



South West Higher Education Network Seminar Series



Global Disruptions and Higher Education

Occupy: A New Pedagogy of Space and Time?

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Centre for Educational Research and Development, University of Lincoln*

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Friday 9th March 2012

15.00 – 16.30

**Room 120
Graduate School of Education,
University of Bristol, 35 Berkeley Square**

Booking: To book a place or for further information, please contact:
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Abstract

This paper will explore the significance of the current Occupations movement for the reinvention of teaching and learning in higher education. The first part of the paper will explore some of the theories and pedagogical practices that underlie the educational dimensions of the occupations. The second part of the paper will offer illustrations of projects that are confronting similar issues in higher education. The projects are Student as Producer and the Social Science Centre, both located in the city of Lincoln, with which the authors are involved. We conclude by suggesting that while the concept and practice of occupation contributes much to the ongoing debate about the meaning and future of higher education, it can be further radicalized by emphasising Occupy's inherent dynamic sensibility. We define this radicalized dynamic sensibility as a new 'pedagogy of space and time' (Lefebvre 1990).

Biographies

Professor Mike Neary has been the Dean of Teaching and Learning at the University of Lincoln since 2007. Key roles include being the Director of the Graduate School and the Director of the Centre for Educational Research and Development. Prior to working at Lincoln Mike taught Political Sociology at the University of Warwick for fourteen years. During his time at Warwick Mike was the Director of *CEThe Reinvention Centre for Undergraduate Research*¹, a project funded by HEFCE's Centre for Excellence in Teaching and Learning initiative, 2004 - 2009. Before taking up his post at Warwick Mike worked in community education in South London. Mike's recent research focuses on academic labour and student life. Publications in this area include two edited collections: *CEThe Future of Higher Education: Policy, Pedagogy and the Student Experience*¹ published in 2009, and *CETeaching in Public: Making the Modern University*¹ to be published in 2012. Mike has a particular interest in the design and development of pedagogic spaces. Between 2008 - 2010 he led a research project, *CELearning Landscapes in Higher Education*¹, funded by the Funding Councils for Higher Education in England, Scotland and Wales. Mike was awarded a National Teaching Fellowship by the Higher Education Academy in 2007. He is currently the director of an HEA funded project, 2010 - 2013, *CEStudent as Producer: Reinventing the Undergraduate Curriculum*¹. Mike is currently working on a monograph for Zero Books with the title *CEStudent as Producer: How Do Revolutionary Teachers Teach?*

Dr Sarah Amsler is a Senior Lecturer in the Centre for Educational Research and Development, where she teaches on programmes in doctoral and professional research, and supervises doctoral work in education. Her current research focuses on the pedagogical power of critical knowledge and cultural practice, and on the role that formal and informal pedagogies play in opening, closing and prefiguring democratic social forms and possibilities. She has studied the politics of education and public knowledge in a variety of contexts prior to this, including the history and museums in the United States, social science and the academy in post-socialist Central Asia, and global higher education. Her theoretical interests now lie in the challenges of articulating insights from critical, anarchistic and feminist philosophies to conceptualise the conditions of possibility for transformative labour. Sarah has worked with further and higher educators and academics in Central Asia for over a decade, and as a member of the Critical Pedagogy Collective facilitates educational workshops, events and activities in public and autonomous spaces. She earned a first degree in Education from the University of Delaware (1994), an MA in Sociology from George Mason University (1998) and a PhD from the London School of Economics and Political Science (2005), and held academic posts at Kingston and Aston universities before joining the Centre at Lincoln in 2012.