

Teaching Portfolio

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Pedagogical view: Educational practice - Basis / values

Generally, my teaching is characterized by the following:

1. Critical thinking: I pose many questions to the students and encourage class, group and pair discussions on many different topics. I make increasingly use of peer instruction techniques so that the students can coach each other and engage in their own learning. I also use frequently use student presentations (e.g. for short projects) and panels of students as “opponents” to increase their ability for critical assessment.
2. Balance between theory and practise: using my expertise in sensory perception and product testing, I engage the students through the use of classroom experiments to illustrate concepts. I find that this a great tool for the students to really engage with the material much more efficiently. All my classes include primary data collection, or at the very least analysis of actual datasets.
3. High-quality syllabus and teaching slides: I spend a lot of time and effort into developing a high quality syllabus. I believe this is extremely important to communicate our intended goals and expectations, as well to set the tone for the course and communicate our enthusiasm for the topic. For the same reasons, I spend a lot time on preparing engaging slides that are visually appealing and make easier to remember the main information.
4. Problem-based learning: Since I teach applied subjects, it is very important to me that the students clearly understand the link between the content of the lectures and current business practices. I make extensive use of real-life situation either to put the theory into perspective and/or present students with case studies to work on using the knowledge learned in class. My courses always include project work which is based either on current research project or is developed in collaboration with industry partners.
5. Link to research: I try to convey the students that science is not a static set of knowledge but a dynamic and continuous process. For this reason, I always try to incorporate recent research results in my lectures (including my own), and I also encourage them to critically evaluate the literature provided to identify caveats and avenues for future research.
6. User-orientation. I try to practice it (and not only preach it) in my teaching. Each of my classes include some form of formative assessment (exercise, exit tickets, questionnaires, etc.) to evaluate the level of understanding and take actions where needed. I encourage students to come forward with feedbacks throughout the course and hold weekly office hours for the students. I always have a thorough feedback session at the end of every course and I devote a lot of time to improve the courses.

Teaching experience

I have extensive and varied teaching experience at all academic levels (BSc, MSc, PhD), both in English and in Danish. My teaching covers consumer-driven product development, product testing methods, and multivariate data analysis. I am also experienced in supervising student projects at all levels. In total, I have supervised or co-supervised more than 50 MSc/BSc theses, as well as a large number of shorter projects (5-15 ECTS). I have supervised 4 PhD projects (3 completed, 1 ongoing).

A list of courses I am currently teaching at SDU is given below. A complete list including courses taught at other institutions is available upon request.

Basic pedagogical course
Scientific Reading & Writing (M.Sc. course)

Formal pedagogical training

My formal teaching qualifications include completing the Teaching and Learning in Higher Education Programme (Danish: “Adjunktprædagogikum”) at University of Copenhagen, Dept. of Science Education – Completed January 2015, and attendance to a PhD course on University pedagogy. I also have a certification for teaching in English at a level corresponding to C2 (highest) in the European framework of references for language.

Other activities related to teaching and teaching development

2019-2026 Civilingeniøruddannelsernes Censorkorps inden for fagområdet Matematik, Fysik og Samfundsfag
2019-2022 Censorkorpset i Levnedsmiddelvidenskab
Member of the PhD board, Faculty of Engineering, University of Southern Denmark