



Kunnskap for en bedre verden

# Rett tilbake eller?

## Utdanning som bærende kraft

Patric Wallin

Førsteamanuensis i Universitetspedagogikk  
Institutt for Pedagogikk og Livslang Læring, NTNU

Styreleder Forskerforbundet NTNU

Styreleder Norsk nettverk for UH pedagogikk



**Alene blant mange**



# Kunnskapende prosesser



# Campus basert undervisning



# Online basert undervisning



# Krise som mulighet til å se kontraster



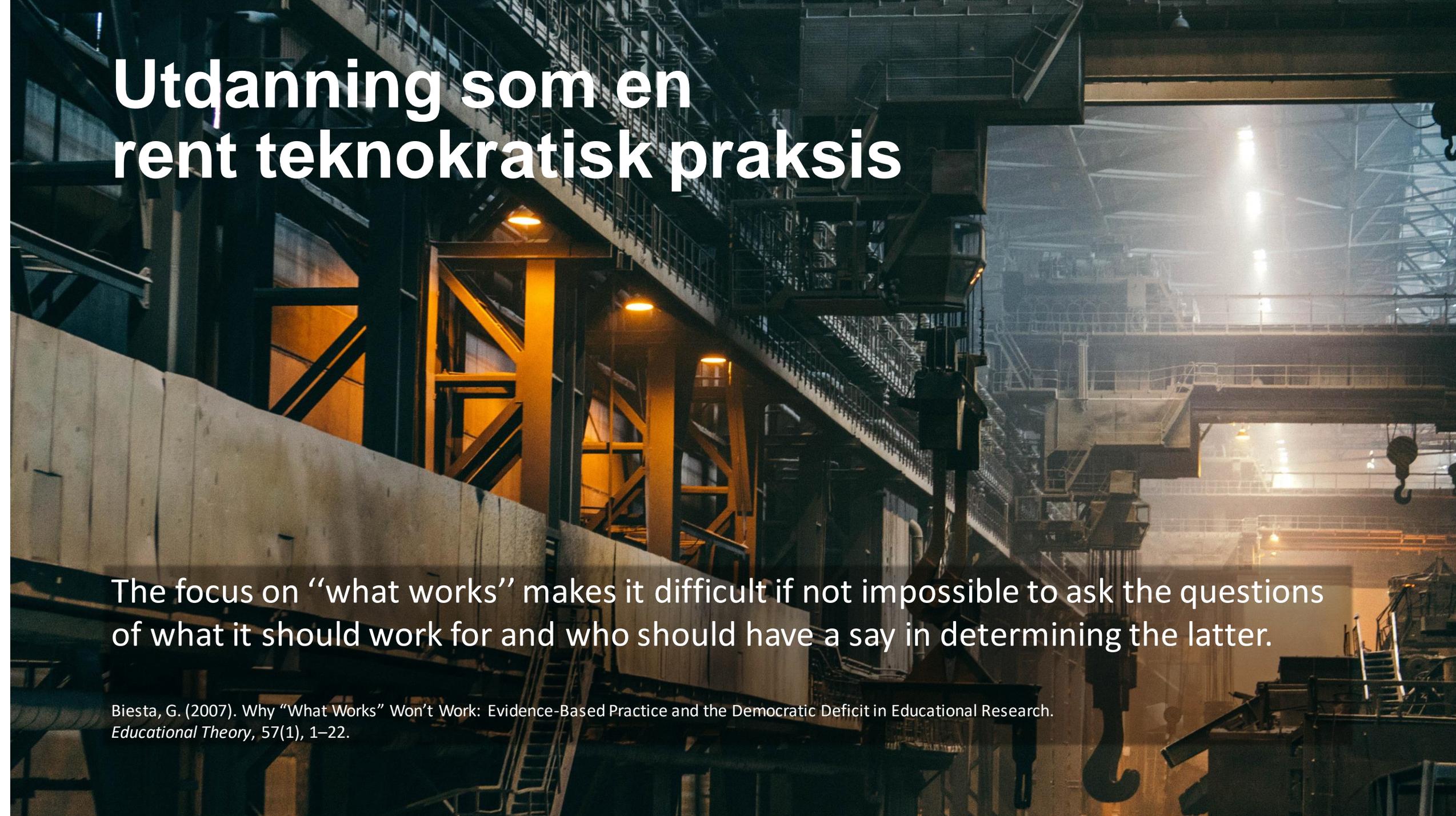
# Konkurrense

An underwater photograph with a dark, teal-green color palette. The water is filled with numerous small, bright light reflections and bubbles, creating a shimmering effect. In the lower right quadrant, a human hand is visible, reaching upwards towards the surface. The overall atmosphere is mysterious and serene.

**Utdanning som en  
rent teknokratisk praksis**



# Utdanning som en rent teknokratisk praksis



The focus on “what works” makes it difficult if not impossible to ask the questions of what it should work for and who should have a say in determining the latter.

Biesta, G. (2007). Why “What Works” Won’t Work: Evidence-Based Practice and the Democratic Deficit in Educational Research. *Educational Theory*, 57(1), 1–22.

# Transaksjonell tilnærming



# Dehumanising



**Utdanning må utfordre**



# Mulighetsrom



Hấp

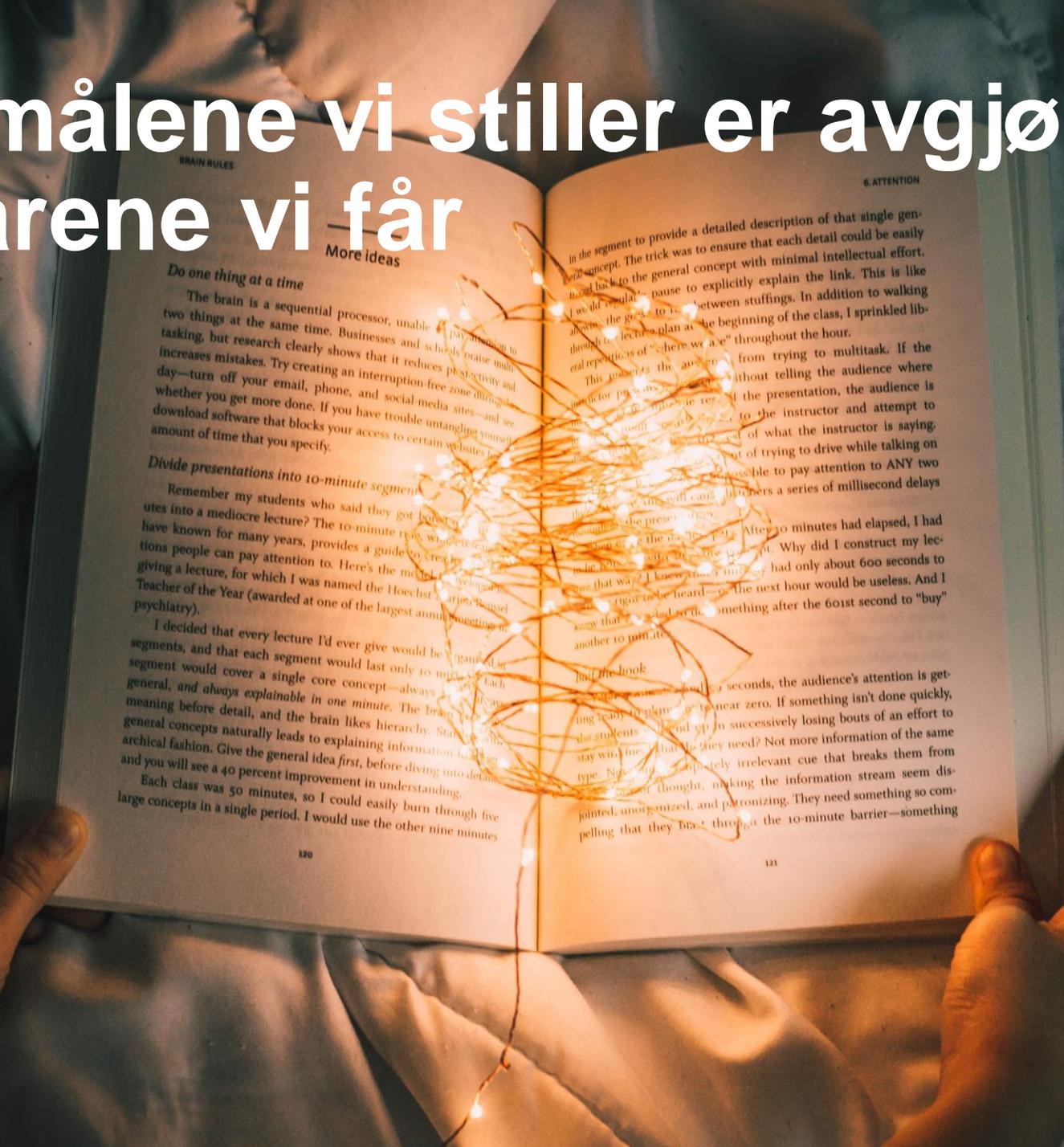


# Håp

The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.

hooks, b. (1994). Teaching to transgress: education as the practice of freedom.  
New York, NY: Routledge Taylor & Francis Group.

# Spørsmålene vi stiller er avgjørende for svarene vi får



## More ideas

### Do one thing at a time

The brain is a sequential processor, unable to pay attention to two things at the same time. Businesses and schools raise multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social-media sites—and see whether you get more done. If you have trouble untangling yourself, download software that blocks your access to certain websites for a certain amount of time that you specify.

### Divide presentations into 10-minute segments

Remember my students who said they got bored in 10-minute lectures? The 10-minute rule, which I have known for many years, provides a guide to creating presentations people can pay attention to. Here's the middle of a lecture I gave for giving a lecture, for which I was named the Hoechst Lecturer (Hoechst Teacher of the Year (awarded at one of the largest annual meetings in psychiatry)).

I decided that every lecture I'd ever give would be organized in segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always general, and always explainable in one minute. The brain likes general meaning before detail, and the brain likes hierarchy. Start with the general concepts naturally leads to explaining information in hierarchical fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 50 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily linked back to the general concept with minimal intellectual effort. I would regularly pause to explicitly explain the link. This is like showing the gears to the audience. In addition to walking through the lecture plan at the beginning of the class, I sprinkled liberal repetitions of "here we are" throughout the hour.

This presents the audience with the problem without telling the audience where the instructor plans to go. At the beginning of the presentation, the audience is told the general concept, and the instructor attempts to drive the audience to the instructor and attempt to drive the audience to the instructor and attempt to drive the audience to the instructor.

After 10 minutes had elapsed, I had to stop. Why did I construct my lecture this way? I knew that I had only about 600 seconds to give a lecture. The next hour would be useless. And I knew that I had to do something after the 601st second to "buy" another 10 minutes.

### had the hook

After 10 minutes had elapsed, the audience's attention is getting ready to plummet to near zero. If something isn't done quickly, the students will end up in successively losing bouts of an effort to stay with me. What do they need? Not more information of the same type. Not more completely irrelevant cue that breaks them from their own thought, making the information stream seem disjointed, unorganized, and patronizing. They need something so compelling that they blast through the 10-minute barrier—something

**Takk**

