



LEARNING AND TEACHING CONFERENCE

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Breaking the Fourth Wall

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Towards an Ethos of Engaged Activism

	1.0 Betterment	2.0 Engagement	3.0 Discovery
Voice of the lecturer	Expert	Facilitator	Coach
Voice of the student	Apprentice	Stakeholder	Puzzler
Learning strategy	Assimilation	Collaboration	Exploration
Knowledge	Codified episteme	Practical	Tacit craft
Learning space	Hierarchical	Deliberative	Anarchic
Boundaries with practice	Closed	Porous	Fluid
Assessment	Reproduction	Application	Transformation
Ideological grip	The wizard	The community	The craft

Homelessness in Leicester – an example

- *Who's teaching who:* What role do we play when we take away the fourth wall – who is 'audience' and who is 'actor'?
- *Co-producing knowledge:* bringing the city into the classroom and the classroom into the city.
- *Collaboration to change:* building trusted partnerships, listening to stakeholders, students researching to offer potential ideas, embedding opportunities into the curriculum.



Learning from the Policy Commission (1)

- Community of action
- Challenging perception of 'lone student' as producer of knowledge
- Working across the University
- Emergence of research themes – thinking outside of the degree
- Porousness – shifting beyond silo learning
- Benefits of confidence, knowledge of research methods, empowerment, real-life policy engagement/learning, creating a buzz, external recognition, the artefact of learning – the equivalent of a shoe!
- Complexity of administration
- All for one, but not one for all.



Policy Commission challenges (2)

- All that empowerment and
- Students as self-regulators.....
- Not an equal process among students and between students and staff
- Escalation of commitment
- Too much investment to fail?
- Where does responsibility sit
- How sustainable
- What next?

Breaking the fourth wall: bringing (public) values into teaching...

Nolan values

*Local - and shared -
values*

Personal values

Conflict and values



Breaking the Fourth Wall: Questions, Comments and Discussion

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