



## HOW TEACHING IN PRISON HELPED MY TEACHING AT PITT: PRINCIPLES OF PRACTICE

with faculty from *The Dietrich School of Arts and Sciences*

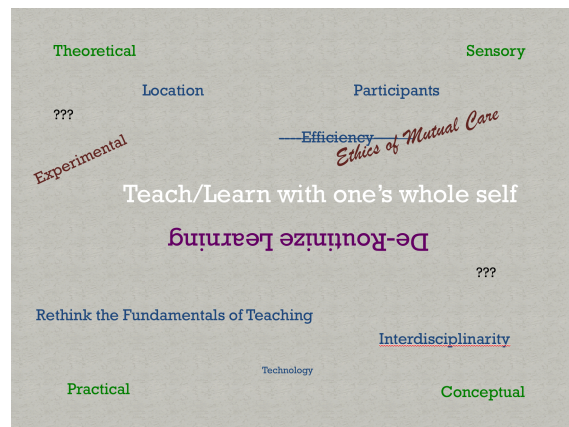
**Shalini Puri**  
Department of  
English  
spuri@pitt.edu

**Chris Bonneau**  
Department of  
Political Science  
cwbonneau@pitt.edu

**Cory Holding**  
Department of  
English  
cholding@pitt.edu

**Nancy Glazener**  
Department of  
English  
glazener@pitt.edu

- 1 Mirroring is important, especially for students who are unconfident or unsure how their work will be received.
- 2 It may require powerful pedagogical interventions to get students to take charge of their own learning (institutional authority in the service of bracketing institutional authority. . . )
- 3 Creating spaces in higher education in which students can bring projects that are meaningful to them is important.
- 4 Importance of creating a positive classroom environment  
Don't overprepare/overmoderate  
Don't underestimate your students
- 5 Use of statistics: One-page of essential information to frame the discussion  
Have students read statistics out loud; become very powerful  
Ask students about biggest surprises, most shocking information, etc.
- 6 Allow ample class time for group projects.  
Decreases free-riding  
Allows instructors to advise all groups  
Empowers all students



## **ASSIGNMENT EXAMPLES**

### Re-Imagining the Statue of Liberty

*Ask students to evaluate or re-design a shared ideograph or symbol.*

*Ask students to share both product and process.*

*Encourage co-construction of values and meaning of shared narratives or icons.*

### Case Study Group Presentations

*Pair students in ways that address balance of representation*

*Define roles and responsibilities*

*Explore issues of access and personalize objectives*

### Close Reading Discussions

*Bring readings to classroom*

*Allow time for individual review and consideration*

*Plan round robin or small group discussions with guidance through readings*

### Resistance Thinking and Writing

*Ask students to identify and communicate critical stances on civic participation*

*Ask students to think together about reinvention of those stances*

*Discuss ways in which students can effectively perform rhetorical positions*

---

## **FURTHER READING** *\*Many of these are available electronically, please see our site for links.*

Bowen, José A., and ProQuest (Firm). *Teaching Naked Techniques: A Practical Guide to Designing Better Classes*. Jossey-Bass, New Jersey, 2017.

Castro, Erin L., and Michael Brawn. "Critiquing Critical Pedagogies Inside the Prison Classroom: A Dialogue between Student and Teacher." *Harvard Educational Review*, vol. 87, no. 1, 2017, pp. 99-121.

Davis, Simone W., and Barbara S. Roswell. *Turning Teaching Inside Out: A Pedagogy of Transformation for Community-Based Education*. Palgrave Macmillan, New York, 2013.

Freire, Paulo. *Pedagogy of the Oppressed*. Continuum, New York, 2000.

Gopen, George D. *Expectations: Teaching Writing from the Reader's Perspective*. Pearson Longman, New York, 2004.

Hartnett, Stephen J., et al. *Working for Justice: A Handbook of Prison Education and Activism*. University of Illinois Press, Urbana, 2013, doi:10.5406/j.ctt2ttdwk.