

STUDENT ENGAGEMENT: LEARNING TOGETHER

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LEARNING AND TEACHING CONFERENCE
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THIS SESSION

1. DMU STUDENT ENGAGEMENT

**2. PRISON STUDENT
ENGAGEMENT**

**3. LECTURER/FACILITATOR
ENGAGEMENT**

WHAT IS *LEARNING TOGETHER*?



**Photo:
*Learning
Together* in
'HMP Local'**

- VOLUNTARY
- EQUALITY
- LEARN FROM EACH OTHER
- GROUPWORK
- EXPECTATIONS OF *ENGAGEMENT*

DMU STUDENT ENGAGEMENT



From a student perspective:

- Why I applied
- Barriers to engagement
- Safeguarding briefings
- Early starts
- Volunteering

From a Frontrunner perspective:

- Acting as correspondence between students and lecturers
- 'Humanising lecturers'
- Pastoral support
- Distribution of supplies
- Groupchat



PRISON STUDENT ENGAGEMENT

This week has been the highlight of my time in prison so far...these sessions have been productive and I have learned a lot. I've been able to take on board other people's opinions and also that university students are not such a massive social leap away from us prisoners as I expected them to be. I would love to continue this type of discussion work and am grateful to all who listened today. Thank you. (HMP Local student).

Looking forward to the sessions. "They're like a visit".

A chance to have "normal discussions with normal people".

A chance to stay up to date (technology).

"This is the first time I've felt like I'm not in prison" (HMP Lifer student, to Learning and Skills Manager)

STUDENT ENGAGEMENT

- **Learning as a university student in prison**
 - “You can’t get this experience from a textbook...”
 - Prison life, conditions
 - Different to lectures (“less talked at”, “you learn more from conversations”, “linking to personal experiences”)
 - It’s not ‘**us and them**’ “learning we’re not so different”
 - Learning beyond the subject
- **Small group learning**
- **The gendered space**
 - **It’s nice to get a different opinion from a different gender (HMP Lifer student)**
- **Ethnicity, identity and engagement in the classroom**

PEDAGOGICAL CONSIDERATIONS

- **CO-PRODUCTION: *CHOICE* OF CONTENT COVERED**
- **THE EFFECTS BEYOND THE CLASSROOM**
 - PRISON STUDENTS
 - UNIVERSITY STUDENTS
 - THE ROLE OF A LECTURER – ‘CPD’/ LEARNING ABOUT LEARNING
- **TENSIONS/CHALLENGES**
 - ACCREDITATION
 - GIVING SPACE/TIME TO RANGE OF VOICES VS. BRINGING CONVERSATIONS TO A CLOSE

PEDAGOGICAL CONSIDERATIONS

- **MANAGING HOPE**

- OUTSIDERS COMING IN

- **TRUST**

- 'EQUITY' IN THE ROOM, VIEWS BEING RESPECTED

Learning about] The opinions of each and every person in the sessions. It got interesting and I learned a lot about myself that I can communicate with other people and not have to fall back on anger (HMP Lifer Student, course 2, Feedback Form 6)

- FAMILIARITY

- PRIOR EXPERIENCE OF PRISON
- ETHNO-GEOGRAPHICAL SIMILARITIES

- **THIS IS THE BEST TEACHING WE DO**

- BOUNCING IDEAS

THANK YOU

- **CCJ colleagues, prison staff**
- **DMU students participating (incl Frontrunners)**
- **Prison students**
- **DMU Local**
 - Guardian University awards, Times Higher awards, Green Gown nomination

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