

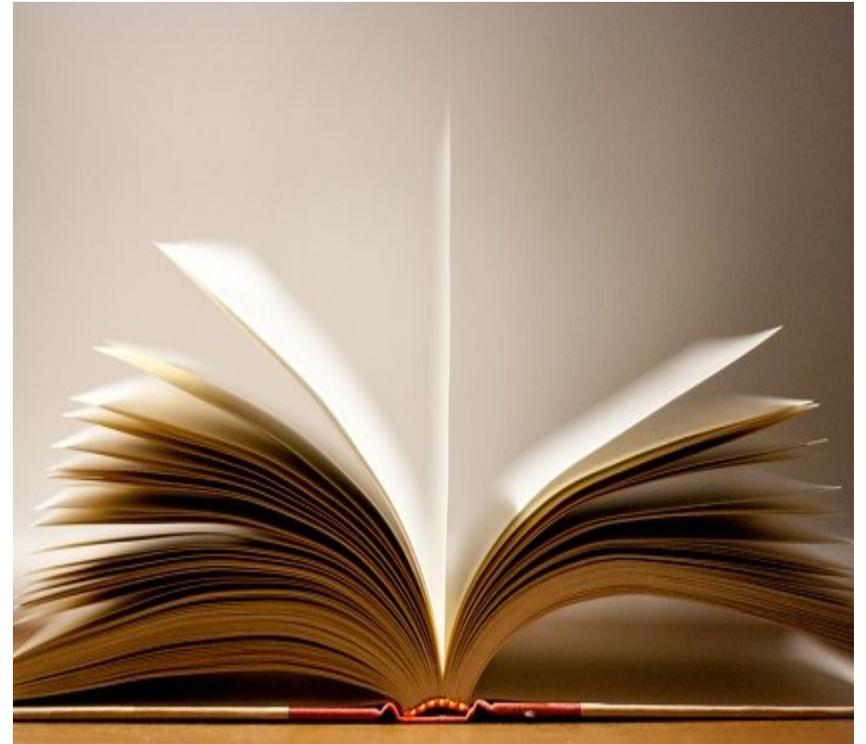
# Empowering your class: a community of *instructors-learners*?

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**Chair European Culture & Literature**  
**Director Netherlands Research School for Literary Studies**  
**University of Groningen**

Groningen, 11th June 2019

# Common Challenges in our BA

- › Students do not prepare the weekly assignments/readings
- › Overcoming the “punishment” learning mindset (instructors/students)
- › Developing a sense of ownership
- › Engage students in literary and cultural studies
- › Meeting student & societal expectations?



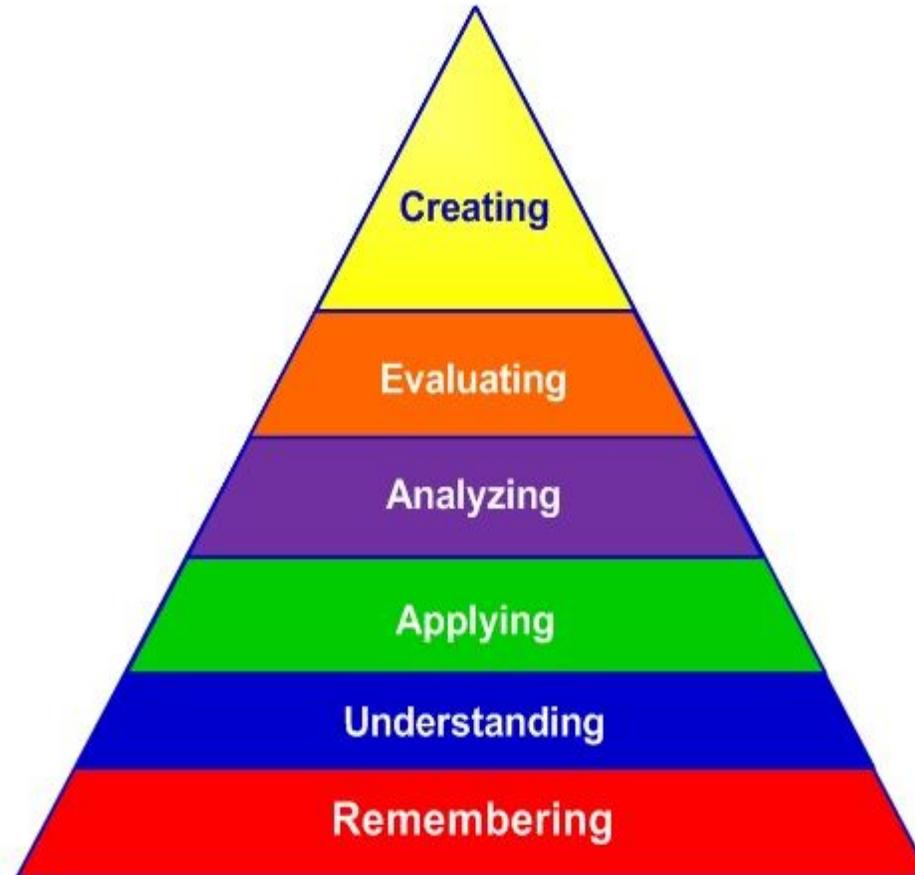


# BA European Culture & Literature

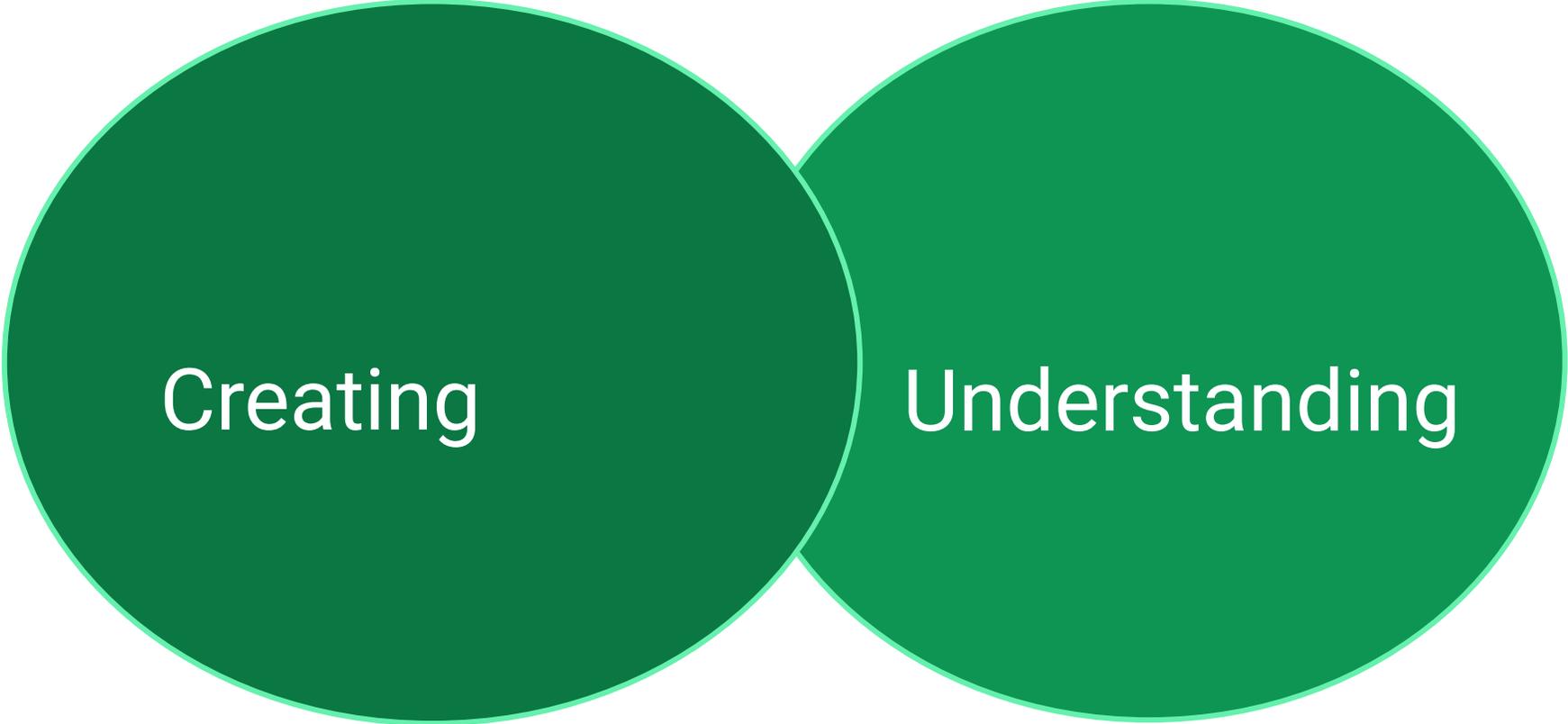
- › Research driven
- › Constructivist alignment based programme
- › Back to the basics (*Socrates 4.0*)
- › Peer instruction & intercultural competences
- › Creativity & Innovation

# Point of Departure

## Blooms Taxonomy - Revised



## *Enactivist Configuration*



Creating

The diagram consists of two overlapping green circles. The left circle is labeled 'Creating' and the right circle is labeled 'Understanding'. The circles overlap in the center, suggesting a relationship between the two concepts.

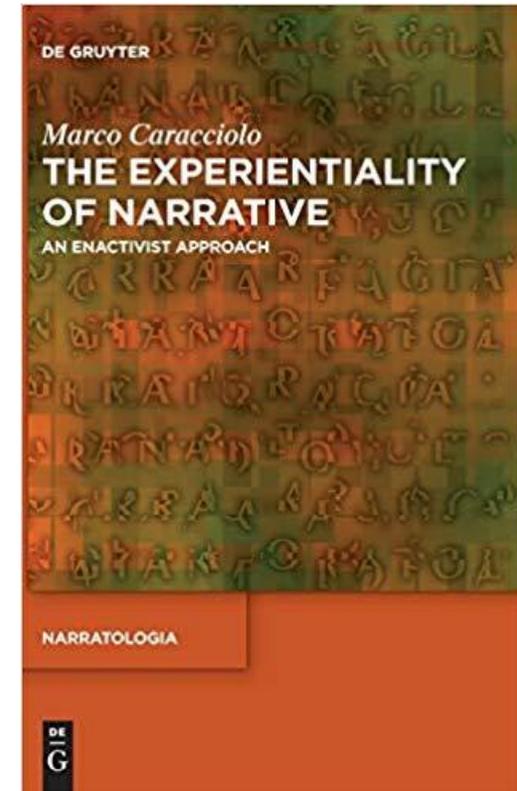
Understanding

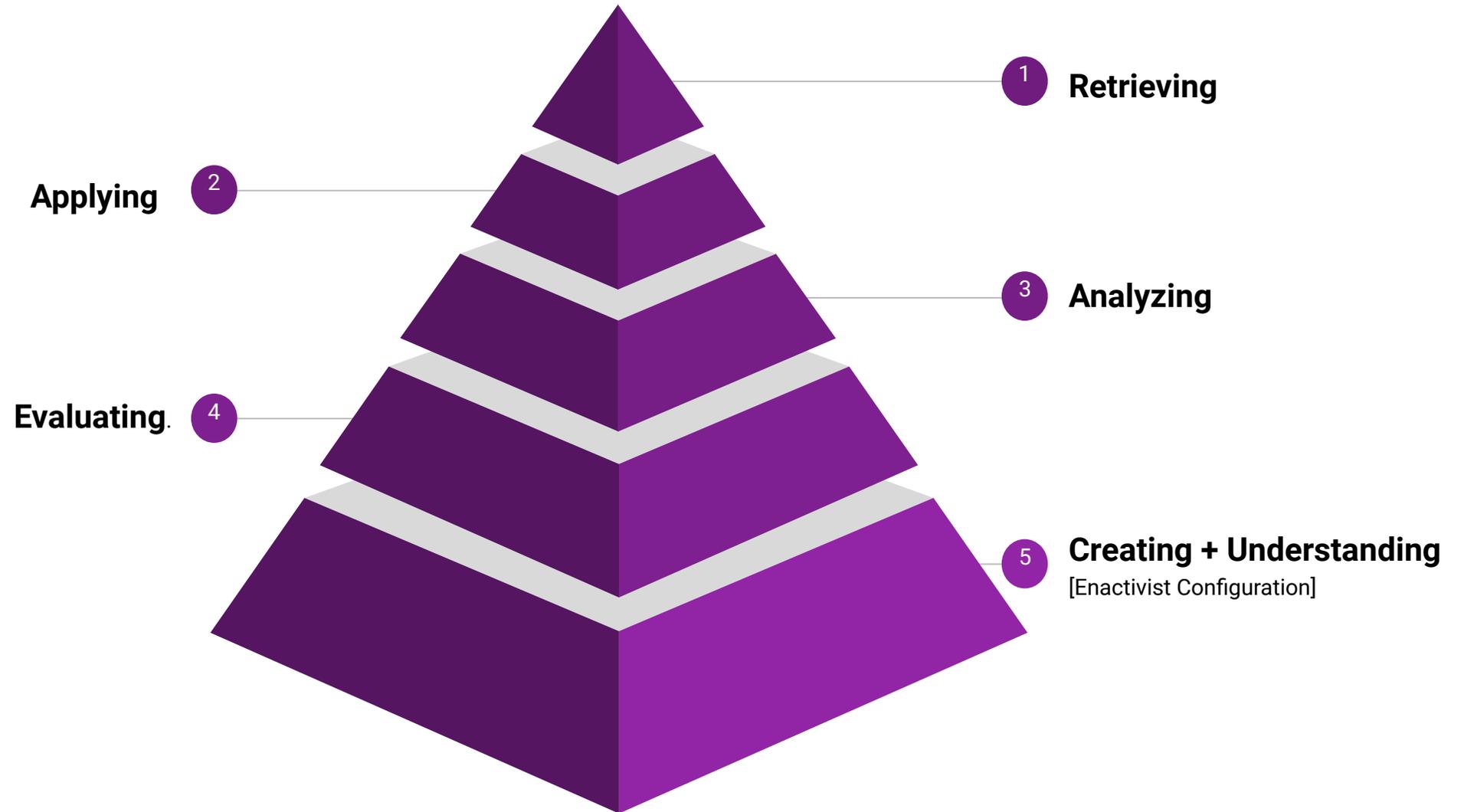


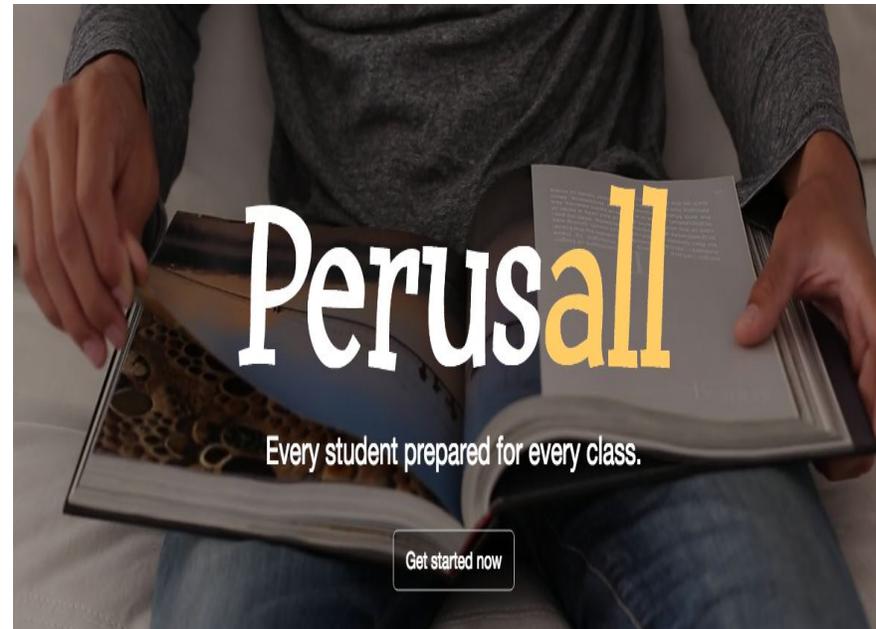
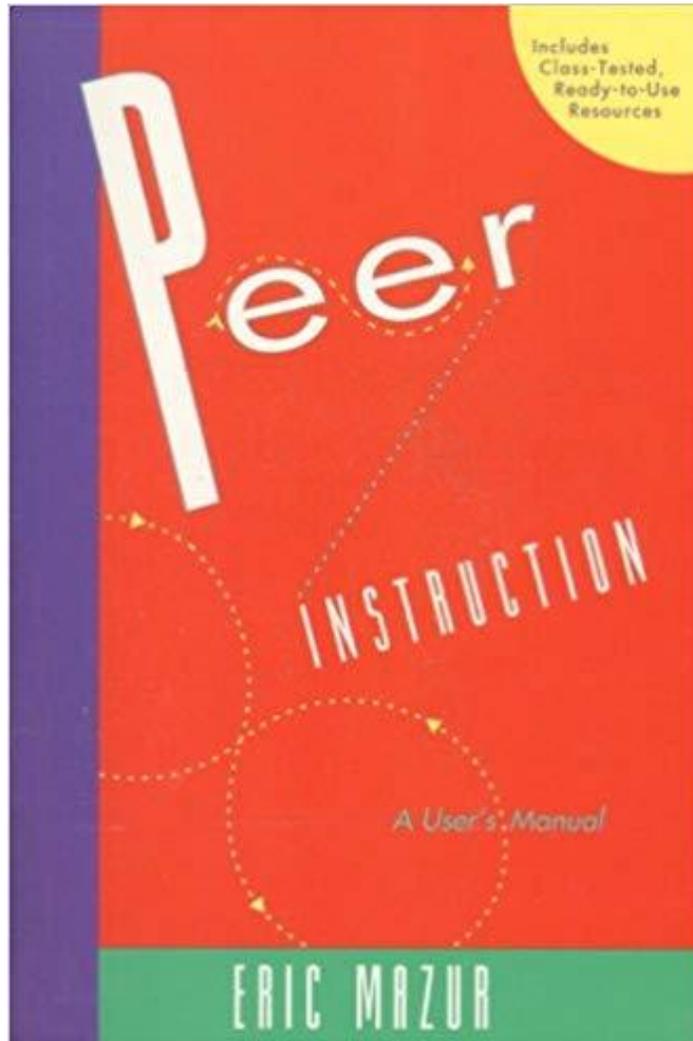
# ***Enactivism***

[Cor Baerveldt & Theo Verheggen, OUP, 2012]

*Enactive cultural psychology emphasizes the expressive and dynamically enacted nature of cultural meaning*







## Insights From the Science of Learning Can Inform Evidence-Based Implementation of Peer Instruction

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Peer Instruction is a popular pedagogical method developed by Eric Mazur in the 1990s. Educational researchers, administrators, and teachers laud Peer Instruction as an easy-to-use method that fosters active learning in K-12, undergraduate, and graduate classrooms across the globe. Research over the past 25 years has demonstrated that courses that incorporate Peer Instruction produce greater student achievement compared to traditional lecture-based courses. These empirical studies show that Peer Instruction produces a host of valuable learning outcomes, such as better conceptual understanding, more effective problem-solving skills, increased student engagement, and greater retention of students in science majors. The diffusion of Peer Instruction has been widespread among educators because of its effectiveness, simplicity, and flexibility. However, a consequence of its flexibility is wide variability in implementation. Teachers frequently innovate or personalize the method by making modifications, and often such changes are made without research-supported guidelines or awareness of the potential impact on student learning. This article presents a framework for guiding modifications to Peer Instruction based on theory and findings from the science of learning. We analyze the Peer Instruction method with the goal of helping teachers understand why it is effective. We also consider six common modifications made by educators through the lens of retrieval-based learning and offer specific guidelines to aid in evidence-based implementation. Educators must be free to innovate and adapt teaching methods to their classroom and Peer Instruction is a powerful way for educators to encourage active learning. Effective implementation, however, requires making informed decisions about modifications.

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### INTRODUCTION

In today's classrooms, there is great demand for active learning among both students and educators. Calls for active learning are not new (see Elliot, 1909), but a recent surge of interest in this concept is transforming pedagogical practices in higher education. The inspiration for this movement comes in large part from the now well-established benefits for student achievement and motivation

# Education is Science: Towards a New Model?

## ***Auctoritas Model***

- > Teacher Centered
- > Transfer of Content
- > Remembering-Based Approach
- > Students are Mostly Passive in the Learning Process
- > Punishment Oriented (Focus on the final exam)

## ***Interpretative Community Model***

- > Interpretative Community Centered
- > Creating-Understanding Content
- > Retrieving-Based Approach
- > Students are Mostly Active in the Learning Process
- > Research Question Oriented (Focus on the learning process)



# Imagining Europe's Tomorrow

- 1 group seminar twice a week (2x2)
- 20 students
- Students Evaluation:
  - Instructors: 5 (out of 5)
  - Interaction: 5 (out of 5)





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	 Carrying on	 Nothing but the single market	 Those who want more do more	 Doing less more efficiently	 Doing much more together
Single market & Trade	Single market is strengthened, including in the energy and digital sectors; the EU27 pursues progressive trade agreements	Single market for goods and capital strengthened; standards continue to differ; free movement of people and services not fully guaranteed	As in "Carrying on", single market is strengthened and the EU27 pursues progressive trade agreements	Common standards set to a minimum but enforcement is strengthened in areas regulated at EU level; trade exclusively dealt with at EU level	Single market strengthened through harmonisation of standards and stronger enforcement; trade exclusively dealt with at EU level
Economic & Monetary Union	Incremental progress on improving the functioning of the euro area	Cooperation in the euro area is limited	As in "Carrying on" except for a group of countries who deepen cooperation in areas such as taxation and social standards	Several steps are taken to consolidate the euro area and ensure its stability; the EU27 does less in some parts of employment and social policy	Economic, financial and fiscal Union is achieved as envisioned in the report of the Five Presidents of June 2015
Schengen, migration & security	Cooperation in the management of external borders stepped up gradually; progress towards a common asylum system; improved coordination on security matters	No single migration or asylum policy; further coordination on security dealt with bilaterally; internal border controls are more systematic	As in "Carrying on" except for a group of countries who deepen cooperation on security and justice matters	Cooperation on border management, asylum policies and counter-terrorism matters are systematic	As in "Doing less more efficiently", cooperation on border management, asylum policies and counter-terrorism matters are systematic
Foreign policy & defence	Progress is made on speaking with one voice on foreign affairs; closer defence cooperation	Some foreign policy issues are increasingly dealt with bilaterally; defence cooperation remains as it is today	As in "Carrying on" except for a group of countries who deepen cooperation on defence, focusing on military coordination and joint equipment	The EU speaks with one voice on all foreign policy issues; a European Defence Union is created	As in "Doing less more efficiently", the EU speaks with one voice on all foreign policy issues; a European Defence Union is created
EU budget	Partly modernised to reflect the reform agenda agreed at 27	Refocused to finance essential functions needed for the single market	As in "Carrying on"; additional budgets are made available by some Member States for the areas where they decide to do more	Significantly redesigned to fit the new priorities agreed at the level of the EU27	Significantly modernised and increased, backed up by own resources; a euro area fiscal stabilisation function is operational
Capacity to deliver	Positive agenda for action yields concrete results; decision-making remains complex to grasp; capacity to deliver does not always match expectations	Decision-making may be easier to understand but capacity to act collectively is limited; issues of common concern often need to be solved bilaterally	As in "Carrying on", a positive agenda for action at 27 yields results; some groups achieve more together in certain domains; decision-making becomes more complex	Initial agreement on tasks to prioritise or give up is challenging; once in place, decision-making may be easier to understand; the EU acts quicker and more decisively where it has a greater role	Decision-making is faster and enforcement is stronger across the board; questions of accountability arise for some who feel that the EU has taken too much power away from the Member States

# Confusion Report as Trigger for Content Retrieval

## Research Question 2: Keywords “Way”; “Union”

### Bastiaan:

One of the many examples of the use of symbolic language in the text. First of all, one could argue that the EU is a person. Next to that, it implies that the EU always knows a way forward, or even, that forward is the only way. Based on the latter part, do you think that the EU has sufficient responses for important contemporary questions, like the (des)integration of Europe, and that the only way is forward? - In other words, which of the five scenarios do you think is most adequate (feel to combine scenarios, since we we could/should read the text in an enactivist way)?



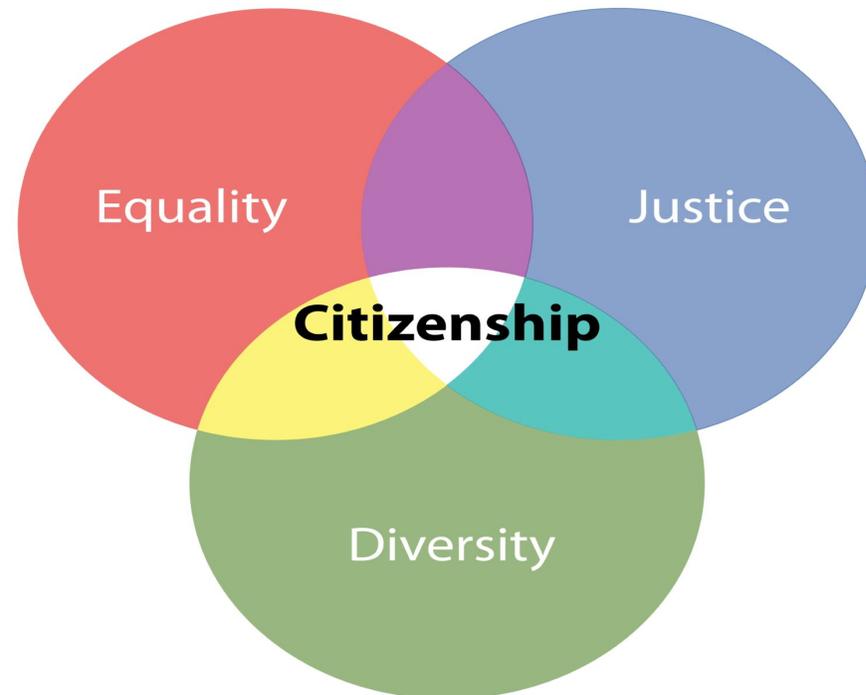
# Debate: Choose one Scenario and Defend it



# What is missing?

Although my comment is not directly addressed to this particular sentence, it concerns the paper as a whole. Having read through all the five scenarios for Europe by 2025, I find it interesting **that humanities, art, and culture, were hardly (or, not at all), mentioned.** The focus of these scenarios is largely on the single market, foreign policy, migration, security, and so on. **But how does culture come into play? Are art and culture isolated, autonomous fields which have no connection to the larger societal and political dynamic of European integration, and its future? Is art separate from life (cf. aesthetic autonomy)?** Remember Pierre Bourdieu's field of cultural production: the cultural and artistic field are highly interrelated with the field of politics and power. **That is to say, culture, dominant cultural patterns, and narratives, influence the political activity of European states and its citizens, both on a national, and a European level (think of national literature and its role in creating 'the nation' during the 19th century).** As such, I believe it is crucial to include these spheres in the discussion of 'Europe's tomorrow', and acknowledge their role in its further integration.

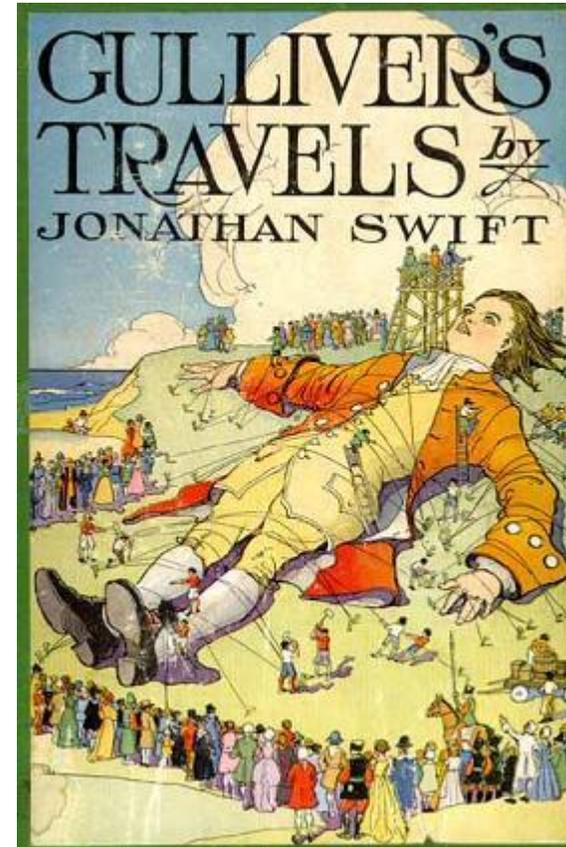
# Citizenship





# Aesthetic Autonomy

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# Wrap Up Summary: Key Terms Retrieval

Go to [menti.com](https://www.menti.com)  
82 11 71





# Key-Terms Retrieval

Mentimeter



# Some Ideas

- › Education based on **interpretative communities** model **enhances** students analytical skills and **empowers** students to resolve complex problems.
- › Perusall is effective when it is part of **an integral curriculum design** which establishes, as its core, an **enacted creative-understanding configuration**.
- › A class where students are **learners-instructors** (creative production of content and peer-feedback in/out the class) is **more effective at activating students** before, in and after the class.

# Some Ideas

- › Students score higher in the final exam when the final exam is not the main goal of the learning process but **the learning process is at the core of the class activities.**
- › **Decentered classrooms** (non-auctoritas model) based on the creation of research questions and how to understand these questions (evaluate+analyze+apply), are more effective for reaching high levels of **content retrieval.**



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Thank you for your attention

# BA Foundational Course: Reading Modern Europe

## Course Features:

- 1 lecturer & 8 seminar instructors
- 7 lectures 200 students
- 9 parallel seminars per week: each group 20 students

- Student evaluation **2017-2018**  
(response 53)
- Overall grade 4.23 (out of 5)
  - Lectures: 4.05 (lecturer: 4.12)
  - Seminars:
    - Instructors: 4.54
    - Interaction: 4.80

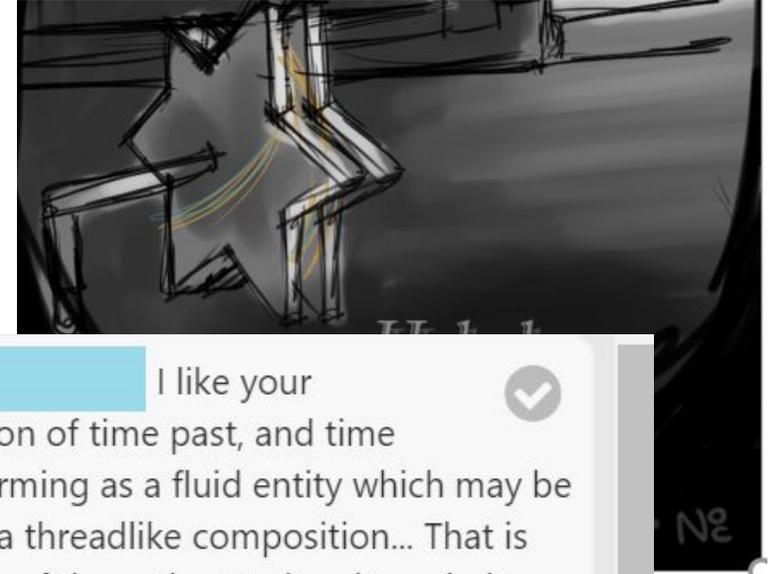
- Student evaluation **2016-2017**  
(response 35)
- Overall grade 3.79 (out of 5)
  - Lectures: 3.53 (lecturer: 3.57)
  - Seminars:
    - Instructors: 3.75
    - Interaction: 3.78

*“Fantastic lecturer who keeps students motivated and awake in lectures. His passion for literature and books definitely left an impact on the way I view books and changed my perspective on my reading habits. “One cannot be an academic without reading” so thanks for that – I never leave the house without a book now!”*

# Reading Modern Europe: Perusall Example 1

Week 4: **Kafka**, 'The Cares of a Family Man' (1919)

'At first glance it looks like a flat star-shaped spool for thread, and indeed it does seem to have thread wound upon it; to be sure, they are only old, broken-off bits of thread'



Current conversation

DN ? I believe this "broken-off bits of thread" to be related again to the concept of surrealism. History and reality, the way in which events happen are often perceived as a continuous process. They could be compared to a chain - or a thread, but Odradek's broken-off bits of thread are an expression of how he disrupts reality. In addition, in modernism the concepts of space and time are being reshaped, so that could be an expression of time not being perceived as linear anymore.

Dec 6 4:14 pm

? [redacted] I like your impression of time past, and time present performing as a fluid entity which may be compared to a threadlike composition... That is also indicative of these "knotted and tangled" threads representing a disturbed reality and a corruption of memory, this lack of rationality is key to surrealist literature. Also, this representation of history and memories (grounded in *reality*), as a line of thread highlighted the determinist influence present. According to determinism, our life path and all of its courses are determined at birth; nothing is by chance or sporadically influenced.

OS

Dec 6 6:35 pm

# Reading Modern Europe: Perusall Example 2

Current conversation

+1 ? Does this imply the word itself has a meaning, then? Maybe someone can find some associations with similar sounding words from the wide variety of languages spoken in this group?

AG

Dec 6 3:37 am

? Perhaps there is no intelligent meaning to Odradek, maybe Kafka wrote this just to confuse people or to try and inspire readers to find a fitting, intelligent meaning to the word Odradek, to create a conversation or discussion about it.

MG

Dec 6 3:18 pm

? I feel like the first paragraph is slightly ironic in a sense - probably the word "Odradek" is just made up and does not carry any special meaning, but the author *kind of* makes fun of people who would be concerned about the etymology of the word not even being able to tell what the creature is because of the confusing description. For some reason, "Odradek" reminds me of the English word "ogre", even though the character's description does not really fit the meaning of the word (ogre - a large, cannibalistic monster). Odradek does not sound *that* dangerous.

MK

Dec 6 3:23 pm

? I agree he is kind of making fun. I also think that by that he is implying that the word doesn't really have a significant importance here and Odradek himself is more important than his name.

AO

Dec 6 8:02 pm