Partnerships In Prison Education: Learning In Networked Environments

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A reminder...

• "No person shall be denied the right to education."
  
The European Convention on Human Rights, Article 2

• "All prisoners shall have access to education, creative and cultural activities, physical education and sports, social education and library facilities."
  
The Council of Europe on Education in Prison, Paragraph 1
PIPELINE – where does it come from, where does it lead?

Prison Education in the Digital Age
Oslo, Sep 13 – 14 2007
Knowledge, learning & technology
Learning as exclusion: Activity system 1
Charles Dickens: Hard Times (1854)

- Sissy Jupe
- Mr Choakumchild
- Thomas Gradgrind
- '... a plain, bare, monotonous vault of a schoolroom...'
- 'Teach these boys and girls nothing but Facts. Facts alone are wanted in life.' The definition of a horse?
- 'It's father as calls me Sissy, Sir.'
- Bitzer: 'Quadroped. Graminivorous. Forty teeth,...'
Activity system 2
Activity system 3
Prison Schools

Denmark

Hellas

Romania

Slovenia

Sweden

Czech Republic

Norway

United Kingdom
Paolo Freire, 1970; 1989

Education as liberation through dialogic:

Opportunities ↔ self-achievement

Literacy - the capacity to "read the world"

So, what does the world look like?
The Networked Society
(Manuel Castells, 2001)

• “a society where the key social structures and activities are organized around electronically processed information networks”.

• [education is] “learning to learn throughout one’s whole life, retrieving the information that is digitally stored, recombining it, and using it to produce knowledge for whatever purpose we want”.

Literacy – some trends

• Participation in increasingly more sophisticated social practices (online/offline, multicultural, synchronous, asynchronous, hypertextual, multimodal etc.)

• Knowledge: digitized, distributed, eksternalized, mediated, dynamic, manipulated, collective... Example: Wikipedia

• Assumption: ICTs change our concept of knowledge, subjects, and epistemology.
ICT and concepts of knowledge

• 1970s → : Behaviorism. Reflexes (drill & kill) – from technology
• 1990s → : Construction. Mental structures (WP, simulations…) – with technology
• (today) → : Participation. (Synchronous, asynchronous, hypertextual, multimodal, Web2.0 etc.) – through technology

• Knowledge: digitized, distributed, eksternalized, mediated, manipulated, collective…
A new work order

- Technologies calculate, remember, follow procedures and algorithms based on stringent logical operators, etc. = what counts as knowledge in the 20th century!

- People can create, negotiate, emote, collaborate – skills not yet captured in technologies etc. = what counts as knowledge in the 21st century!

- Sum: A dramatic situation. Acting with, through and around technologies. The digital divide. New literacies, competencies.
Digital competence is...

- "...the competence that bridges skills such as writing and arithmetic and the skills needed to employ digital tools and media in a creative and critical way... targets all educational sectors... digital competence is the property of all learners"
The importance of cultural tools: the artefact

- 'art' + 'fact'
- representations of collective intelligence
- 'gate' to cultures
- 'glue' in cultures
- changes cultures
2000 – 2003: pilot project

• High security prison for females
• Low security prison for females
• Low security prison for males
• Post-prison correctional education (mixed)
  » Different technological solutions, different activities
Current policies & practices

• From knowledge and skills to competence
• Program for digital competence
• New curricula (all subjects/levels – “education act”)
• ICTs as basic skills in all subjects
• ICTs as cultural competence

• White Paper on Prison Education
  – ICT and future competences
  – No “digital divide”
  – Mandate: find solutions

• Special group recommending and monitoring integration of ICT in correctional education
Partnerships In Prison Education: Learning In Networked Environments

- EC Socrates/Grundtvig 1 project
- Czech Republic, Denmark, Germany, Greece, Romania, Slovenia, Sweden, UK, Norway
- Duration and scope: 01 October 2005 – 01 October 2007; EUR 316,950
Main aims:

- Bridging life in and out of prisons through innovative education
- A sociotechnical system (ICT, pedagogy, organization, security)
- European approach, local adaptation
“The ability to use ICT and the Internet becomes a new form of literacy – ”digital literacy”. Digital literacy is fast becoming a prerequisite for creativity, innovation and entrepreneurship and without it citizens can neither participate fully in society nor acquire the skills and knowledge necessary to live in the 21st century.”

Approaches

- Mastery of ICTs (instrumental)
- ICTs in (school) subjects (disciplinary)
- ICTs as resocialization (social)

→ Bridge gap between prison and outside world, prepare for release, work, school...
Elements

– Case studies?
– Learning management system
– Online / local publishing
– Transnational tuition
– Learning activities across prisons
– Workshop for teachers 2007
– Documentation and bulletins
– Security analysis
– Website: http://www.pipeline-project.org/
Ireland take part in conference

The Director of the Prison Regime, Irish Prison Service, Mr. Derek Brennan said at the EPEA conference in Dublin, 13th to 17th of June that Ireland will take part in the last PIPELINE conference in Oslo in September.

Mr. Brennan said: We will join the conference to have a look at this system. If the wheel has been invented, there is no reason that we invent it too.

**Pipeline Online**

The sociotechnical system created by the PIPELINE project is installed and online in Denmark. At the moment the Pipeline system consist of a server, firewall and two clients in a closed prison in Copenhagen. The server is installed else where in Denmark.

Deloitte is at the moment developing a testing plan and then the security of Pipeline is going to be evaluated by the well known company.

The experience with Pipeline in Denmark will be a main topic at the conference in Oslo later this year, and it is expected that Deloitte will speak about the tests.

Use of Video Conferencing

It is very normal in Grundtvig projects to organize meetings or conferences to discuss the progress of the project or plan new milestones. PIPELINE has also arranged the traditional meetings. However it is not always advisable to wait solving technical problems with computer networks until an official meeting. Adjustments are an ongoing process that needs immediate response. Therefore the PIPELINE project makes use of video conferencing to overlap the timespan between meetings.

The first informal meetings concerning fine tuning and maximizing the technical potential has finished under the supervision of Prof. Jürgen Friedrich; the partner from The University of Bremen, Germany. Several partners have taken part in the tests and PIPELINE is now ready to organize the first official conference taking place in week 7 of February 2006. Hereafter the PIPELINE partners will regularly conduct meetings in the different subgroups and short meeting for all partners.

PIPELINE make use of iVisit (www.ivisit.net) as video conferencing tool.
Publications

PUBLICATIONS

The 4th issue of the Bulletin is full of information about the Work Shop in Slovenia and the Conference in Norway.

Download 4th Bulletin

- English Version
- Czech Version
- Danish Version
- Greek Version
- Romanian Version
- Slovenian Version

3rd issue of Pipeline Magazine

The 3rd issue of the Pipeline Bulletin tells about the first issue of the Pipeline Magazine and provide stunning statistic about prison education and use of E-Learning Platforms in Sweden. You can also get good hints for the use of Internet technology in prison education.
EN AMINASJON AV ET
GRUK
AV
PIET HEIN
Lov og ret

Lov og ret
Er et net
Med så sære
Masker i
At de små
Sitter i
Mens de svære
Slipper fri
Technical information:

When you want to move an object, as the numbers, right click it, and drag it by the handle.

Technical information:

When developing the square, you should have the tools for drawing available. Activate it on the Menu Show, Drawing.
What planet is closest to the sun?

13) Venus
12) Mercury

Exercise:
Only the first cell has a task.
1. Make tasks for the other cells.
2. Test the square.
3. Erase the numbers.
4. Protect the cells.
Don’t think of understanding as a ‘mental process’ at all – for that is the way of speaking that is confusing you. Rather ask yourself: in what kind of case, under what kind of circumstance do we say:

“Now I can go on”