Harry Potter and the Border Crossing Analogy: An Exploration of the Instructional Use of Analogy in a TESOL Methods Course

M'Balia Thomas

Harry Potter and the Border Crossing Analogy: An Exploration of the Instructional Use of Analogy in a TESOL Methods Course

M'Balia Thomas

Department of Curriculum & Teaching (TESOL), The University of Kansas

ABSTRACT

The following exploratory study examines the effects of a *Harry Potter*–inspired "border crossing" analogy (HPBCA) on preservice teachers' ($n = 25$) Teaching English to Speakers of Other Languages (TESOL) content knowledge and disposition toward English language learners (ELLs). The analogy capitalizes on the prior and shared background knowledge many preservice teachers have of J. K. Rowling's Harry Potter novels, the related films, and discourses that surround the Harry Potter phenomenon. Study results suggest mild agreement among participants of the perceived positive impact of the HPBCA on their TESOL content knowledge, although a slightly less than neutral response toward the perceived impact on their disposition toward ELLs. The results hold implications for the pedagogical use of analogy in teacher education beyond mathematics and science, as well as the role of prior/shared knowledge in teaching and learning.

Immigration, migration, and refugee resettlement in the United States continue to contribute to ongoing changes in the ethno/racial, cultural, and linguistic composition of U.S. neighborhoods and the K–12 school districts that serve them. Moreover, these changes are occurring in areas of the country—such as urban and rural areas of the Midwest—that despite a history of European immigration and resettlement struggle to adjust to and accommodate this new racial, religious, and linguistic (super)diversity (Stull & Ng, 2016). Many teachers and administrators within these communities, although filled with great intention and desire, are ill-prepared to work with such levels of diversity, lacking both the knowledgebase and self-efficacy (Bandura, 1997) to effectively educate these English language learners (ELLs) and to do so with "*fairness* and the belief that all students can learn" (National Council for Accreditation of Teacher Educators, 2008, p. 90, italics in original). With the continued changes in the cultural and linguistic makeup of U.S. schools, teacher education programs must also continue to adjust their instructional content and programmatic offerings to prepare all preservice teachers—not just those who specialize in teaching English as a Second Language (ESL)—to acquire the knowledgebase to Teach English to Speakers of Other Languages (TESOL) and the disposition to enact this knowledge in intentional and contextually meaningful ways.

Yet, when the need for specialized instruction in second language acquisition theory and TESOL methodology is greatest, preservice teachers are spending less time enrolled in courses and engaged in field experiences that provide program-facilitated "contact and collaboration

CONTACT M'Balia Thomas ✉ mbthomas@ku.edu 🖳 308 Joseph R. Pearson Hall, 1122 W. Campus Road, Lawrence, KS 66045, USA.

with diverse ethnolinguistic communities" (Garcia, Arias, Harris Murri, & Serna, 2010, p. 132). As a result, preservice teachers are graduating from teacher education programs with little or no prior experience engaging with culturally and linguistically diverse populations (Sleeter, 2001) and without a strong sense of self-efficacy in their ability to work with this population of student (Siwatu, 2007; 2011). The lack of professionalized interaction means that instead of simply possessing misconceptions of teaching ELLs (Harper & de Jong, 2004), preservice teachers are entering the profession with little conception of what it means to be an ELL, what the breadth of ELLs' personal and educational experiences are, how ELLs' racial and linguistic makeup in districts may change over time and across spaces, and how the needs of ELLs may likely differ from their classmates whose culture and linguistic backgrounds match those of the teachers and the school district in which they find themselves.

Given that program-facilitated real-world contact between preservice teachers and ELLs may not always take place before these future teachers graduate, what can occur is program-facilitated "imagined contact" between preservice teachers and the future/imagined ELLs they are likely to encounter in their future classrooms (Crisp & Turner, 2009; 2012; Miles & Crisp, 2014). Such contact includes engaging in intentional and systematic classroom instructional practices that draw on preservice teachers' prior knowledge and experiences in order to scaffold their cognitive and affective responses toward new and unknown knowledge and experiences. To facilitate such imagined contact, the present work introduces an analogy inspired by J. K. Rowling's *Harry Potter* novels and created to positively impact the TESOL content knowledge and disposition of preservice teachers. This "Harry Potter Border Crossing Analogy" (HPBCA) is conceptually based on a pedagogy of analogy (Glynn, 2007) and the metaphor of Teaching as Persuasion (Murphy, 1998, 2001). It is designed to capitalize on the shared and prior knowledge many undergraduate students have of J. K. Rowling's *Harry Potter* novels, the related films, and discourses that surround the *Harry Potter* phenomenon. The HPBCA takes the novels' fantastical division of humans into magical (wizards and witches) and non-magical (Muggles) beings and reframes the internal tensions of the texts and its characters as an analogy of "border crossing." This notion of "border crossing" engages Anzaldúa's (1987) concept of life and identity in the U.S./Mexico borderlands, the sociocultural phenomenon of having one's metaphorical feet differentially planted in cultural, linguistic, and ideological soils, and the processes of socialization and acculturation that mark this experience. Through this alternative framing of the *Harry Potter* story, the HPBCA foregrounds analogical similarities between the educational, social, and emotional experiences of the novels' fictional Muggle-raised (Harry Potter) and Muggle-born (Hermione Granger) wizards and our real-world ELLs. It is this emphasis on the relational similarity between two unfamiliar objects or situations (Gentner, 1983; Gentner & Maravilla, 2018) which distinguishes analogy from its literary cousin, metaphor.

To explore the effect the HPBCA has on the developing TESOL content knowledge and disposition of preservice teachers, an exploratory study was conducted of preservice teachers ($n = 25$) enrolled in a required TESOL methods course. The study draws on qualitative thematic data and quantitative self-assessments of the impact of a one-time instructional use of the HPBCA. For the purposes of this study, TESOL content knowledge is operationalized as knowledge of the role of Learner Background (LB), Socio-Emotional Make-up (SEM), Cognitive Abilities (CA), and Socio-Political Environment (SPE) on the English language development of ELLs (Díaz-Rico, 2012); while disposition is operationalized as behavioral (cognitive or affective) stance toward enacting the TESOL knowledgebase one has in ways that are intentional and contextual. This definition of disposition encompasses the concepts

of "skill and will" (Martin & Mulvihill, 2017, p. 173), where "skill" is recognized as incorporating "knowledge" and/or "know-how" and "will" is conceptualized as cognitive and/or affective stance (or interactional alignment) one takes up toward others, self, or an event/ activity in a particular context (Jaffe, 2009).

The presentation of the study begins with an overview of the HPBCA and the importance of background or prior knowledge in teaching and learning and in shaping this analogy. The work continues with an overview of the three conceptual frameworks that undergird the HPBCA; it is followed by theoretical support for the literature on the potential impact of the analogy on preservice teachers. Finally, the methodological context and scope of the study and the data collected are presented. The article concludes with a discussion of the findings and their implications for the systematic use of analogy in preservice TESOL teacher education.

The *Harry Potter* border crossing analogy

The HPBCA attempts to draw on preservice teachers' background knowledge in order to effect changes in their cognition and affect. Background or prior knowledge—the "knowledge, skills, or ability that students bring to the learning process" (Jonassen & Gabrowski, 1993, p. 417)— plays a significant role in the processes and outcomes of teaching and learning (Dochy, Segers, & Buehl, 1999). Preservice teachers, like all learners, come into educational spaces with unique sets of lived experiences, socioemotional landscapes, and correct or incorrect understandings and misunderstandings that shape what they come to know and even how quickly or deeply they come to know these things (Dochy et al., 1999). This prior knowledge may be incomplete, faulty, or include beliefs that do not always lend themselves to fair and equitable teaching for all students, especially students with whom preservice teachers may differ in terms of culture and/ or linguistic background. This impacts how teacher educators approach teaching learners and what they can bring to the teaching and learning process that capitalizes on the prior knowledge of these preservice teachers. This prior knowledge has an impact on what preservice teachers are able to remember and the new knowledge connections they are able to make. Recognizing the significance of prior knowledge in teaching and learning, the HPBCA draws on three conceptual frameworks that in different ways attend to the prior or background knowledge of preservice teachers. These frameworks are *Teaching as Persuasion, The Critical Pedagogy of Popular Culture*, and *The Pedagogical Use of Analogy*.

Conceptual frameworks

Teaching as Persuasion. Given that a key motivation in teacher education is the intentional shaping of student knowledge, the metaphor of TEACHING AS PERSUASION (Murphy, 1998, 2001) serves as a reminder that preservice teachers' stance toward a subject or theme is influenced by the "knowledge, beliefs and interests" they *already* possess about that topic when they encounter it in the classroom (Murphy & Alexander, 2004, p. 338). Thus, teacher educators who wish to be intentional in effecting cognitive and affective changes in preservice teachers' receptivity towards a topic should incorporate persuasive pedagogical practices and instructional texts that stimulate "meaningful" discussion and reflection—where meaningful refers to argumentation strategies used during instruction and supported through texts that "[reach] into the social/cultural, motivational, as well as cognitive realms" of learners to

evoke "deep-seated changes in [learners'] understandings" and increase the likelihood of effecting learner change (Murphy, 2001, p. 224; O'Keefe, 2013; Petty & Cacioppo, 1986).

The Critical Pedagogy of Popular Culture. Popular cultural texts refer to "a set of generally available artefacts: films, records, clothes, TV programmes, modes of transport, etc." (Hebdige, 1988, p. 47). These objects often reflect broadly shared knowledges, images, and discourses that are part of a learner's "background knowledge and cultural repertoire" (Duff, 2002, p. 482). Popular culture texts, in addition to being widely consumed, reflect the sociopolitical struggle between subordinate and dominate groups (Morrell, 2002, p. 78). They provide a discursive space in which learners can engage with this struggle to make meaning of issues of power, social justice, and identity surrounding issues of race, class, and gender (Guy, 2007), and serving as "informal learning resources" for learners to learn about self and others who would otherwise lack or have limited real-life experiences in specific areas (Duff, 2002; Nguyen, 2015).

Popular culture texts also potentially serve as a base of prior knowledge fostered and shared by humans sharing the same time and space in history (Coomes, 2004). J. K. Rowling's *Harry Potter* is arguably one such popular culture text. *Harry Potter* is one of the most widely read, viewed, and discussed young adult series of the millennial generation, so much so that individuals who have come of age during the publication of the seven novels (1997–2007) and eight feature films (2001–2011) are sometimes referred to as the "Harry Potter Generation" (Codur, 2016; Houston, 2011). As such, a goodly number of current preservice teachers have had some exposure to *Harry Potter* simply by way of being part of the larger discourse community that marks their generation (Gierzynski & Eddy, 2013). Even if students have not read the books or seen the movies, or whether they have some personal or religious stance toward the series, there is still a good deal of knowledge that most preservice teachers have about Harry Potter that can serve as prior knowledge. The HPBCA allows for a critical pedagogical entry into the discussion and application of this popular text with preservice teachers.

The Pedagogical Use of Analogy. Regularly used in mathematics and science education, pedagogical uses of analogy work by "evok[ing] rich, almost instantaneous, mental pictures that serve to challenge the hearer to transfer knowledge from a familiar to an unfamiliar domain" (Harrison & Treagust, 1993, p. 1291). The stimulation of these mental images can occur even when the experience and knowledge is not "real" (something one has concretely experienced); rather, the experience or knowledge simply has to be meaningful, understood, and have some affective engagement associated with it. This is partly because, in the end, analogies are a form of scaffolding that build on preexisting or readily accessible knowledge, visual images, affect, and schema embedded within the individual and that make abstract and complex concepts more readily understood. Care should be taken in evoking analogy in learning settings, however, as students can fail to understand an analogy or attribute the analogy to an incorrect piece of information. Rather, the focus should be on the incorporation of a systematic (Gentner, 1983) and well-structured (Glynn, 2007) analogy that "provid[es] appropriate supports to structure the process of analogical reasoning" (Vendetti, Matlen, Richland, & Bunge, 2015, p. 104) for learners.

The "Magic" of the analogy

The three conceptual frameworks come together to support a promising and rather "magical" (Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2015) analogy. The HPBCA adopts an alternative reading of the novels, one that backgrounds the coming of age story about a

young wizard and instead foregrounds the challenges to identity, belonging, and knowledge that face many of the novels' Muggle-born and Muggle-raised characters. For example, as a Muggle-raised wizard, Harry's acceptance to the wizarding school, Hogwarts, means that he not only must learn the academic language of spell-making, but new relationships to space (Flying and Disapparating), time (Time Turners), and matter (Transfiguration and Potions). Moreover, Harry has become a member of a sociocultural community where wizards wear high-heeled boots and traveling cloaks, a minor comes of age at 17, and an underaged wizard can be detained and expelled from school for performing magic outside of school grounds. On a fictional and magical level, these are experiences that reflect issues of hybridity, identity and knowledge, and language acquisition that ELLs encounter in the real-world.

The potential of the analogy lies in its ability to address themes of trauma and displacement, experiences that affect the lives of a growing number of ELLs. Orphaned as an infant, and raised by an uncaring aunt and uncle, the novels' protagonist, Harry Potter, experiences a good deal of trauma over the course of the seven novels. This experience of trauma extends to the wizarding society at-large—to Harry's classmate, Neville Longbottom, whose parents were tortured to insanity and live a half-existence in the wizarding hospital, St. Mungo's; to Hogwarts's beloved headmaster, Albus Dumbledore, who was left orphaned following the deaths of both parents and estranged from his brother and best friend upon the death of his sister (which he may have inadvertently caused); to dark and brooding Professor Severus Snape whose one true love (Harry's mother) was murdered at the hands of the leader he followed; and even to the novels' antagonist, Lord Voldemort, who was a child of an abused and unloved mother and grew up in an orphanage. The traumatic experiences that surface in Rowling's novels provide an opportunity for preservice teachers to engage in discussions of trauma and the impact on ELL language acquisition and socialization.

The strength of the HPBCA further lies in its potential to serve as an emotional scaffold. Scaffolding is a cognitive process that enables learners to frame their learning experience (Rosiek, 2003; Vygotsky, 1997). However, instead of using scaffolding techniques to build cognitive relationships alone, emotional scaffolding adopts "pedagogical use of analogies, metaphors, and narratives to influence students' emotional response to specific aspects of the subject matter in a way that promotes student learning" (Rosiek, 2003, p. 402). Emotional scaffolding accomplishes this by drawing on visual and creative use of language and narrative that tie in with the topic under discussion, but also relate to the background knowledges, cultural and local context, and individual histories and experiences preservice teachers bring to the classroom in order to "foster particular emotional responses to the content" (Rosiek & Beghetto, 2009, p. 180). It is in this regard that the HPBCA serves as a kind of emotional scaffold drawing on the shared generational, prior, and popular culture knowledge preservice teachers bring to the teacher education classroom in order to impact their emotional response to the educational, social, cultural, and political experiences of ELLs. In essence, emotional scaffolding attends to the emotional life of learning, reflecting the belief that cognition and emotion are not separate phenomena and the importance of recognizing the context of who your students are in "the larger cultural and ideological context in which schooling [takes] place" (Rosiek, 2003, p. 410).

Finally, the real promise of the HPBCA lies in its potential to provide imagined contact (Crisp & Turner, 2009, 2012; Miles & Crisp, 2014) with ELLs which is hypothesized to result in improved attitudes by preservice teachers toward real/future ELLs. Theoretical support for the positive effect of imagined contact is based on Allport's (1954) "contact hypothesis,"

which posits "that contact between individuals who belong to different groups can foster the development of more positive out-group attitudes" (Vezzali & Stathi, 2017, p. 1). Work on imagined contact has been extended by Vezzali et al. who have expanded the idea to that of "extended contact." Extended contact posits that positive textual contact by ingroup members with members of outgroups can "produce [positive] secondary transfer effects … toward secondary outgroup(s) not involved in the [original] contact situation" (Vezzali et al., 2015, p. 107). To test the notion of extended contact, Vezzali et al. explored student response to excerpts read to them from the *Harry Potter* books on themes analogically related to topics concerning marginalized populations. They found there were secondary transfer effects to other marginalized groups not discussed in the text (immigrants living in Italy). In other words, having excerpts read from Rowling's *Harry Potter* about an outgroup member (such as Hermione Granger, who as a Muggle-born wizard is periodically treated in discriminatory ways by some wizards) was enough to produce positive secondary transfer effects of empathy for a real life outgroup (immigrants) not mentioned and/or dissimilar to the group discussed in the reading.

Research purpose

Fueled by Vezzali et al.'s (2015) findings on the ability of *Harry Potter* to create positive transfer effects to a secondary outgroup, the HPBCA strives to evoke similar effects on preservice teachers in relation to their cognitive and affective stance toward ELLs. The HPBCA positions the Muggle-raised (Harry Potter) and Muggle-born (Hermione Granger) wizards of the novels as the primary outgroup and imagined ELLs as the secondary outgroup (while implicitly positioning preservice teachers as the in-group). However, instead of transfer effects being produced by the actual reading of *Harry Potter* to preservice teachers, this work posits that *Harry Potter* is such an extensive part of the knowledgebase of current preservice teachers that it is not necessary for these individuals to have read the books; simply being a part of the "Harry Potter Generation" provides sufficient background knowledge for the HPBCA to have meaning for preservice teachers and to positively impact their TESOL content knowledge and disposition toward ELLs. An exploratory study with the following research questions was designed to test this hypothesis.

1. Research Question 1 (RQ1): Does the HPBCA have a positive effect on preservice teachers' self-assessment of their TESOL content knowledge?
2. Research Question 2 (RQ2): Does the HPBCA have a positive effect on preservice teachers' self-assessment of their disposition toward future/imagined ELLs?

The study's purpose was to gauge preservice teachers' self-assessment of the effect of the HPBCA on their TESOL content knowledge and their disposition toward ELLs after an instructional activity introducing and incorporating the HPBCA into a single lecture in a TESOL methods course.

Method

The study, which took place during the fourth week of spring 2016, was designed around a 75-minute instructional activity which included: (a) an explicit introduction to the HPBCA (the independent variable); (b) direct instruction on a TESOL topic that utilized the analogy;

(c) a post-instruction discussion and reflection activity for extension and application of ideas; and (d) a post-activity debriefing followed by a post-activity survey.

Context and participants

The study took place in a preservice teacher education program at a large research-intensive public institution in the Midwest. The state in which the teacher education program is located has witnessed continued waves of immigration, migration, and refugee resettlement over the last 15 years. The teacher education program determined that it would be important to add a required one semester TESOL methods course to the teacher education curriculum, which I have taught for three semesters. An informal query of these preservice teachers conducted at the beginning of the semester revealed that most preservice teachers had some, but limited, familiarity with TESOL methods; and fewer had worked directly with or where acquainted with any ELLs. However, most were familiar with the discourses surrounding the growth of ELLs, particularly in the geographical region where the teacher education program is located.

Additionally, societal and campus events, as well as pressure from national accrediting bodies, have forced the teacher education program to delve into discussions around race, diversity, social justice, and inclusion. These discussions have been at times uncomfortable and challenging. Moreover, as an African American woman, I am the first and only African American educator many of my students have encountered. Raised in a large metropolitan city in the southeast and educated in the west, I am both racially and culturally an anomaly in this environment. My ability to bring up and address issues of race and equity are always potentially suspect as a marginalized person.

So, it is from this context that the study was carried out and study participants were drawn. The study consisted of preservice teachers in a 16-week required TESOL methods course. Participants were part of a cohort of third semester middle/secondary preservice teachers primarily in the areas of Language Arts, Social Studies/Government, and Foreign Language Education. More than half of the participants were raised in the Midwest (most from within a 2–3-hour radius of the university) and all, with the exception of three of these students, would be racialized as White/Caucasian. Of the 27 students in the class, 25 consented to have their data included in this study. I was their instructor-of-record for the class.

Procedures

An informal query was taken at the beginning of the instructional activity to assess student familiarity with Rowling's *Harry Potter* (books and/or films). All but one student admitted to having read the books or watched the films. Most students had some familiarity with either the books or the films, while a few were self-proclaimed Potter aficionados who had both read all of the books and watched all of the films (multiple times).

The HPBCA was introduced in a 20-minute PowerPoint lecture featuring images from the *Harry Potter* movies. The analogy, with its border crossing concept of Harry Potter and Hermione Granger as analogous to ELLs, was introduced in relation to the TESOL theme for that day: "4 Factors Internal and External to the Learner that Influence L2 Acquisition." These four themes—LB, SEM, CA, and SPE—represent the TESOL content knowledge for

this activity and were drawn from the course textbook (Díaz-Rico, 2012, p. 66). The lecture addressed the themes in terms of the impact of these four variables on English language development, the ways in which these same themes appeared in the *Harry Potter* series, and their impact on the wizarding knowledge and development of the Muggle-born and Muggle-raised characters. To aid in the communication of the analogy and its relevance to the theme, movie stills of iconic scenes that appeared in both the novels and movies were used to provide a summary of the novels and introduce the border crossing analogy. In this way, my visual introduction to the novels and the alternative reading is similar to the process used in Vezzali et al. (2015) in which excerpts of the novels were read to participants as part of the study.

Following the lesson, a discussion prompt was given to participants designed to encourage their application and extension of the four themes. Students were given 20 minutes to brainstorm, discuss, and document events from the *Harry Potter* texts that reflected their understanding of the four TESOL themes introduced in the lecture as they applied to the novels' characters. As the class was taught in a science lab, students were already seated in three large groupings of seven to eight students and worked to jointly co-construct and document their ideas. I as the instructor walked around, observing, listening, and facilitating participants' discussions. I took note of the ways in which the three groups actively worked to construct their ideas—noting that some students with less familiarity with (and/or interest in) the novels and/or movies struggled to participate in the discussions, while the well-read Potter fans lead the group discussions.

At the end of the student-led discussion, 10 minutes were set aside for participants to reflect on their individual and collective participation in the activity and the discussions that took place in the groups. I brought to their attentions my observations of the different levels of participation among the groups' members based on their knowledge and interest in the *Harry Potter* Universe, making them aware of this interactional dynamic and noting how the experience mirrored that of many ELLs in mainstream classrooms. I inquired directly of the activity's "ELLs" about their experiences, as well as those of the students who assumed the role of the more knowledgeable other (Vygotsky, 1930/1978). Afterward, a survey was administered to provide participants with the opportunity to respond individually on the effectiveness of the instructional activity.

Data and Analysis. Qualitative data were obtained from the notes students documented in response to the "Discussion and Reflection Prompt" (Figure 1). Notes from the discussion session where copied down by students on large wall-sized post-its and submitted at the end of class. A thematic analysis (Braun & Clarke, 2006) of the notes was planned; however, all three groups constructed their notes according to the three main *Harry Potter* characters ("Harry," "Hermione," and "Ron") and two of the groups made notes according to the four TESOL content knowledge themes (LB, SEM, CA, and SPE). Thus the thematic analysis consisted of verifying that the categories and events/characteristics documented by participants actually reflected the four TESOL content knowledge themes (or extension of the original analogy); while disposition was inferred through cognitive or affective stances documented by participants toward the needs or experiences of the novels' characters based on participants' understanding of the educational context and the four TESOL content knowledge themes ("skill and will").

1. Think about **L2 acquisition** – specifically in terms of the development of Academic English proficiency

2. Think about the four factors that influence L2 acquisition -- **The Learner's Background, Socio-Emotional Make-up, Cognitive Abilities, and Socio-Political factors**

3. Now – consider the possibility that acquiring **Academic English proficiency is like acquiring proficiency in casting spells** – not just knowing spells, but knowing the language, patterns, emotion, attitude required to caste spells and even create new spells

4. Use your knowledge of the Harry Potter universe to **support this argument**. Use your combined knowledge of the stories/movies and the topics in the textbook. Find concrete examples from the stories that reflect the four factors that shape the acquisition of spell knowledge and use

5. If you are unfamiliar with the Harry Potter universe, or very limited in your knowledge – then, **TAG, you are the group ELL**!

6. **If you have time**, come up with 1-2 spells using the rules of spells that you know

Figure 1. Discussion and Reflection Prompt.

Q1 - I **acquired knowledge or a realization** about working with English Language Learners as a result of this activity.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Q2 - I found that this activity helped me to better understand **who ELLs are and the variety of ELLs** with whom I may work with in Kansas.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Q3 - This activity helped me to **better understand** the emotional, social or academic needs or experiences of ELLs.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Q4 - This activity helped me to **better serve** the emotional, social or academic needs or experiences of ELLs.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Q5 - As a result of **this activity, I feel better prepared** to emotionally, socially or academically engage with ELLs in my content area.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Q6 - As a result of **this class, I feel better prepared** to emotionally, socially or academically engage with ELLs in my content area.

Strongly disagree - 1   Mildly disagree - 2   Neutral – 3   Mildly agree – 4   Strongly agree – 5

Figure 2. Post-instruction survey questionnaire.

Additionally, a six-question, self-report "Post-Instruction Survey Questionnaire" (Figure 2) was distributed to all participants at the end of the instructional activity. The survey was based on a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). It was designed to document participants' self-assessment of the impact of the

HPBCA on their TESOL content knowledge related to the four themes (Q1, Q2, Q3) and disposition toward English learners (Q4, Q5, Q6). Although a pre-instruction survey would have provided concrete insight into actual measures of change in preservice teachers' knowledge and disposition, the post-instruction survey was deemed sufficient for the goals of the study—to determine participants' self-assessment of impact (rather than actual measures of impact) of the HPBCA. Although not valid measures of change, self-assessments provide "estimates of how much [participants] know or have learned about a particular domain" (Sitzmann, Ely, Brown, & Bauer, 2010, p. 169). Additionally, they are "strongly related to reactions and motivation" (Sitzmann et al., 2010, p. 180), as well as a developing sense of self-efficacy, and thus provide insight into the cognitive and affective impact of the HPBCA.

As no survey instrument was available that could generally assess self-assessment in the area of the four TESOL content themes and given the definition of disposition operationalized in this work, the survey questionnaire used in the study was developed by the author. Although no field test was conducted to assess construct and content validity of the survey instrument, other measures were adopted to address these issues, as well as that of reliability. For example, the survey items related to the variable "content knowledge" were drawn from four preexisting TESOL content themes (Diaz-Rico, 2012, p. 66), while the survey items related to the variable "disposition" were written to reflect theoretical discussions in the literature that focused on the concept of disposition as "skill and will" (cognitive and affective stance) that are context based (e.g. Cummins & Asempapa, 2013; Katz & Raths, 1985; Martin & Mulvihill, 2017; Splitter, 2010), rather than as "body of habits" (Dewey, 1922), "moral sensibility" (Hansen, 2001), or "specific traits" (Stewart & Davis, 2005). Finally, internal consistency was established for the three content knowledge items (Q1, Q2, Q3) and the three disposition items (Q4, Q5, Q6). The content knowledge items had a high level of reliability (Cronbach's $\alpha = .882$), as did the disposition knowledge items (Cronbach's $\alpha = .863$), suggesting that the responses are internally consistent among items for content knowledge and disposition.

Results

Reflection prompt. All three groups of participants categorized their notes according to the novels' three protagonists—Harry Potter, Hermione Granger, and Ronald Weasley. One of the groups made reference to Harry and Hermione's "L1" and "L2." These two terms, introduced in the PowerPoint lecture, refer to a language learner's first/dominant language (L1) and second/acquired language (L2). This group drew on these TESOL terms to extend the ideas presented in the lesson to refer to the Muggle World (L1) and the wizarding world (L2) of Harry and Hermione. The group also noted (and did so with an asterisk) that "Hogwarts does not necessarily provide [learning] supports for learning differences," suggesting the existence of learning differences between L1 and L2.

Across the three groups, participants made note of key aspects of the novels' protagonist, Harry Potter, and the impact of his background on his educational experience. Participants noted that Harry had "no knowledge of [the] wizard world until [receipt of his Hogwarts admission] letter," he "struggles [with] adjusting," but that he "learns quickly." Moreover, one group noted that Harry's "Aunt and Uncle prevent[ed] his use of L2" (with spellmaking as the L2), noting a conflict in "School v. home values: Dursley's supress [sic] magical education." In terms of Harry's socioemotional make-up, participants noted that Harry "dislikes

school, likes magic" and noted his "bravery" and "leader[ship]" skills. In addition, there were references to Harry's being "naturally inclined to fly," his keen ability in "defensive spells," and his ability to "teach others"—highlighting Harry's cognitive abilities.

With regard to Hermione Granger, several groups noted her socioemotional makeup. Across the groups, Hermione was described as being "motivated by drive to defeat Voldemort," "driven by fear of failure," "socially awkward," and "forced to return to Muggle world if she fails." Students also commented on her cognitive abilities, describing Hermione as a "bookworm," "independent," "always at the library," and a "know it all." One group noted that Hermione's "parents want to help but can't" while another wrote that "[Hermione Granger's] Parents are support[ive] of L2 development," again drawing on and extending the border crossing/language learner analogy directly. The sociopolitical environment in which this learner finds herself is also mentioned, noting the lengths Hermione goes to protect her family by "eras[ing] their memory so she can save the world" and that she is "knowledgeable of what is going on with the world."

Ronald Weasley, the only wizard-born and wizard-raised character of the novels' main protagonists, was referenced by only one group. The group documented Ron's learner background, noting that he was "born into the wizard world," a "pure blood," part of an emotionally "close family," and that his "dad works for the ministry." The group also noted cognitive aspects of Ron's character, noting that although Ron was "not successful academically," he did excel at "Wizard's chess"—a component of Ron's fund of knowledge (González, Moll, & Amanti, 2005) that played a pivotal role in one of the novels.

Survey. Results from the survey responses are presented in Table 1. Of preservice teachers, 75% either mildly or strongly agreed that the instructional approach "helped them acquire a general knowledge or realization about learners" (Q1), $M = 3.72$, $SD = 1.275$; 72% strongly or

Table 1. Post-Instruction Survey Results ($n = 25$).

	Content knowledge			Disposition		
	$n = 25$ $M = 3.69$ $SD = 1.17$ $\alpha = .882$			$n = 25$ $M = 2.79$ $SD = 1.13$ $\alpha = .863$		
	Q1 $M = 3.72$ $SD = 1.275$	Q2 $M = 3.68$ $SD = 1.249$	Q3 $M = 3.68$ $SD = 1.376$	Q4 $M = 2.88$ $SD = 1.394$	Q5 $M = 2.48$ $SD = 1.046$	Q6 $M = 2.96$ $SD = 1.306$
Strongly disagree	2	3	2	6	5	5
Mildly disagree	4	1	5	5	8	4
Neutral	0	3	1	2	7	5
Mildy agree	12	12	8	10	5	9
Strongly agree	7	6	9	2	0	2

Key. Q1 – I acquired knowledge or a realization about working with English language learners as a result of this activity.
Q2 – I found that this activity helped me to better understand who ELLs are and the variety of ELLs with whom I may work with in Kansas.
Q3 – This activity helped me to better understand the emotional, social, or academic needs or experiences of ELLs.
Q4 – This activity helped me to better serve the emotional, social, or academic needs or experiences of ELLs.
Q5 – As a result of this activity, I feel better prepared to emotionally, socially, or academically engage with ELLs in my content area.
Q6 – As a result of this class, I feel better prepared to emotionally, socially, or academically engage with ELLs in my content area.
Note. TESOL content knowledge is operationalized as knowledge of the role of Learner Background (LB), Socio-Emotional Make-up (SEM), Cognitive Abilities (CA), and Socio-Political Environment (SPE) on the English language development of ELLs. Disposition encompasses the concepts of "skill" (knowledge" and / or know-how) and "will" (affective and/or cognitive stance, where stance refers to the interactional alignment one takes up toward others, self, or an event/activity in a particular context) (Jaffe, 2009).

mildly agreed that the instructional activity helped them "acquire a better understanding of ELLs as learners" (Q2), $M = 3.68$, $SD = 1.249$; and for 68% it helped them "better understand the emotional, social, academic experiences" (Q3), $M = 3.68$, $SD = 1.376$. Survey question Q3—with 36% of participants strongly agreeing that the instructional analogy had an impact—most directly addresses the study's first research question concerning preservice teacher's self-assessment of the impact of the HPBCA on their TESOL content knowledge.

In terms of disposition, or cognitive or affective stances toward ELLs, 48% of preservice teachers were neutral or in mild agreement that the instructional activity helped them to "better serve" ELLs in the TESOL content knowledge (Q4), $M = 2.88$, $SD = 1.394$; while only 20% were neutral or in mild agreement that the instructional activity helped them to "feel better prepared" (Q5), $M = 2.48$, $SD = 1.046$ to engage the emotional, social, or academic needs of ELLs. Rather, 60% of participants were neutral or mildly disagreed with this statement. Participants' responses to Q6 suggest that the class as a whole left participants with cognitive or affective stances that left them feeling "better prepared" to engage with ELLS in the area of TESOL content knowledge at the center of this study, $M = 2.96$, $SD = 1.306$. In fact, 44% mildly agreed or strongly agreed with this statement.

Finally, it should be noted that none of the survey responses indicated that participants "strongly agreed" that the HPBCA had an impact on all three items related to both content knowledge and disposition, survey responses from two of the participants indicated that they "strongly disagreed" that the HPBCA had an impact on any of the three items related to either content knowledge and disposition.

Discussion

Overall, results from the discussion notes and survey support RQ1—the HPBCA was assessed by participants as having a positive effect on their TESOL content knowledge as it relates to the LB, SEM, CA, and SPE on the English language development of ELLs (Q1, Q2, Q3). This is particularly evident in the notes participants took during the discussion and reflection exercise. The preservice teachers created their own analogies (referring to L1 = the Muggle world and L2 = the wizarding world) and made connections about the challenges to learning from the border crossing characters. Moreover, the limited discussion by participants' of pure blood wizard Ron Weasley suggests that though students recognize him as an integral part of the novels, they likewise recognize the differences in his positionality as a full-blood wizard versus the marginalized positionality of Harry and Hermione—a position analogically similar to that of many ELLs. Participants also demonstrated an understanding of personal/familial characteristics that can shape student academic performance. These discussion notes provide insight into the kinds of connections students made in co-constructing and sharing knowledge as a group; the results do not necessarily reflect individual knowledge.

Although Q3 survey results support preservice teachers' assessment that the instructional activity provided a "better understand[ing]" of the specific content knowledge covered during the instructional activity—the emotional, social, academic needs, experiences of ELLs and how these impact language acquisition—the results are tempered by the reality that slightly more than a quarter of the students mildly disagree that the analogy was beneficial for them. The number of negative responses towards Q3, in contrast to the positive responses toward Q1 and Q2, and the greater distribution between responses in Q3 than Q1 and Q2 suggest the HPBCA itself is effective in helping preservice teachers better understand

generally about ELLs (Q1 and Q2). Yet more concrete measures are needed to determine whether the analogy imparts knowledge about the specific needs of these learners (Q3). This is because previous studies of self-assessments surveys indicate that self-assessments are not valid measures of actual knowledge, although they can provide insight into affective and motivational responses to learning activities (Sitzmann et al., 2010), as previously suggested.

Support for RQ2 is less conclusive. The mean score for disposition items was 2.78. In fact, survey results from Q5—the question that most directly addresses the issue of self-assessment of change in disposition as the result of the instructional activity—show that 60% of participants ($M = 2.48$) did not perceive the instructional activity to positively shift their cognitive or affective stance toward ELLs. In fact, 20% strongly disagreed with this statement. The reasons for this are shared in the study limitations that follow. However, research has shown that self-assessments are not necessarily accurate in predicting impact. In fact, two statements documented by participants indeed suggest some impact of the HPBCA on cognitive or affective stance: "Hogwarts does not necessarily provide [learning] supports for learning differences" and "School v. home values: Dursley's supress [sic] magical education." Disposition can be inferred through these cognitive or affective stances toward the needs or experiences of the characters based on participants' understanding of the educational context and the four TESOL content knowledge themes ("skill and will").

Limitations

There are several limitations to the generalizability of this exploratory study. First, the data are based on only one lesson, in one course, and drawn from a small sample size ($n = 25$). Moreover, the study relies on self-report data of a survey. Self-reports are not reliable measures of actual shifts in measurements; rather, they are a reflection of motivation and other factors. However, the initial objective of this study was simply to gauge the subjects' self-assessment of knowledge and attitude changes in response to the instructional activity, and thus, the findings as an aggregate provide insight into the participants' motivation/response toward the HPBCA.

Although an initial query was made at the beginning of the instructional activity to see how many participants had read the *Harry Potter* novels or watched the films, no questions were posed to assess participants' affective response to *Harry Potter* or the Potter phenomenon. Doing so might have provided some insight into the two participants who indicated that they "strongly disagreed" that the HPBCA had an impact on any of the three items related to content knowledge or disposition. Because affective response was not assessed beforehand, it is not known if the low self-assessments by these three participants were due to some aspect of the instructional activity (such as being the ELL and left out of the discussion) or simply the reference to *Harry Potter* in general. Controversy does surround the novels—based on their fantasy elements and themes of wizardry and spell-making, as well as for their limited and not-very nuanced approach to race and racial diversity (Anatol, 2003, 2009). Thus, the challenges the novels may pose for some students should be openly addressed in order to support those preservice teachers who, by participating in this activity, may find themselves in similar positions as many ELLs in their mainstream classrooms—frustrated and disengaged.

A more serious limitation involves the possible conflation by participants of the concept of "disposition" as "skill" (knowledge and know-how) and "will" (cognitive and affective interactional stance toward learners) with that of "pedagogical content knowledge" (pedagogical

"knowledge and know-how"). Since the primary goal of the study was to get feedback on the perceived impact of the HPBCA on content knowledge, the application of pedagogical content knowledge to specific learning scenarios and tasks had not been addressed in the course yet. Therefore, the topic of pedagogical content knowledge had not been discussed and distinguished in relation to disposition. Students may have recognized the incompleteness of their knowledgebase, sensing the lack of pedagogical content knowledge to inform how they would interact pedagogically with ELLs. This could explain the wider distribution in participant responses obtained for survey questions Q4, Q5, and Q6; that despite the high level of reliability between the three disposition items, participants nonetheless inferred pedagogical content knowledge rather than disposition in these final questions.

Implications

Despite the limitations of the study, there are several implications the study provides. The study provides an example for the systematic and pedagogical use of analogy in fields other than science and mathematics. Although the results from the survey show moderate results of the effect of the HPBCA on content knowledge and disposition, the written data from the participants' discussion and reflection notes suggest a strong understanding of the HPBCA itself and the underlying comparisons the analogy seeks to make between the novels' characters and ELLs. Additionally, results from the exploratory study suggest the potential benefit of the pedagogical use of the HPBCA in a preservice TESOL methods course at least in the area of TESOL content knowledge development. The study also suggests the possible role of shared and prior knowledge in the acquisition of new knowledge, at least for some learners. In the end, this exploratory study provides the basis for a more extensive study to investigate the measurable effects of the analogy on preservice teachers' knowledgebase (with attention to both content knowledge and pedagogical content knowledge) and a more explicitly taught, discussed, and measurable notion of disposition.

Conclusion

In the end, the continued growth and diversity of ELLs requires special instruction to reach this population of learners. In order to reach these ELLs, it is important to prepare preservice teachers to be able to work with ELLs. To do this it is necessary to facilitate contact for them with ELLs, even if this contact is imagined contact. The Harry Potter Border Crossing Analogy provides such contact. This exploratory investigation suggests the perceived effectiveness of the analogy in positively impacting preservice teacher TESOL content knowledge and potentially doing the same within the area of disposition. However, a more comprehensive study—one designed to benchmark actual changes rather than solely rely on participant self-assessment, includes a control group, and carefully disambiguates pedagogical content knowledge (action) from disposition (cognitive and affective interactional stance)—could produce results that can provide concrete insight into the feasibility of the analogy to positively shift preservice teachers' TESOL knowledgebase and disposition toward ELLs.

References

Allport, G. W. (1954). *The nature of prejudice*. New York, NY: Addison-Wesley.
Anzaldúa, G. (1987). *Borderlands/La Frontera*. San Francisco, CA: Aunte Lute Books.

Anatol G. (2003). Reading Harry Potter: Critical Essays (Ed). Westport, CT: Praeger.

Anatol G. (2009). Reading Harry Potter again: New critical essays (Ed). Santa Barbara, CA: Praeger.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freman.

Braun, V., & Clarke, C. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77–101. doi:10.1191/1478088706qp063oa.

Codur, A.M. (2016, December 25). An open letter to the Harry Potter generation: Time for Gryffindors to resist Trumpdemort. *Las Vegas Sun*. Retrieved at: https://lasvegassun.com/news/2016/dec/25/an-open-letter-to-the-harry-potter-generation-time/.

Coomes, M. D. (2004). Understanding the Historical and Cultural Influences That Shape Generations. *New Directions for Student Services*, *106*, 17–31. doi:10.1002/ss.122.

Crisp, R. J., & Turner, R. N. (2009). Can imagined interactions produce positive perceptions? Reducing prejudice through simulated social contact. *American Psychologist*, *64*, 231–240. doi:10.1037/a0014718.

Crisp, R. J., & Turner, R. N. (2012). Imagined intergroup contact. In G. Hodson & M. Hewstone (Eds.), *Advances in Intergroup Contact* (pp. 135–151). Hove, UK: Psychology Press.

Cummins, L., & Asempapa, B. (2013). Fostering teacher candidate dispositions in teacher education programs. *Journal of the Scholarship of Teaching and Learning*, *13*(3), 99–119.

Díaz-Rico, L. T. (2012). *A course for teaching English learners*, 2nd ed. Boston, MA: Pearson.

Dochy, F., Segers, M., & Buehl, M. M. (1999). The relation between assessment practices and outcomes of studies: The case of research on prior knowledge. *Review of Educational Research*, *69*(2), 145–186. doi:10.3102/00346543069002145.

Duff, P. A. (2002). Pop culture and ESL students: Intertextuality, identity, and participation in classroom discussions. *Journal of Adolescent & Adult Literacy*, *45*(6), 482–487.

Garcia, E., Arias, M. B., Harris Murri, N. J., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. *Journal of Teacher Education*, *61*(1-2), 132–142. doi:10.1177/0022487109347878.

Gentner, D. (1983). Structure-mapping: A theoretical framework for analogy. *Cognitive Science*, *7*, 155–170. doi:10.1207/s15516709cog0702_3.

Gentner, D., & Maravilla, F. (2018). Analogical reasoning. In L. J. Ball & V. A. Thompson *International Handbook of Thinking & Reasoning* (Eds.). (pp. 186–203). New York, NY: Psychology Press.

Gierzynski, A., & Eddy, K. (2013). *Harry Potter and the Millennials: Research methods and the politics of the Muggle generation*. Baltimore, MD: The Johns Hopkins University Press.

Glynn, S. (2007). The teaching-with-analogies model: Build conceptual bridges with mental models. *Science and Children*, *44*(8), 52–55.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

Guy, T. C. (2007). Learning who we (and they) are: Popular culture as pedagogy. *New Directions for Adult and Continuing Education*, *115*, 15–23. doi:10.1002/ace.263.

Hansen, D. T. (2001). *Exploring the moral heart of teaching: Toward a teacher's creed*. New York: Teachers College Press.

Harper, C., & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, *48*(2), 152–162. doi:10.1598/JAAL.48.2.6.

Harrison, A., & Treagust, D. (1993). Teaching with analogies: A case study in grade-10 optics. *Journal of Research in Science Teaching*, *30*(10), 1291–1307. doi:10.1002/tea.3660301010.

Hebdige, D. (1988). *Hiding in the light: On images and things*. London, UK: Routledge.

Houston, K. (2011). Teaching the Harry Potter Generation. *Networks: An on-line Journal for Teacher Research*, *13*(2). doi:10.4148/2470-6353.1085

Jaffe A. (2009). Stance: Sociolinguistic perspectives (Ed.). Oxford University Press.

Jonassen, D. H., & Grabowski, B. L. (1993). *Handbook of individual differences: Learning & instruction*. Hillsdale, NJ: Lawrence Earlbaum Associates.

Martin, L. E., & Mulvihill, T. M. (2017). Voices in education: Professional dispositions in teacher education. *The Teacher Educator*, *52*(3), 173–181. doi:10.1080/08878730.2017.1316603.

Miles, E., & Crisp, R. J. (2014). A meta-analytic test of the imagined contact hypothesis. *Group Processes and Intergroup Relations*, *17*, 3–26. doi:10.1177/1368430213510573.

Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. *Journal of Adolescent and Adult Literacy*, *46*(1), 72–77.

Murphy, P. K. (1998). *Toward a multifaceted model of persuasion: Exploring textual and learner interactions*. Unpublished doctoral dissertation. College Park, MD: University of Maryland.

Murphy, P. K. (2001). Teaching as persuasion: A new metaphor for a new decade [special issue]. *Theory Into Practice*, *40*, 222–278. doi:10.1207/s15430421tip4004_1.

Murphy, P. K., & Alexander, K. (2004). Persuasion as a dynamic, multidimensional process: An investigation of individual and intraindividual differences. *American Educational Research Journal*, *41*(2), 337–363. doi:10.3102/00028312041002337.

National Council for Accreditation of Teacher Education (NCATE). (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: NCATE.

Nguyen, S. (2015). Learning about people, places and spaces of the world through informal pedagogy: Socio-(inter)cultural constructions and connections to popular culture. *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, *2*(1), 69–79. http://journaldialogue.org/wp-content/uploads/2015/02/S-Nguyen.pdf

O'Keefe, D. J. (2013). The elaboration likelihood model. In J. P. Dillard & L. Shen *The SAGE Handbook of Persuasion: Developments in Theory and Practice*, 2nd ed (Eds)., (pp. 137–149). Thousand Oaks, CA: SAGE.

Petty, R. E., & Cacioppo, J. T. (1986). *Communication and persuasion: Central and peripheral routes to attitude change*. New York, NY: Springer-Verlag.

Rosiek, J. (2003). Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter. *Journal of Teacher Education*, *54*(5), 399–412. doi:10.1177/0022487103257089.

Rosiek, J., & Beghetto, R. A. (2009). Emotional scaffolding: The emotional and imaginative dimensions of teaching and learning. In P. A. Schutz & M. Zembylas, *Advances in Teacher Emotion Research: The impact of teachers' lives* (Eds.). (pp. 175–194). New York, NY: Springer-Verlag US.

Sitzmann, T., Ely, K., Brown, K., & Bauer, K. (2010). Self-assessment of knowledge: A cognitive learning or affective measure? *Academy of Management Learning & Education*, *9*(2), 169–191. doi:10.5465/AMLE.2010.51428542.

Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, *23*, 1086–1101. doi:10.1016/j.tate.2006.07.011.

Siwatu, K. O. (2011). Preservice teachers' culturally responsive teaching self-efficacy forming experiences: A mixed methods study. *Journal of Educational Research*, *104*, 360–369. doi:10.1080/00220671.2010.487081.

Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, *52*(2), 94–106. doi:10.1177/0022487101052002002.

Splitter, L. J. (2010). Dispositions in education: Nonentities worth talking about. *Educational Theory*, *60*(2), 203–230. doi:10.1111/j.1741-5446.2010.00354.x.

Stewart, P., & Davis, S. (2005). Developing dispositions of preservice teachers through membership in professional organizations. *Journal of Authentic Learning*, *2*(1), 37–46.

Stull, D. D., & Ng, J. (2016). Majority educators in a United States minority/immigrant public school district: The case of Garden City, Kansas. *Human Organization*, *75*(2), 181–191. doi:10.17730/0018-7259-75.2.181.

Vendetti, M., Matlen, B., Richland, L., & Bunge, S. (2015). Analogical reasoning in the classroom: Insights from Cognitive Science. *Mind, Brain and Education*, *9*(2), 100–106. doi:10.1111/mbe.12080.

Vezzali L. & Stathi S. (2017). Intergroup Contact Theory (Ed.). London: Routledge.

Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. *Journal of Applied Social Psychology*, *45*, 105–121. doi:10.1111/jasp.12279.

Vygotsky, L. (1930/1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Vygotsky, L. (1997). *Educational psychology*. New York, NY: Saint Lucie Press.