

Personal Details

Date and Place of Birth	1977 - Mirano (Venice, Italy)
Nationality	Italian
Status	Married, one son and one daughter
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Positions

Mar 31, 2017–Present	Associate Professor at the Strategic Organization Design Unit, University of Southern Denmark (Odense)
Jul 1, 2014–Mar 31, 2017	Assistant Professor at the Strategic Organization Design Unit, University of Southern Denmark (Odense)
Jul 1, 2013–Jul 1, 2014	Postdoc at the Strategic Organization Design Unit, University of Southern Denmark (Odense)
Jul 1, 2012–Jul 1, 2013	Research fellow at the Department of Management, Ca' Foscari University of Venice (Italy)
Oct 2011–Jul 31, 2012	Assistant Professor at the National Chengchi University Economics Department (Taipei, Taiwan)
Oct 2010–Oct 2011	Lady Davis Postdoctoral Fellow (fulltime fellowship) at the William Davidson Faculty of Industrial Engineering and Management, Technion (Haifa, Israel) Postdoc supervisor: Professor Ido Erev

Education

May 6, 2010	Ph.D. in Economics and Management at the Interdepartmental Centre for Research Training in Economics and Management (CIFREM), University of Trento (Italy)
Dissertation title	"Interactive Learning and Conditional Behavior in Repeated Games: Theories, Models, and Experiments"
Ph.D. supervisor	Professor Massimo Warglien (Ca' Foscari University of Venice)
PhD committee	Professors Maria Giovanna Devetag (University LUISS Guido Carli, Rome) and Ido Erev (Technion, Haifa)
Mar 31, 2006	Laurea Magistrale (equivalent to an MSc) in Economics and Management of Complex Systems, Ca' Foscari University of Venice. Final mark: 110/110 cum laude (with distinction)
Mar 24, 2004	Laurea Triennale (equivalent to a BSc) in Economics and Management of Complex Systems, Ca' Foscari University of Venice. Final mark: 110/110 cum laude (with distinction)

Additional education

Jul 2017	2017 CASBS Summer Institute at the Center for Advanced Study in the Behavioral Sciences of Stanford University organized by Professors Robert Gibbons (MIT, Boston) and Woody Powell (Stanford University)
Sept 2016	Course in "Research Grant Proposals: Project Management for Researchers and PhD Students at SDU"
Jun 2016	Completion of the Lecturer Training Programme (10 ECTS points) – University of Southern Denmark. For the training program, I have attended the following pedagogical courses: <ul style="list-style-type: none">•Public speaking and presentation skills (1 ECTS)•Use student response systems in your teaching (1 ECTS)
Mar 2016	Workshop on "Funding opportunities for facilitating internationalization of research careers" (organized by SDU Research Support Unit)
Aug 2015	ERC Master Class – Workshop on writing successful ERC proposals (by Yellow Research), University of Southern Denmark
May 2014	Marie Skłodowska-Curie proposal writing workshop (by EU consultant Gavin Thomson)
Jun 2009	15th Annual Santa Fe Institute Graduate Workshop in Computational Social Science Modeling and Complexity (Santa Fe, NM, US)
Jul 2008	ABC Research Group – Max Planck Institute for Human Development (Berlin, Germany). Summer Institute on Bounded Rationality

Programming skills

Operating Systems	Excellent knowledge of Windows and Mac OsX
Microsoft Applications	Excellent knowledge of Microsoft Word, Excel, and PowerPoint
Statistical software	R/S+ (excellent), Matlab, Gauss, Maple, SAS
Programming languages	Java, JavaServlet, HTML, Visual Basic .NET, Processing, HTML, JavaScript, zTree

Spoken languages

Italian	Native speaker
English	Advanced level (written and oral)

Bio statement

Davide Marchiori's academic interests are mainly in the fields of judgment and decision making, behavioral and experimental economics, and agent-based modeling. Specifically, his current research addresses issues of learning and knowledge generalization in games and in decisions from experience. His markedly multidisciplinary research has been published in Science and in several psychology and economics journals.

Davide's PhD training includes advanced courses of mathematical statistics, microeconometrics, microeconomics, game and decision theory, and experimental and behavioral economics, whereas his MSc training included courses on neural networks and genetic algorithms, multi-variate statistical analysis, and non-linear dynamical systems.

Teaching positions

I have experience in teaching courses on decision-making as well as on computational methods in the social sciences, both at the undergraduate and graduate levels. I have experience with the written form of examination, both as final term papers/report and as open questions

2018-present	Co-teacher of the MSc the course of Business Analytics (SDU, Odense) – Final examination method: written term paper
2017-present	Co teacher for the course of Advanced Management Principles (SDU, Odense) – Final examination method: written open questions
2016-2017	Co-teacher of the MSc course of Personnel Economics at the University of Southern Denmark (Odense) – Final examination method: written open questions
2014-2015	Co-teacher of the MSc course of Advanced Strategy and Organization Theory at the University of Southern Denmark (Odense) – Final examination method: written term paper
2011,2012	Teacher for the courses Computational Economics (undergraduate and PhD level) and Models of Judgment and Decision-Making (undergraduate and PhD level) at the National Chengchi University (Taipei, Taiwan) – Final examination method: written open questions
2010	Teaching assistant for the course “Learning and Economics of Small Decisions” taught by Prof. Ido Erev at the Max Plank Summer Institute of Jena (Germany)
2010	Teaching assistant for the bachelor course “Mathematics for Economists B” taught by Prof. Yuri Kaniovskiy, Free University of Bolzano/Bozen (Italy)
2009,2010	Teaching assistant for the course “Quantitative Methods II” taught by Prof. Stefano Benati – Master in International Management, University of Trento
2009,2010	Teaching assistant for the bachelor course “Mathematics for Economists A” taught by Prof. Yuri Kaniovskiy, Free University of Bolzano/Bozen
2009	Instructor for the PhD course “Computer modeling for management research”, University Ca' Foscari of Venice – Final examination method: development of a small simulation project
2008	Teaching assistant for the course “Quantitative Methods I” taught by Prof. Marco Bee – Master in International Management, University of Trento
2008	Teaching assistant for the PhD course “Computer modeling for management research” taught by Prof. Massimo Warglien, Ca' Foscari University of Venice
2008,2009	Instructor for the PhD crash course “Probability Theory” (University of Trento) – Final examination method: written open questions
2008-2010	Teaching assistant for the PhD course “Mathematical Statistics” taught by Prof. Mohammed N. Gorla, University of Trento

1.2.Supervision of students

Since 2015, I have supervised 9 Master Theses, and 2 students for projects and training periods at SDU.

2. Teaching philosophy

I believe that in order to activate learning, students have to confront with activities that reinforce and sustain proactive behaviors. Such activities would not only stimulate students' curiosity, motivation, and self-challenging attitudes, but also sustain them in the future by delivering the positive feeling of achievement and self-fulfillment that follows the mastery of a given concept. Examples of these class activities include, among the others, frequent guided questioning by the teacher, involvement in class voting sessions (the focus of my e-learning and development project), and frequent intra-course evaluations.

The implementation of these class activities would significantly contribute to enhance students' participation and trigger a long-term learning. Thus, the crucial role of the teacher is that of designing his /her classes to offer students these learning-enhancing conditions. Of course, all this come at a cost: Frequent questioning and voting sessions can be extremely time expensive, making it difficult for the teacher to cover all syllabus topics. Therefore the teacher has also to find the correct balance between the time allocated to such activities and the time allocated to lecturing.

The two SDU pedagogical courses I participated in for the Lecturer Training Programme were also very important for the development of my new teaching philosophy. On the one hand, the course on the use of student response systems as a tool to activate students made me aware of the importance of first person actions (e.g., face a decision problem and make a decision) to accomplish learning. On the other hand, the course on speaking and presentation skills was very useful as it made me aware of the importance of how we technically convey messages. For example, a good use of voice modulations (especially the level of loudness) can be surprisingly effective in capturing students' attention, and the voice loudness does not have to necessarily correspond to the importance of the message conveyed. Although this is an art that I am far to master, I now try to implement these techniques not only in teaching, but also in my academic presentations.

3. Reflections on practice

3.1. Presentations at the first residential of the Lecturer Training Programme

For my presentation at the first residential, I adapted some of my slides for a course I designed and taught when at the National Chengchi University (Taipei, Taiwan). That presentation was very much inspired by my previous ideas about teaching. Back then, I was convinced that the quality of teaching was equivalent to the level of mastery of the subject by the teacher, almost completely neglecting the audience with all its specific needs, capabilities, and expectations (cf. Kugel, 1993). I think that my presentation was very good, but it was more similar to a seminar presentation than to a class, as my colleagues and external supervisor pointed out. All my teaching before the first residential could be defined as "me presenting something" and all my efforts were headed to master as much as possible the subject presented. After all, this was the Italian teaching tradition within I was familiar with as a student.

Overall, the first residential was very instructive for me as it made me to radically reconsider my ideas on teaching, and discover that beside the teacher there's an audience!

3.2. Exemplary practice from the supervised lessons/lectures

My internal and external supervisors attended two of the classes I taught in the spring semester of 2015. More specifically, I taught the Advanced Strategy and Organization Theory (ASOT) course with other two colleagues of mine. Attended typically by 25 to 35 students, ASOT is a master course aimed at providing students with advanced ideas and theories in organization and strategy research. In my classes, I covered topics on decision-making and the cognitive biases that affect it.

"There's too much lecturing!" and "You should activate more the students!" are perhaps the two comments that best represent what my external and internal supervisors pointed out. I was ignoring my audience and this was what was wrong with my classes. In addition, I should also have motivated students more, making them more aware about the rules of the course – and about the consequences stemming from not following these rules. My slides were professionally prepared, I was extremely comfortable with the content of my classes, and I was able to show my passion for the topic I was presenting—but I was neglecting the students.

In order to fix these problems of my teaching, I then decided to use the online voting system called Shakespeak to replicate in my ASOT classes some of the most popular behavioral phenomena documented in the decision-making literature. Thus, I designed part of my following classes to put students right in the shoes of a decision-maker. This approach greatly improved students' participation, activation, and understanding of the decisional problem at hand (see the description of my e-learning project in section 4.3).

Although the implementation of voting sessions in my classes were a big step ahead in the attempt to enhance students' participation and activation, I still feel that my teaching can be improved. In addition, I still feel more comfortable when teaching classes on quantitative topics rather than qualitative ones. However, what I think is very important is that I now clearly know the aspects of my teaching that I have to develop, as well as the goals that I want to pursue.

3.3. The e-learning and development project

In my e-learning and development project, I experiment with and study the effect of the use of student response systems in my classes on individual decision-making. The goal of the implementation of this specific e-learning tool is twofold: On the one hand, it is aimed at increasing students' class participation; on the other, it is a natural way to improve students' understanding of the subject into consideration.

In the typical course of decision making, students are exposed to the main empirical results and theories of choice behavior in the psychology and economics fields. Under this perspective, a deep understanding of the most important biases that affect choice behavior (i.e., of the reasons why people behave in that specific way in a given setting) is of central importance, as existing behavioral theories were designed to capture these biased behaviors.

In my classes, the student response systems can be used as a valid support to replicate in class some of the most important behavioral regularities documented in the decision making literature. In my previous experience as a teacher of a decision making course, I used to discuss the empirical results from previous studies in an abstract way, which is a widely adopted approach to teach this subject. However, I realized that this approach does not activate students' participation, and students' understanding of the decisional problems and of their implied behaviors is often unsatisfactory. In contrast, replicating in class decision making experiments is very important, as: a) students are encouraged to reflect about the decision problem they are presented with and are directly involved in the lecture; b) discussion of results from in-class experiments and comparison with the data reported in previous studies greatly helps students understand the reasons underlying choice behavior in the given setting. In addition, the voting system is anonymous, and students can express their opinion freely, without suffering any pressure from their colleagues and/or from the teacher.

In summary, I think that the student response system can be effectively used in decision making classes as a reliable and simple tool for replicating in class decision making experiments.

Results

I first encountered this teaching tools during the first residential, and decided to implement it in my classes on decision making for the course on Advanced Strategy and Organization Theory 2015 (8904301). For example, I used the shakespeare software to replicate in class the famous "Asian disease" problem by Kahneman and Tversky (1982). I asked students to split into two groups of the same size, and group 1 was invited to leave momentarily the class. Then Group 2 faced a decision problem.