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Pedagogical idea

I believe that my main role as university professor is to support the individual learning processes of the students. In particular, teaching must create curiosity and support critical thinking. Hence, in my teaching I use knowledge, methods, concepts, and theories of my discipline to develop the students' independent and creative thinking about real problems. It is important that the students, at the end, will be able to apply an academic approach to interpret problems, ask creative questions, as well as to find new solutions to problems.

Teaching has also a nurturing function and it is important to provide the students with opportunities to deepen their interests, for example by providing extra material for reading and exercises. This will also contribute to stimulate their interest in the field and contribute to the students' personal development.

My teaching style is characterised by an active interaction with the students. In my experience, students' learning process and critical thinking is facilitated if the students participate actively in class. To this end, I systematically involve the students in discussions encouraging questions, asking the students to interpret and comments on maps, tables, and figures. I also make myself available for discussions about the content of the subject and further examples during breaks in the teaching.

In my field it is important to incorporate a cross-disciplinary perspective and to make links with actual political discussions and/or debates. Ideally, my teaching is a mix of explanation of textbook knowledge and discussion of results based on state-of-the art research. In this regard, I believe that there should be strong complementarities between research and teaching.

In conclusion, my teaching philosophy favors the active participation of students, directed at stimulating their curiosity and critical thinking. Beyond the transmission of basic notions, my aim is to provide students with an academic approach to interpret socio-economic facts both in historical and modern perspective.

Pedagogical Competencies

Undervisning og vejledning

Economic Growth

Francesco Cinnirella
01/02/2018 → 31/05/2018

2017	Economics of Education (University of Munich)
2016	Reading class, School Systems and Student Achievement in International Perspective (University of Munich)
2015	Reading class, Religion and Economic Outcomes (University of Munich); Natural Experiments in History (Universitat de Barcelona); Natural Experiments in History (University of Bayreuth); Reading class, Mechanism of Persistence in Economics (University of Bayreuth); Reading class, Institutions and Innovation in Historical Perspective (University of Munich)
2014	Human capital in history (University of Mannheim); Reading class, Cultural Diversity and Economic Outcomes (University of Mannheim); The Role of Geography, Culture and Institutions in Long-Run Growth (University of Mannheim); Reading class, Natural Experiments in Economic History (University of Mannheim); Reading class, History of Innovation and Patent Law Systems (University of Mannheim)

- 2013 Introduction to Economic History (Deggendorf Institute of Technology); Reading class, Cultural Diversity and Economic Outcomes (University of Munich)
- 2012 Economics of Education (University of Munich)
- 2011 Natural Experiments in History (University of Munich); Economic History of Pre-Industrial Europe (University of Munich); Reading course, The Gold Standard and the Great Depression (University of Munich)
- 2010 Economic History of Modern Europe (University of Munich); Introductory Econometrics (University of Munich)
- 2009 Intergenerational Economics (University of Munich)