

UNIVERSITY OF
PORTSMOUTH

Making Global Criminology Matter: A Relational Approach

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INTERNATIONAL CRIMINAL JUSTICE: FROM EVIDENCE TO REDRESS



I. Joint International Investigation



II. Formal ICC Trial Proceedings



III. Secure Post-Trial Operations



IV. Reconstruction and Community Redress

Gemini in Workspace generated image

My Teaching Background



South Downs College



UNIVERSITY OF
Southampton



Barton Peveril
Sixth Form College



Southampton
SOLENT
University

Relational Pedagogies

‘There has been renewed emphasis within HE discourses on the significance of relationships within learning and teaching as a means to offer a counter-view to an *uncaring* marketised HE system’ (Gravett et al, 2024, p. 388).

‘Relational pedagogies position meaningful relationships as fundamental to effective learning and teaching and explore ways of fostering connections, authenticity and responsiveness’ (Gravett & Winstone, 2020 cited in Gravett et al, 2024, p. 392)



“A relationally
response-able approach
**requires attention to the
other, making room for
diversity of culture and
perspective** as part of the
interpretation process”

([Perkins & Stengel](#), 2025, p. 140)

Linking Theory to Practice at SCCJ

01. The Context

MSc Course Leader

My focus as CL:

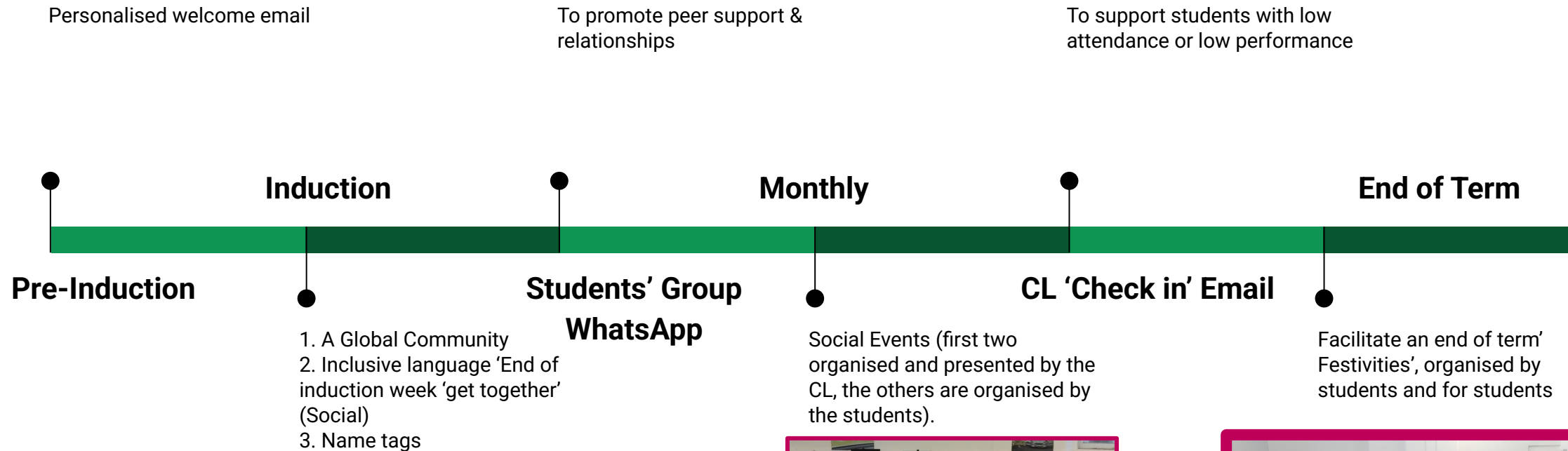
1. **Belonging**- creating a community of learners with strong course identity; ‘
2. course **authenticity** -create opportunities for students to see international criminal justice in action

02. The Core Goal

Testing Relational Pedagogies

To explore whether relational pedagogies could be meaningfully enacted and sustained in postgraduate education.

Examples: MSc Students' Journey



Example 2- Global Criminology

Trip to Magistrates Court



4-day Trip to the Hague



4-day trip to Lyon



Relational Pedagogies- The Benefits

1. Promotes learner engagement (attendance)
2. Democratises knowledge
3. Inclusive environment
4. Creates a safe space for (experimental) learning
5. Helps build positive relationships: student/ student; student/ staff and staff/staff
6. Promotes high level engagement in University activities



Gravett (2020) calls for a shift from metrics to “pedagogies of mattering”...



Student Satisfaction & Course Performance



Relational Pedagogies: The Multiple Challenges it poses...

- Limited contact time (curriculum)
- Cohort size changes every year
- Workload, time, and other pressures that we face in higher education
- Perceptions of high levels of investment (time and energy) and receiving very little in return
- Misconceptions that relational pedagogies equates to 'soft' teaching
- How do we apply theory to practice? What do relational pedagogies look like in higher education?

Final Considerations

1. Relational pedagogies **can be embedded at all levels of education.**
Postgraduate students, mature students, international students, home students starting a new course- the need to belong is important to all, not just one group of students.
2. Relational pedagogies is **not a one size fits all approach**, what works for one course may not work for another.
3. While not without challenges, the benefits of relational pedagogy in supporting engagement and belonging outweigh the difficulties of its implementation.



MSc SCCJ Trip to
Lyon June 2026

A call for further research and discussion

Relational Pedagogies Community of Practice

An interdisciplinary group that aims to share, develop, research and explore ways to embed relational pedagogies across departments.



Share

Exchanging ideas, experiences, and best practices in relational teaching across diverse disciplines.



Develop

Creating new resources, techniques, and collaborative pathways for higher education environments.



Research

Investigating educational outcomes, student belonging, and the benefits of connectedness.



Explore

Discovering innovative integration methods to embed relational pedagogies across all faculties.