



Educating Unique Populations

Pedagogy and Practices in
Prison

Introduction

- What this is not:
 - A lecture
- What this is:
 - Pedagogy in practice
- Zoom viewers: there are two documents that you can download that accompany this presentation. Please do not open either of these documents until we get to that part of the discussion.





Breaking the Ice/Setting the Tone

- Introductory practice
 - Address nervousness
 - Find common ground
 - Introduce levity and ordered disorder
 - Model nontraditional facilitation
- Wagon wheel
 - Split group into two; one circle facing out and one circle facing in
 - Place privileged students on the inside
 - Shift from superficial to more meaningful prompts
 - Let the volume take over
- **Zoom viewers: please join me in observing how the dynamics of the room change as the exercise progresses.**



What should/do we expect from our incarcerated students?

- Take a moment to think about this question and I invite you to write down the first thing that comes to mind
- In your small groups:
 - Review the excerpts
 - Reach an agreement about the source of the writing
 - Identify the incarcerated (GED only) students
 - Identify the UI students
 - What markers did you use to assign student status?
- Report back
- A word from other faculty
- Zoom viewers: please open the “educator expectations” file and complete the exercise using this file. I have given you an array of excerpts; pick and choose which ones you want to examine.

Before prison, I was close to the same place in life as many of the Outside students. Then, with a horrific tragedy, my life fell apart and I have been in prison ever since. This class has been a shining light in a long dark tunnel, a reminder of what life used to be and what it can be again. It has revitalized me in my academic studies and reassured me that if I can meet such great people in this one class, then I can certainly meet good people when I get out and start my life again. — [REDACTED]

"All of These Me's"

Some people think that guys like me who spend so much of their lives in prison are convicts, meaningless empty shells. What they don't know is the struggle and the pain it took to be who I am today, bad and good, and how much I wish I just grew up normal. I want to have the life I dream about. I want a family, a home, friends, a good job, and freedom. I've survived, but somehow I've never thrived. Somehow the protections I adopted as a boy became the prison I'm locked up in as a man. What those people don't know is that I'm still learning. I have hope for my future. I will never give up because I love life, and I know I am a good man.

What should/do our incarcerated students expect from us?

- In your small groups:
 - Review the requests from the incarcerated students
 - Discuss their content and what it means to you
- Helpful prompts, if needed:
 - Are there common themes in these requests?
 - What stood out to you?
 - How would you address incarcerated students' expectations?
- **Zoom viewers: please open the “student expectations” file and complete the exercise using this file.**

Inside/Outside

A class to see through the window of wisdom from the outside,

A class to see through the window from the inside,

A class made of inter-twining windows that bring together two worlds of wisdom, enlightenment, and understanding.



“True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us.”

– Socrates

In the welcome trance
The barbed fence beneath his bearded chin
Disappears

UI Educational Initiatives

- Current
 - Independent Study Idaho
 - Inside Out
 - Prison Lecture Series
 - Extension
 - UI student investment
 - Prison tours
 - Mentoring
 - Knowledge bowl
- Coming soon
 - Online classes
 - In-prison seated classes





A word from the outside students