

Using Negotiation-Based Learning as an element of life-wide curriculum

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Structure

- Introduction
- Preparing for life-wide learning
- Case Study: 'Negotiating Politics'
- Discussion & Conclusions

Preparing for Life-Wide Learning

- Sees no distinction between academic and non-academic
- But students enter university with such a distinction
- So, how to break down boundaries?
- Two key strategies we might employ:
 - Create new learning spaces;
 - Develop self-reflective and self-critical skills

The Case Study

- "Negotiating Politics"
- Second-year undergraduate module in a Politics degree
- Compulsory module
- c.50 students

Breaking the Boundary



- Students lectured on negotiation skills and substantive case study
- Students write 'academic' essay on their group
- Students write group position paper
- Students get feedback
- Students play simulation
- Students write diary and reflective dossier, both at time and after further feedback

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Building Skills



- Research
- Presentation
- Negotiation
- Reflection

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Discussion & Conclusions



- One element in a wider curriculum
- Anecdotal evidence of module being useful for placements, and of placements reinforcing learning from module
- Variety has some intrinsic value

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