

EDUCATOR PROFILE

Pedagogical Profile

University teaching, adult learning design, and evidence-informed pedagogy behind AdriaMont Institute.

Designed for adult professionals and curious learners. Original AdriaMont Institute material, adapted from expert teaching, research, and professional practice.

A public credibility profile describing Dr. Milos Kankaras's teaching experience, pedagogical philosophy, digital learning practice, and student-evaluation themes.

TEACHING SETTINGS	Tilburg University, Catholic University of Leuven, Erasmus University Rotterdam, University of Montenegro
COURSE AREAS	Psychometrics, research methods, data analysis, educational psychology, psychological practicum, assessment, statistics
DIGITAL TEACHING	Dedicated course website learnpsychology.me and Moodle-supported course delivery
SITE SECTION	Pedagogical profile page, About page, course credibility section

Source and privacy note: Student-evaluation excerpts are anonymized and lightly edited for spelling, punctuation, and privacy. Quantitative tables, student identifiers, course-admin records, exams, grades, attendance files, and raw student comments are not republished.

Teaching record

INSTITUTION	TEACHING AREAS	ROLE
Tilburg University	Causal analysis, questionnaire construction, research methods, psychometrics, research-cycle teaching.	Teaching assistant, course coordinator, lecturer, thesis supervisor.
Catholic University of Leuven	Categorical data analysis, logistic regression, relative risk, odds ratios, latent class analysis.	Course coordinator in international master-level teaching.
Erasmus University Rotterdam	Applied multivariate data analysis, ANOVA, regression, repeated measures, MANOVA, mixed designs.	Lecturer in master-level teaching.
University of Montenegro	Educational psychology, research methods, psychological practicum, Moodle-supported teaching.	Lecturer and course website developer.

Pedagogical principles

Enthusiasm matters because it activates attention, curiosity, and participation.

Good examples turn abstract concepts into usable knowledge.

Trust and respect support participation better than imposed authority.

A relaxed learning atmosphere can make difficult material less intimidating.

Strong course organization reduces cognitive friction and gives learners a fair route through demanding content.

Digital materials should support preparation, practice, feedback, and independent review.

Student evaluation themes

THEME	REPRESENTATIVE ANONYMOUS EXCERPT	WHAT IT SIGNALS
Clarity	He explained difficult material in a very clear way and used very good examples.	Complex methods can become understandable when examples and structure are strong.
Support	He was genuinely interested in students' full understanding of the topics.	Teaching is treated as guidance, not performance.
Enthusiasm	You can see he has a real passion to teach statistics.	Energy and care help learners persist through difficult subjects.
Practical help	The exercises, solutions, outputs, and interpretation guidance made a great difference.	Materials are designed to help learners practice and apply ideas.
Learning climate	Students felt at ease and interested in a difficult subject.	A respectful atmosphere supports confidence and participation.

How this informs AdriaMont Institute

- Courses are built around clear learning routes, not just expert content.
- Difficult methods are explained through examples, practice, and interpretation.
- Learners receive worksheets, checklists, readings, and outputs that make knowledge usable.
- Digital delivery is treated as a design opportunity rather than a file repository.
- Student and participant feedback is used to improve clarity, pacing, support, and usability.

Use this profile as a trust-building bridge between Dr. Kankaras's academic teaching history and AdriaMont Institute's adult digital learning model.