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Formal educational training

Administrative tasks relating to education

My experience includes student enrolment, setting course content, setting exams, evaluating presentations and other student work, inviting guest lecturers and such. This involved several major changes and continuous refinements and improvements to courses throughout the years; as well as developing courses from scratch.

Experience of study programmes, supervision and examinations

At SDU:

Lecturer:

B10 eHealth 2016, Psychology bachelor programme (15ECTS)

B10 eHealth 2017, Psychology bachelor programme (15ECTS)

VB-BRU Brugercentreret Udvikling 2017 (5 ECTS)

VB-BRU Brugercentreret Udvikling 2018 (5 ECTS)

Supervisor:

K08 2017 Specialevejledner

K08 2018 Specialevejledner

K08 2019 Specialevejledner

B11 Bachelor's thesis 2018 (10 ECTS)

Methods, materials and tools

Group supervision, individual supervision, lecturing, group work.

I am an avid supporter of digital technologies in education and have piloted and advocated the use of digital examinations in several courses, most notably Bachelor's theses and the Masterclass eMental Health as mentioned above. Digital tools such as TurnItIn and Blackboard are a valuable addition to an increasingly online-oriented student population. In the past years, I have experimented with social media such as Facebook and Whatsapp to engage students in wider discussions about science and psychology on such social platforms; and have experimented with using a Skype connection to invite guest lecturers on Skype.

Educational development and applied research into teaching at university, including educational awards

Enrolled in SDU LTP programme (expected to finish in 2019)

Reflection on teaching practice and future development

In my experience, I have found that I am able to quickly switch from traditional, lecturer – classroom style teaching to interactive, small-group based assignments. This flexibility as well as my ability to bring across difficult and complex subjects with humour and unusual (often funny) examples has been named by many of my students as my strong points. Although student and colleague evaluations have been above-average to excellent for all my teaching responsibilities (>4 out of 5 points), I feel that I am obligated to strive for continual improvement.

During a course, I solicit feedback from both students and colleagues to improve and adapt course materials, ways of presenting information and ways to integrate and widen the scope of materials presented. Course evaluations at my current university are routinely collected at the end of each course, but no two classes are identical, therefore in my opinion it is important to evaluate not just at the end of a course but also during a course. This accommodates different group dynamics, learning strategies and skill levels of students.

Having worked extensively with small-scale tutoring groups, masterclasses and seminars, my further development should include experience in larger scale (> 50 students) lecturing and lecturing for the duration of an entire, broadly themed course, rather than incidental lectures on a specific topic. Although technical difficulties are always an obstacle, I would very much like to experiment with live streaming lectures and videoconferencing-based tutorials and workshops.

Furthermore, I would like to increase the amount of integration between different disciplines of psychology within courses. Feedback students continue give has pointed out that many courses have overlapping course content and are too 'compartmentalised'; that is; they focus too strongly on one particular subject without taking into account more general psychological principles. For example, heuristics and biases are a core social psychological phenomenon which play a major part in all disciplines of psychology, including clinical psychology. However, even though its relevant to cognitive behaviour therapy is apparent, these overarching cross-disciplinary principles are almost never explored. In my opinion, student engagement, understanding and academic growth would be much improved by approaching courses from a broader perspective. Throughout all student levels, I enjoy seeing personal growth and accomplishment in students from a wide range of personal and cultural backgrounds.

In all my teaching, I try to engage students not only in practical applications of the what I am teaching, but also try to instil an awareness of logic and scientific thought. This is the result of my conviction that right from the start of their academic careers, students should have a strong grasp on not only what they are learning, but also on the fundamental principles that underlie all empirical academic disciplines. I encourage student to be sceptical, and regularly invite them to criticise published research and experiments as I believe that no idea, theory or experiment, however famous, is above scientific inquiry and logical scrutiny.