



# Instructional Manual of Lectures

Project name: Why you go to school?: A start up for classroom conversation

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## *Table of Contents:*

Introduction: Why “why you go to school” ?

About this manual

Lesson 1: Three goals of school

Lesson 2: Motivational theory and self-determination theory

Lesson 3: Bildung and “why you go to school?”

Follow-up idea (as a final assignment)

## Introduction: Why “why you go to school”?

Why you go to school? It is a simple question, but it is a difficult question as well. It is difficult in terms of answering the question because there are no right or wrong answers. But also it is a difficult question in terms of finding opportunities to ask yourself. Since going to school can be seen as the social norm in the Netherlands, it is natural that most students, teachers, and parents automatically suppose that children must go to school.

Nevertheless, we, the authors, think that this fundamental question is relevant to the Dutch high school educational system more than ever. Drop outs and truancy are persistent issues still found in today’s Dutch educational landscape. Furthermore, the global pandemic of Covid-19 imposes severe restrictions on students’ youth life and imposes a tremendous uncertainty in their future. Given such a situation, it can be naturally assumed that high school students in the Netherlands today are experiencing the hard time to develop and maintain their motivation to go to school. In fact, the OECD reports the significant decrease of academic motivation of the Dutch high school students.<sup>1</sup>

However, a crisis is a chance to start up a new conversation. Why not come back and reflect on the fundamental question “why you go to school?” Due to the pandemic, some people start realizing aspects of the educational system, such as in-person classroom, which are actually precious but many people took for granted before the pandemic. The soil for students to develop their own reasons for why you go to school is now fertile more than ever.

From high school experiences, which are before the pandemic, the authors assume that many high school students answer to the question by pointing out their needs for education and qualification. However, as the pandemic revealed, possible meanings that schools has on students are more than mere education and qualification. This is also argued by the educational scientist Gert Biesta whom one of the lessons we designed features.

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\* Covering image in page 1: Laszlo Moholy-Nagy, *A19*, 1927, oil on canvas.; Origin of the image: Artsy, “*A19*, 1927” Accessed on January 15th, 2022, <https://www.artsy.net/artwork/laszlo-moholy-nagy-a-19-1>.

\* <sup>1</sup> OECD, (2020), “School education during COVID-19, Were teachers and students ready?: Netherlands,” Accessed on January 14, 2022, <https://www.oecd.org/education/Netherlands-coronavirus-education-country-note.pdf>.

## The overall structure of the course

To promote the value of the question “why you go to school?” the authors designed a series of lectures for fourth year VWO students and mentor teachers in charge of them. Throughout the lecture series, students and their mentor teacher exchange their thoughts on “why you go to school?” step by step. The series of lessons consists of three one-hour and half lessons and follow up exercise. The first lesson is about the three goals school discussed by Gert Biesta. By providing the perspective that school is not only about education and qualification, this lesson aims to be a departure point for the following parts of the lecture series. The second lesson is about motivational theory and self-determination theory. Though the theories are a bit complex for high school students, still the authors believe that the theories would be useful thinking-tools for students to manage their motivation to go to school. The third lesson features the idea of Bildung and comes back to the question why you go to school in its ending part. This is also meant to let students prepare for their follow-up assignment which students will be announced at the end of second lesson. For the follow-up, by groups of three students, students are assigned to formulate and conduct a small lecture about what they learned in the first lesson for younger students (third year VWO students of the same school).

## About this instructional manual:

Below, you can find detailed instructions on each lesson and follow up exercise. It explains the class objectives for each lesson and exercise as well as it will guide how you (VWO mentor teachers) can prepare for the lessons and how to conduct the lessons. This manual contains instructions on how to use the other three course materials the authors created as well. The other three course materials, classifying exercise worksheets for students, Powerpoint slides for students, and introductory video for students can be found in separate PDF files.

The authors hope that this instructional manual and the other three course materials will help you startup a meaningful conversation in your classroom!

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## LESSON 1: Three goals of school

### **0. Preparation:**

#### Expected total duration of the class:

- The total duration for the full contents of this lecture would be around 45 minutes to 1 hour (or a bit more). You need to organize the time frame of the class by inserting breaks or finishing the class early.

#### Who:

- The teacher

#### Aim:

- The teacher knows the three main goals of education and is able to give a definition of each concept.
- After reading and processing the articles, the teacher feels capable of transferring this knowledge to their students.
- The teacher is able to think about the question “why do/did I go to school?” critically, using the three goals of school.

#### To do:

1. Read Biesta, G. (2020). “Risking Ourselves in Education: Qualification, Socialization, and Subjectification Revisited.” by G. Biesta (2020), at least p.97-98. Also, watch the instructional video the authors created at <https://youtu.be/bTZbPcjuerk>.
2. After reading the articles, think about why you went to school when you were younger, or why you go to school now. Try to think of at least three reasons. You could also try thinking about why your students may go to school.
3. Make sure that for the class, you have prepared:
  - Your own personal story about motivation for going to school
  - Definitions of ‘qualification’, ‘socialization’ and ‘subjectification’

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## **1. Class introduction:**

### **Duration:**

- 15-20 minutes

### **Who:**

- The teacher

### **Aim:**

- The students become familiar with the three goals of school.
- At the end of the introduction, the students have more knowledge about their teacher's motivation to go to school and are able to think about reasons to go to school within the domains of qualification, socialization and subjectification.

### **To do:**

1. Start the lecture by playing the instructional video the authors made. (You can directly access to the video at: <https://youtu.be/bTZbPcjuerk>)
2. Start the introduction with your personal story about your motivation for going to school. This can be about the present or about the past, when you were a student yourself.
3. After you have told the story, link it to the three different goals of school. Introduce the goals by showing it to the students in a mind-map or other sort of scheme. For each goal, first ask the students what they think it means to determine what their current knowledge about the subject is.
4. After that, give the definitions of 'qualification', 'socialization' and 'subjectification'. Discuss to which extent the expectations of the students matched with the given definitions. You can use the instructional video as your powerpoint by pausing the video. It is advised to explain the concepts by giving concrete examples.

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## **2: Classifying exercise:**

### **Duration:**

- 15-20 minutes

### **Who:**

- The students

### **Aim:**

- The aim of this exercise is to check whether they know and understand the three goals of school.

### **To do:**

1. After the class introduction part finished, please have a time to assign student work on classifying exercise ( $\pm 10$  minutes). You can use the worksheet the authors prepared for this (check different PDF file). You can find the sample of the worksheet in the next page.
2. After the students have finished the classifying exercise, discuss the possible answers classically (5-10 minutes). A possible correction model would be the following:

$\Rightarrow$  Qualification: 5, 8; Socialization: 1, 4, 6, 9; Subjectification: 2, 3, 7, 10

Please note that the matches above could be different, as long as there is a good argumentation for this, so it becomes clear that the student understands the three goals of school.

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### Sample of Worksheet:

Here is a list of 12 reasons to go to school. Classify them under the different goals of school, respectively qualification, socialization and subjectification. Do this by giving the three goals three different colors and marking the reasons the same color you gave the goal it matches with. The exercise can be done in small groups of 2-3 students. Take  $\pm 10$  minutes for this exercise. If the students are done earlier, ask them to think of some new reasons to go to school that are not on this list yet. Classify those reasons as well.

1. Your classmates are sociable and make you laugh.
2. Although the courses don't always seem educational to you, you can learn something at school every day, which satisfies you.
3. You want to improve your own skills and develop.
4. You are new in town and see going to school as a way to integrate.
5. You are still obliged to go to school because of laws.
6. Your classroom environment differs a lot from your at-home environment, and you find it inspiring to get acquainted with this new environment.
7. You feel as if school prepares you to function as an individual in the 'real world'.
8. You want to become a doctor, and in order to do this you need a diploma.
9. You have a good relationship with your history teacher, who motivates you to come to his classes.
10. You want to learn as much as possible because you want to develop as an individual.

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### **3: End of the class:**

#### **Duration:**

- 15-20 minutes

#### **Who:**

- The teacher and the students

#### **Aim:**

- The students now should understand that there are three goals of going to school. They are able to bring these three goals into practice by thinking of reasons to go to school and acknowledging under which domain of school this should be classified.

#### **To do:**

1. At the end of the class, do a short recap of what you have done today. Appoint the three goals of school. Ask your students to think of a reason for them to go to school, and request some of your students (depending on the amount of time you have left) to share their motivation for attending school.
2. The students are given the following three take-home questions for the second class. The students are expected to prepare an answer for the next class and bring their answer written down on a piece of paper.
  - What is your best learning experience?
  - What is your worst learning experience?
  - What was the last thing in school you remember you were really motivated about?



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## LESSON 2: Motivational theory and self-determination theory

### **0. Preparation:**

#### Expected total duration of the class:

- The total duration for the full contents of this lecture would be around 55 minutes to 1 hour 10 minutes (or bit more). You need to organize the time frame of the class by inserting breaks or finishing the class early.

#### Who:

- The teacher

#### Aim:

- The teacher becomes familiar with the self-determination theory.
- The teacher can see how the motivation continuum relates to the self-determination theory and is able to explain the motivation continuum to the students.

#### To do:

1. Read “Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions (2020).” by R. Ryan and E. Deci. Also, watch the instructional video the authors created.
2. Carefully examine the illustration of “The motivation continuum” made by C. F. Visser, found in <http://www.progressfocused.com/2017/12/the-motivation-continuum-self.html>.
3. Prepare 3 concrete examples that fall within the model by Visser (1 for wantivation, 1 for mustivation and 1 for amotivation).

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## **1. Class introduction:**

### **Duration:**

- 15-20 minutes

### **Who:**

- The teacher

### **Aim:**

- Introducing the motivation continuum.
- After this introduction, the students should be able to give the definitions (amotivation, wantification and mustification) and to give examples for each part of the continuum.

### **To do:**

1. Start the lecture by playing the instructional video the authors made. (note: for this lesson, the authors have not yet created the video)
2. The students have prepared their answers to the questions “What is your best learning experience?”, “What is your worst learning experience?” and “What was the last thing in school you remember you were really motivated about?”.
3. Following up on this, the teacher introduces the self-determination theory using the illustration of the motivation continuum. The teacher should be able to choose in which way the lesson will be taught.

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## **2: Classifying exercise:**

### **Duration:**

- 15-20 minutes

### **Who:**

- The students

### **Aim:**

- With the exercise, it should become clear whether the students understand the three main concepts of the motivation continuum.
- They are able to name the three concepts and give the definitions. They are also capable of naming some examples for each concept.

### **To do:**

1. In this part, the students do an exercise to determine their understanding of the motivational theory and the motivation continuum. The motivational theory can be linked to the goals of school ( $\pm 10$  minutes). For the exercise, it is important that the motivation continuum is no longer in sight, so that the students have to do the exercise using the knowledge they have gained during the introduction of the teacher. You can use the worksheet the authors prepared for this (check different PDF file). You can find the sample of the worksheet in the next page.
2. After the exercise, discuss the first part completely. The right answer for this part should be:
  - amotivation - nothing;
  - mustivation - extrinsic+internalized,
  - wantivation - internalized+intrinsic.
3. For the second and third step it probably takes too long to discuss all of the answers. Try to do a small classical check to see if everyone understands the concepts.

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### Sample of Worksheet:

This exercise consists of different parts.

1. First, decide whether amotivation, mustivation and wantivation are/can be extrinsic, internalized or intrinsic. Check the box for each concept if you think it is a match.
2. For the second step, take your answers to the three questions that you have answered in preparation for this lesson. For each answer, determine whether it fits best as an example for amotivation, mustivation or wantivation. Write the answers down in the form of an example in the column of the concept you have chosen.
3. Lastly, think for every box that is still open of an example that, according to you, shows what the concept means.

	Amotivation	Mustivation	Wantivation
<i>Extrinsic?</i>			
<i>Intrinsic?</i>			
<i>Internalized?</i>			
<i>Example 1</i>			
<i>Example 2</i>			

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### **3: End of the class:**

#### **Duration:**

- 20-25 minutes

#### **Who:**

- The teacher and the students

#### **Aim:**

- In this part, the teacher checks whether the students still remember the three goals of school. Repetition of the three parts of the continuum will also be done.
- After this, groups will be formed for the final assignment the students will have to do.

#### **To do:**

1. Ask the students if they remember the three goals of school and let them name the goals. It can be useful to write them down on a whiteboard as well. Ask the students if they can name the three parts of the motivation continuum, write those down as well.
2. In this last part of the 2nd class, the students will also be introduced with their final assignment. They will prepare 15 minutes of a lesson that they have been given so far. Groups of 4 students should be formed and the students should start writing a proposal for their 15-minute lesson, which they will teach to 2 VWO students. The further assignment can be found under 'follow-up idea'.
3. The students are assigned to prepare a proposal (which contains at least a vague plan for what they want to do with the younger students), so they will be able to get feedback on their proposal.

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## LESSON 3: Building and “Why you go to school?”

### **0. Preparation:**

#### Expected total duration of the class:

- The total duration for the full contents of this lecture would be 1 hour to around 1 hour 15 minutes or more. You need to organize the time frame of the class by inserting breaks or finishing the class early.

#### Who:

- The teacher

#### Aim:

- The teacher becomes au fait with the concept of Bildung.
- The teacher reflects on what kind of person he/she wants their students to be in the future and why they become teachers? This may lead to teachers’ deeper self-understanding
- Possibly, teachers may be aware of the possible issues they face that prevent them from achieving their ideal education.

#### To do:

1. Read: “Bildung and Modernity: The Future of Bildung in a World of Difference” by Gert Biesta (2002) and “Bildung through films: How to discuss existential questions in academia” by Koster (2019). Also, watch the instructional video the authors created.
2. After reading the articles, prepare a small lecture on the concept of Building. The section of “Introduction” from Biesta’s reading (page 343) and the section of “A short history of the concept of Building” from Koster’s reading may specifically helpful for you to frame the definition of Building for the lecture.
3. Then, think about what kind of person you want your students to be in the future or now. Try to think of at least three characteristics or virtues you hope your students will be accustomed to.

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## **1. Class introduction:**

### **Duration:**

- 20-25 minutes

### **Who:**

- The teacher

### **Aim:**

- The students will be familiar with the concept of Bildung
- Students have more knowledge about what kind of person your teachers hope for you to be in the future and how your teachers tackle this challenge.

### **To do:**

1. Start the lecture by playing the instructional video the authors made. (note: for this lesson, the authors have not yet created the actual video)
2. Start the introduction with the explanation of the concept of Bildung you have prepared.
3. After that, discuss your personal opinion on the ideal education the concept of Bildung depicts: to what extent you agree with Bildung or not?
4. Then, move on to sharing your personal goal of being a teacher. Explain to students what kind of person you hope students to be in the future by discussing three values, characteristics or virtues you hope your students to be accustomed to in the future or now. Then, if possible, discuss how you have tackled this challenge in the classroom or beyond. You may possibly ask students for some opinions or feedback on your ideals and classroom behaviors.

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## **2: Classifying exercise:**

### **Duration:**

- around 20 minutes

### **Who:**

- The students

### **Aim:**

- With the exercise, it should become clear whether the students understand the concept of Bildung.
- Student re-exercise what they learned from the first lecture in relation to the concept of Bildung.
- By realizing the interconnectivity between three goals of school, students feel they have enough thinking tools to reflect on their own reasons of “why you go to school.”

### **To do:**

1. In this part, the students work on an exercise to determine their understanding of the concept of Bildung (±10 minutes). In the worksheet, the students are assigned to link what they learned from the first lecture to the concept of Bildung by coming up with some examples. You can use the worksheet the authors prepared for this (check different PDF file). You can find the sample of the worksheet in the next page.
2. After the exercise, discuss possible connections between the first lecture and the concept of Bildung. Appoint several students to share what they wrote down and discuss those with the rest of the classmates. The authors expect that many students found a tie between the concept of subjectification and Bildung, but some students may find the different connections. Please be open to those opinions as long as the students critically misunderstand the idea of Bildung or three goals of school.



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## Sample of Worksheet

This exercise consists of 3 different steps.

1. First, decide whether the concept of Bildung can be somehow connected to the concepts of qualification, socialization and subjectification by giving "yes" or "no" in the first row.
2. Write down a small explanation on how your chosen goal(s) of school and Bildung can be connected by giving an example that, according to you, shows what the concept of Bildung means. This example should not necessarily be from your personal story.
3. Move on to the third row and fill in the box by writing down another example for the connection between your chosen goal(s) of school and Bildung. For this row, the example should be from your own personal story.

	Qualification	Socialization	Subjectification
<i>Can be connected to Bildung?</i>			
<i>Example 1</i>			
<i>Example 2: from your personal story</i>			

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### **3: End of the class:**

#### **Duration:**

- 20-25 minutes

#### **Who:**

- The teacher and the students

#### **Aim:**

- The students will have some time to set-up their project and determine the overall direction they will take.
- The students have opportunity to discuss their project with the teachers and ask for feedback

#### **To do:**

1. Announce the students to be with your teammates for the final assignment which they made in the second session. Announce students that the goal for today's session is to determine the overall direction by getting feedback on their proposal from the teacher. Also, announce students that this is an informal session, and the teacher will be roaming around the classroom, so free to ask teacher for help and feedbacks.
2. Start the feedback session and roam around the classroom while the students are having discussion. When you asked by students, join the group and give feedbacks for students. If some students still did not get important concepts from the lecture series, it is a good time to give extra explanation and examples.
3. Announce the entire classroom for the closure. Finish the lecture by casually re-capping the important concepts the students learned from the last three sessions. From the first class, qualification, socialization, and subjectification; from the second lecture, amotivation, mustivation, and wantivation; from the third lesson, Bildung.

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## Follow-up idea (as a final assignment)

### Who:

- The students

### Aim:

- The aim of this is to check whether the students fully understand the subject they have been taught. In order to create a part of a lesson for younger students, it is necessary to comprehend what you will teach.

### Instruction:

The students are to prepare a part of a class for 2 VWO students. The subject of the class is either “three goals of school” or “the motivation continuum.” The students work in groups of 4 people. They have to propose the idea for a 15-minute lesson to their teachers. The lesson should consist of a part where the students explain the theory and they should think of an interactive part. They can use the same format that has been used for their classes, but they have to take into account that the students they will be teaching this to are younger and may need a different approach. The students have to choose the subject themselves, because getting to choose can help the students to get motivated for this assignment.

The students have to hand in their proposal to their teacher. The proposal should be clarifying about what the students plan to do during the 15 minutes. The teacher looks into the proposal before the students will teach it. After feedback and approval of the teacher, the students will teach their 15-minute lesson during a mentor hour of the 2 VWO class. Every student of the group has to take part in this assignment. The lesson is supervised by the mentor teacher of the younger class. The 15-minute lesson the students will teach is the end of this lesson series.