

Kasper Munk

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Kasper Munk's research engages with the wonderful challenge of teaching concepts that are useful in real-world decision-making. Kasper is a psychologist by background and has specialized in the field of education through a Ph.D. at the University of Oxford. Within the RiBL project, he is currently leading the development of a new teaching approach, which focuses on what he calls 'inferential pathways'. The idea is that new technologies make available ways of simulating trails of thought and that new technologies can help learners practice decision-making. New technologies can help us focus directly on inferences, for example the inferences of an expert, and we can use new technologies to make these thought processes visible to learners. Instead of teaching students *about* concepts, the aim is to help learners experience these concepts *in action*, approximating how the concepts can make a difference in real-world decision-making. A second strand of his research focuses on learning engineering. These activities include rethinking the advancement of educational quality as an engineering problem, investigation of the role of learning engineering in instructional decision-making, and contributing to the building of learning engineering education.