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English Language and Literature modernized courses

Modernism and postmodernism in English Literature

Course instructor: prof. dr. Sandra Novkinić

ECTS Value: 5 Course Hours: 125 Hours : (60 Lectures , 65h Individual Work)

Year: 4th year of BA studies; Semester: VIII

Description of the course

The aim of the course is to point out to students the most important aspects of the distinctive productive diversity of the authors of modern and postmodern English literature and to draw their attention to experimental developments in the works of individual writers that enabled the dissolution of the novel form into several directions, such as the academic novel, women's writing, and magical realism.

Students are enabled to see significant developments in modern and postmodern English literature, where there is a certain connection between thematic or sub-genre units.

Learning Outcomes

After successful completion of the course, the students should be able to:

- recognize modernist and postmodernist works and compare and contextualize them,
- perform textual analysis and contextualization of poetry, novels, and prose texts of a given period,
- acquire the ability to interpret modernist or postmodernist literary texts placing them in wider social and critical contexts,
- demonstrate the skills of scientific research and analytical abilities in professional reading of a text as well as the interpretation of its structural, compositional and poetic characteristics,
- **create scenarios for the gamification of a modernist literary text.**

Within this course, gamification techniques and serious games are adopted to make learning more interactive and immersive.

Discussion on modern and postmodern literature is prepared through: serious games during which students shape characters and direct their actions, create scenarios based on well-known templates and recognize types of literature and their authors; the use of *stream of consciousness* challenge, associations games, word puzzle/language exploration, different types of quizzes.

In the part of the lesson where selected modern texts are taught, games will be played depicting the context in which these texts were created.

The goals of the games are to help students to better understand modern literature, to develop analytical thinking, to understand the pedagogical dimension of literature and to draw students' attention to the importance of modern literature.

The advantages of using serious games are multiple: they develop critical thinking, increase interest in modern literature, master the basic knowledge within the course more easily, but they will also be able to independently introduce serious games into (future) classes.

Unlike the previous course syllabus, the modernized version includes changes to the course units:

- Virginia Wolfe's *To the Lighthouse* where we introduce the Stream of consciousness challenge as a game concept.
- Aldous Huxley, *Brave New World* – in this course unit, a quiz is introduced, so that students present their knowledge of socio-historical, political and technical achievements and understands their influence on the works of authors of modernist and postmodernist literature.
- William Goulding, *Lord of the Flies* - The modernized syllabus contains Survival scenario game whose purpose is to get students thinking about survival elements of the novel and exploring how the boys' behavior mirrors real life situations.
- Angela Carter, *Wise Children* - Character matching game, plot twist quiz and literary devices bingo.
- Samuel Beckett- *Waiting for Godot* – Role playing interactive theatre where players explore absurdist situations. The goal of the game is not necessarily to win but to experience futility, repetition and emotional weight of different life situations

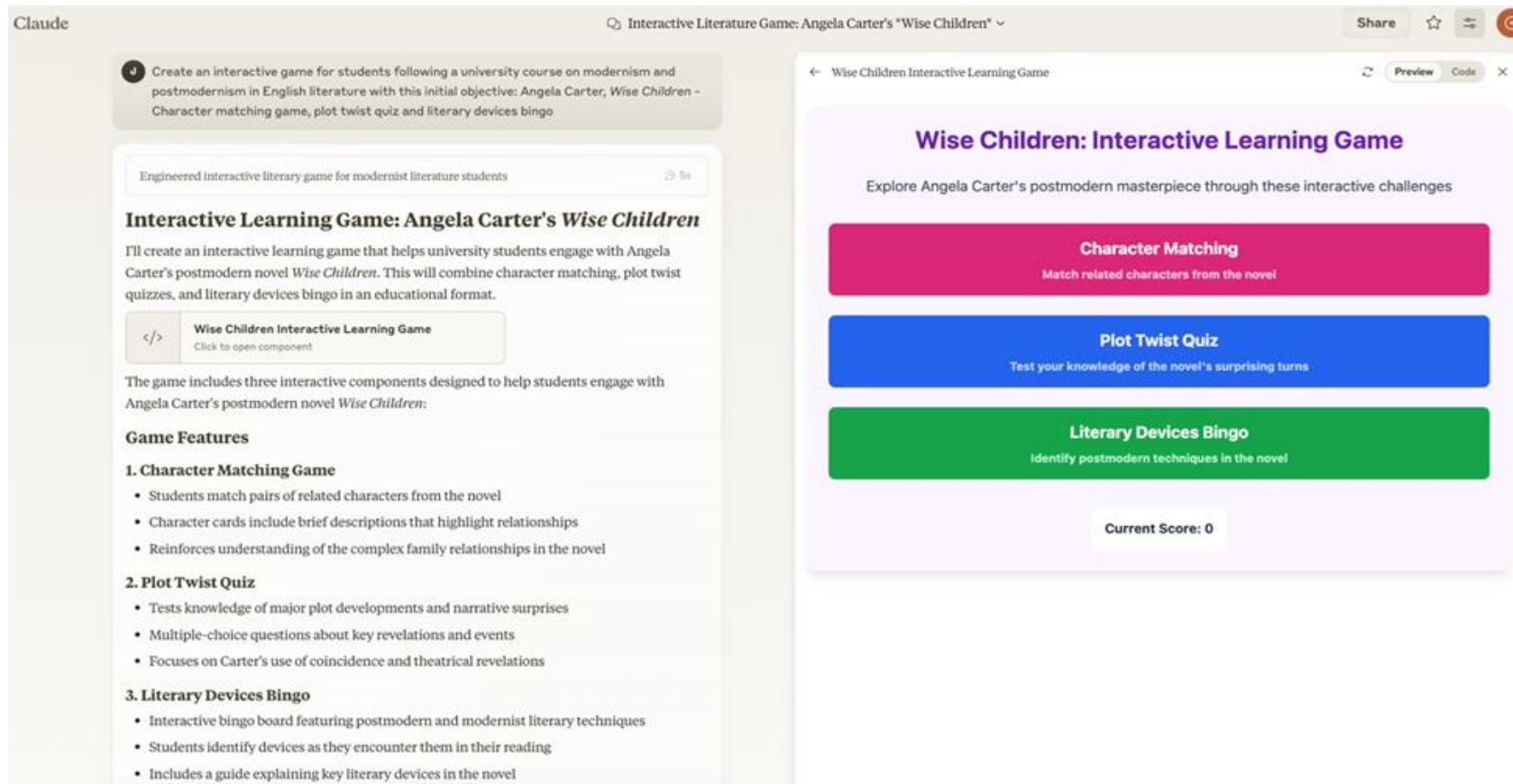
Suggestions by the UPV reviewer:

- We recommend creating a comprehensive AI-powered educational game framework that faculty can easily adapt for each literary work without extensive technical knowledge. This could utilize advanced AI models to:
 - Generate historically accurate settings and characters for immersive role-playing scenarios
 - Create adaptive quizzes that respond to student performance and learning styles
 - Offer customizable game templates that instructors can modify through simple natural language prompts
- Consider developing a collaborative project where students use AI tools to create their own educational games based on modernist/postmodernist texts, teaching both literary analysis and practical digital creation skills simultaneously. This could include designing character dialogue with AI assistance while critically evaluating how well the AI captures the author's style and themes.

Example. The proper use of models such as Claude Sonnet 3.7 in its ability to create incredible interactive web games and quizzes by just prompts such as

"Create an interactive game for students following a university course on modernism and postmodernism in English literature with this initial objective: Angela Carter, *Wise Children* - Character matching game, plot twist quiz and literary devices bingo".

This strategy can open this new approach to a limitless collection of experiences, even allowing maximum flexibility and the option to create these games in the context of a dynamic class experience.



Character Matching Game

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Match related characters from Angela Carter's *Wise Children*. Click on two cards to reveal the characters and find pairs.

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Plot Twist Quiz

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Test your knowledge of the surprising plot developments in *Wise Children*.

What significant revelation occurs on the twins' 75th birthday?

- ☐ They discover they have unknown children
- ☐ They learn Peregrine is actually their father, not Melchior
- ☐ They inherit Melchior's fortune
- ☐ They are invited to Melchior's 100th birthday party

What family secret is revealed about Grandma Chance?

- ☐ She was once a famous actress
- ☐ She is actually Melchior's mother
- ☐ She was once married to Peregrine
- ☐ She has no biological connection to the family

What surprising event happens at Melchior's 100th birthday celebration?

- ☐ Peregrine returns after being presumed dead
- ☐ The twins perform on stage one last time
- ☐ Melchior acknowledges the twins as his daughters
- ☐ All of the above

What theatrical coincidence occurs with the new Hazard twins?

Literary Devices Bingo

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Click on the literary devices you can identify in *Wise Children*. Get 5 in a row (horizontal, vertical, or diagonal) for a bingo!

Binary Opposition	Intertextuality	Family Saga	Carnavalesque	Historical Fiction
Metafiction	Legitimacy/Illegitimacy	Bawdy Humor	Temporal Disruption	Self-reflexivity
Magical Realism	Gender Fluidity	Mistaken Identity	Playful Language	Postmodern Irony
Pastiche	Transgression	Theatrical Metaphor	Unreliable Narrator	Patriarchal Critique
Carnival Imagery	Twins/Doubling	Shakespearean Allusion	Performativity	Fairy Tale Motifs

Bingos: 0

Link of this first attempt:

<https://claude.site/artifacts/f243f0ff-4e91-45f7-b47a-a364b9235447>

It is important to have always into account that the first version of the games are not generally 100% operative, and it is required extra 'prompts' in natural language to inform about any problem to have a new corrected version.

Translation Theory II

Course Instructor: prof. dr. Edin Dupanović

Description of the course

The course focuses on interpretation and covers topics such as:

- the differences between interpretation and written translation,
- types of interpretation,
- the process of consecutive translation – theory and methods,
- preparation for a meeting / conference,
- analysis and presentation of information,
- listening and memory,
- note-taking techniques,
- the process of simultaneous translation – theory and methods,
- anticipation and analysis,
- summarizing and presenting information,
- teamwork of interpreters.

The aim of this course is for students to learn and practice the basics of interpreting techniques, to improve their listening, memorizing and speaking skills, and to get to know the principles and ethics of working as an interpreter.

An important part of this course are simulations of interpreting events. The simulations are usually carried out through role-playing performed by students, but a part of **the simulations will be run on computers as serious games.**

Description of the changes to the existing course:

Week 4 – In the practical part of the class, students are exposed to increasingly longer passages of speech in consecutive interpretation situations to test the limits of their memory. The simulation is envisioned as a VR game with multiple levels of difficulty.

Week 7 – In the practical part of the class, students are exposed to relatively long passages of speech in consecutive interpretation situations to allow them to sharpen their interpreting skills. The simulation will run as a VR game.

Week 11 – In the practical part of the class, the students participate in a VR simulation of different simultaneous interpretation situations where the rate of speech is relatively slow.

Week 14 – In the practical part of the class, students will be involved in the same type of VR simulation as during Week 11, but now they will have to cope with the normal rate of speech.

Suggestions by the UPV reviewer:

- Consider a hybrid approach that pairs AI translation tools with VR experiences. Students could analyze and **compare human interpretations versus AI-generated translations** in real-time within the VR environment. This would prepare students for a professional landscape where AI translation tools are becoming increasingly prevalent while developing critical skills in identifying when human translation offers superior quality or cultural nuance.
- Recommend incorporating practical exercises where students evaluate AI-translated content against professional human translations, identifying contextual misunderstandings, cultural nuances, or idiomatic expressions that AI currently struggles with. This prepares students for a future where they'll likely work alongside AI translation tools rather than being replaced by them.

