017), Master, Zhejiang Gongshang U., China

Leadership (2013-2014), MBA, Bournemouth U., UK

Contemporary Employment Studies (2012), Bachelor, Bournemouth U., UK

Business Environment, Governance and Ethics (2011-2013), Master, Bournemouth U., UK

Decision Making in Organizations MBA U. de Caen Basse-Normandie, France Spring 2009

Management and decision making courses (3), MBA, U. of Wisconsin, (2009-2011)

Organizational Behavior courses (2 per semester), Bachelor, U. of Wisconsin (2007-2011)

Corporate Finance & Advanced Corporate Finance, U. of Insubria, Italy (2005-2006)

Pedagogy statement

There is a simple principle at the core of my pedagogical approach. Essentially, I see myself as a knowledge 'facilitator', someone whose ambition is that of expanding the horizons of his students. I 'pull' rather than 'push,' inviting students to come forward and think different, out of the box, in their own way. This resembles a maieutic approach and I would not dissent from labeling it that way.

The fundamental assumption behind this approach is that everyone learns differently. This is why the idea is that of 'pulling' knowledge instead of pushing it to the students. The concept of knowledge 'pull' is based on the perspective that every student should be allowed to approach the topic his/her own way.

There are many possible ways for me to facilitate learning and providing students with an opportunity to expand their cognition. However, after a few years of teaching, I have noticed that I tend to follow a process that usually entails different stages:

1. Challenge. Provide students with ideas that they may find themselves a bit uncomfortable with.
2. Practice. Introduce exercises that help student practice on their analytical and argumentative skills.
3. Explore. Exercise critical thinking using more in-depth and advanced techniques that vary depending on the subject matter.
4. Think. Self-reflect on what learned and how they came to have learned it.

One of the implications of this particular pedagogy is that I follow an attempt to design each class so that students have something to reflect upon when the class is dismissed. Thinking is, unfortunately, not taken for granted and one of higher education's roles is that of nurturing enriched thought processes. This is also my personal objective in teaching. It has been in the past and it will be in the future.