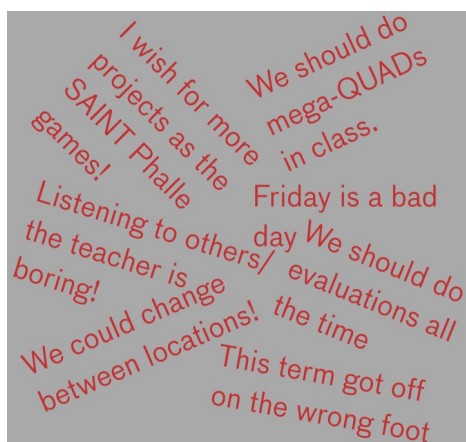


The *detail* of accounting for tasks, occasions and encounters in class were quite articulate in the input from a *fair sample* of the MA1 students this year. This kind of input allows to turn the collective attention to changes that matter. Our starting point with *media-presentations* also allowed a practical approach to the sensitivity to medial conditions: that is, where small changes can trigger “avalanches” (in both positive and negative directions)

In DE 545 Theory 2 | theory development—the way that we are running it now—there are 3 *indicators* as to how/whether the students **i)** have read/*assimilated* the course description with the required detail; **ii)** have acquired the key *learning outcomes* and *working-habits* targeted by the course. These are: **1)** with regard to the *process*—the BlackBook [logbook]; **2)** with regard to a *product*—the 1000 word w/3 images essay; **3)** with regard to *performance*—**a)** understanding and applying the concept of planned absences; **b)** the course-evaluation as a critical roundup.

In the spring 2023 we have done a course-evaluation *twice*. The first one relating to the QUAD-groups took place March 3rd. The second—March 31st—the students were asked to evaluate the *media-presentations* they have done in class; link it up with *other* deliveries, based on a gross structure of *preparation, delivery, afterwork* on which the course is based (taking into account the effect of *connecting vs. postponing* tasks that optimally are *aligned*, if a maximum of benefit is to be secured). This worked up to half way into the round-up, but then wallowed into statements like/don't like in the remaining time.



We also had an exchange of the ‘more of this, less of that... and this is disastrous’ type, that makes *needs* appear, but are often not easy to do something about.

However, in the *detail* of what was fed back to the course leader, reflected the real potential that is in this class in contributing to what can make an *experimental course structure* work/improve. Given that the main challenge of the course—as it exists—is to work with new elements (as this term public group-work in QUADs) and work to incorporate them into a *course that learns*. That the course is *not* a fixed structure, but a *structuring structure* that learns. The students learn individually and in groups, and the course learns. In sum, the class also learns as a “hive mind”.

The most useful comments and suggestions made during the evaluation reflect a degree of understanding of how such learning operates, and not only being subjected to it. Reflected by the detail of how the course-elements can be

tweaked and optimise the way they can work *together*. The first round of evaluation of the QUAD groups March 3rd was fairly broad, and rather cautious in drawing conclusions with regard to the new element: public QUADs. Outcome: the impact on the *content* from the *staged* performance. Though the staged element constrained the students to actually learn the QUAD role-structure.

During the second evaluation, the media-presentations were used as point of *departure* to evaluate the relation between *other* deliverables. This class has set a standard for itself, with media presentations that have been ambitious and well prepared. When asked to elaborate on the dependencies between tasks—plans, work and *afterwork*—a fair number of students managed to go into the detail of how they had benefited from working with broadening the scope of referencing to *other* media than those already existing in the guide to APA7th online.

That is, both in terms of honing *attention* to the contents of the presentation in the contrasting format of referencing, and in attributing a greater and equal *value* to media that, according to the main standard, are not/rarely referenced. This part of the work is highly individualised. However, it was clear that those students who emphasised this category of afterwork in the evaluation, had an *attentive* audience in the rest of the class. It appears evident that through the work of the QUAD groups the students, in this class, have learned to *listen* to each other, with benefit.

With regard to the evaluation of the public QUADs—the QUADs *performed* in class—the students had had some time to think about the matter, after the first evaluation. Which supports the idea that *new* course elements (as this item) can advantageously be evaluated *twice*. The benefits from working with the QUADs independently were contrasted with having to “fake it” in class. On the other hand, some students also underscored that the class-QUADs did hatch new repertoires in the independent QUADs. An interesting question came up about the kind of preparation needed.

Early in the process of doing class-QUADs this term, the *performance* aspect—which has been one of the *nodes* of the course this term—was discussed in whether/how it should be prepared or improvised. It became to some extent improvised because the course-content was *new*, and that the concept of trying things out together, with a safety net, in class was one real option. It also became improvised because the lists of random QUADs that course-leader received didn't check out. At this point, the suggested alternative was for the class-QUADs to be prepared/rehearsed.

What was suggested during the *second* evaluation March 31st, however, is that we could do without the random QUADs—that were introduced to have some variation—because it was difficult to administrate, and to enhance the continuity of the performance in class, with the following independent work of the chosen QUADs in the afternoon. This is a workable suggestion that will allow the students to prepare according to *need* (as perceived by each chosen QUAD). It can contribute to strike a *balance* between being overly *expert* and uncomfortably *awkward* in class.

It appears that the concept of *afterwork* came more up on the “radar” than it had earlier this term. The e-mails sent to a good sample of students during the term have been received with



During the term the rigging of the class-room has included small exhibits. After the evaluation the students helped to clear the room (without being asked).

appreciation. However, the correspondence on APA7th referencing has been lagging and demanded a *lot* of extra work from the course leader. Here, the concept of *planned absence* is no exception. However, after a couple of examples of how this works before and after a leave—with class presentations—the students actually asked for more of it.

Based on the input from the students—and also the materials from the *presentations* that the students have had after planned absences—this will be underscored in the future. We will also cut the random QUADs and only have the chosen QUADs. Based on the experience of the course leader, future students of Theory 1 and Theory 2, will not only be asked for their motivations for theory classes (as was done this year), but also be asked to read through and present their assimilated version of the course description at the beginning of each course.