

The NERUPI Framework and the Pedagogy of Outreach

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Success in education

In the UK, a small number of schools dominate access to Oxford and Cambridge (often referred to collectively as Oxbridge), with just 8 top schools and colleges in the UK sending as many pupils to Oxbridge as 2,900 others put together

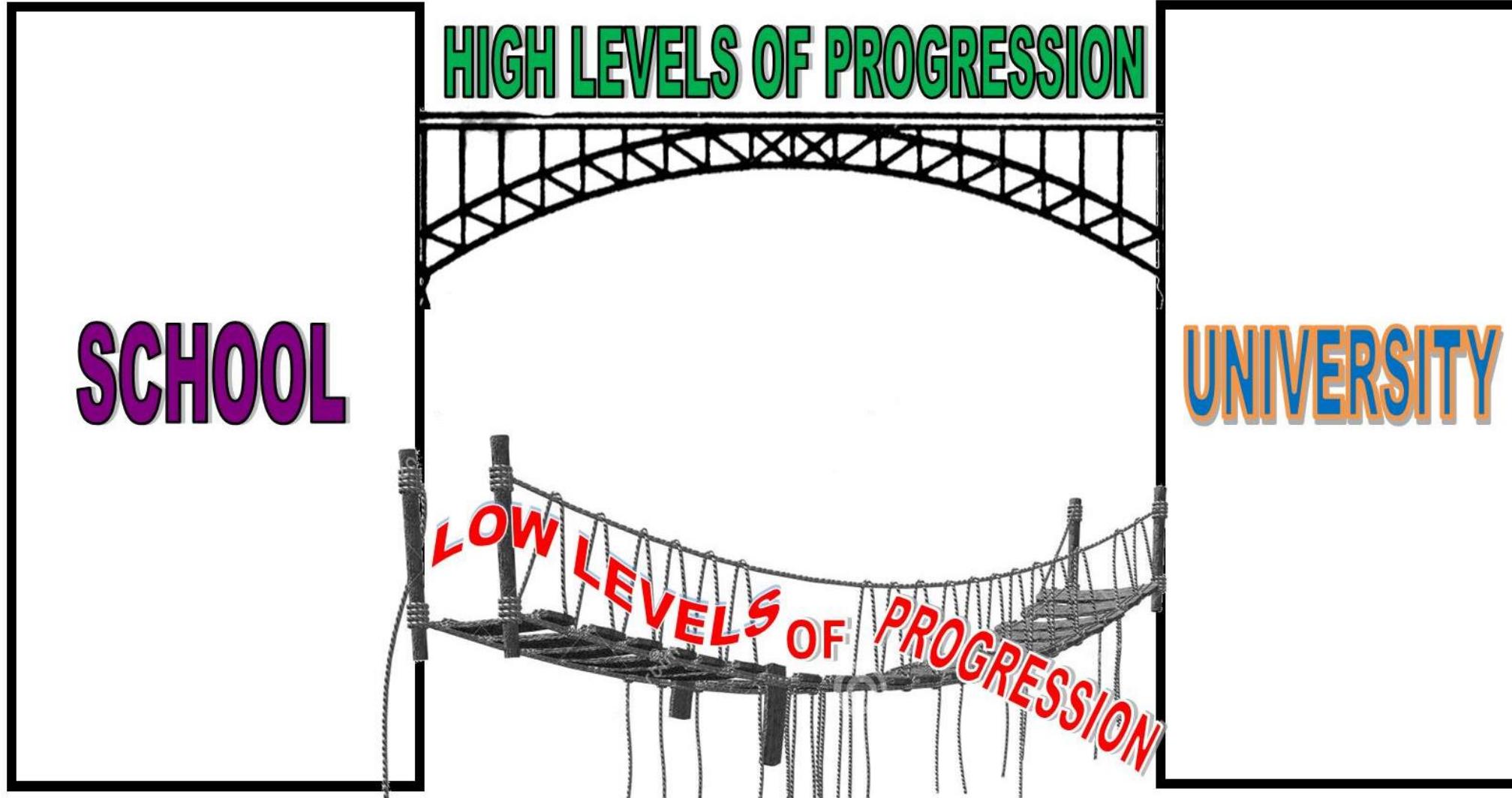
Elitist Britain

Sutton Trust 2019



*Resource differences
and collective efforts and investments made
or not within families become translated into
individual 'ability'.....
(Ball 2010, p.162).*

Higher Education Outreach



Access to Higher Education

Economic capital

Cultural capital
– what you know

Social capital -
who you know

Pierre Bourdieu

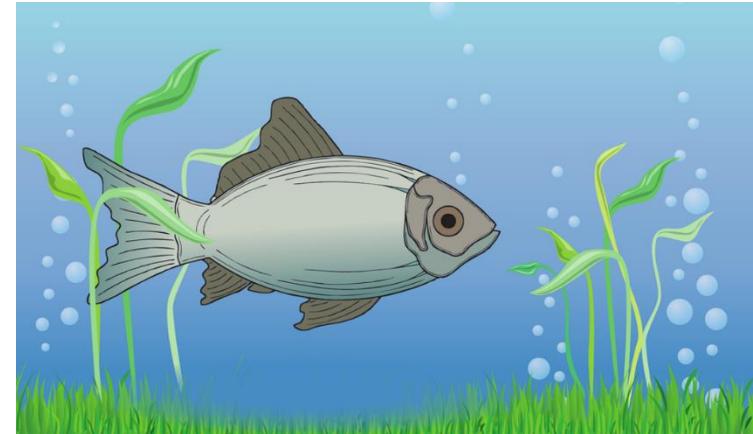


Field and Habitus

field



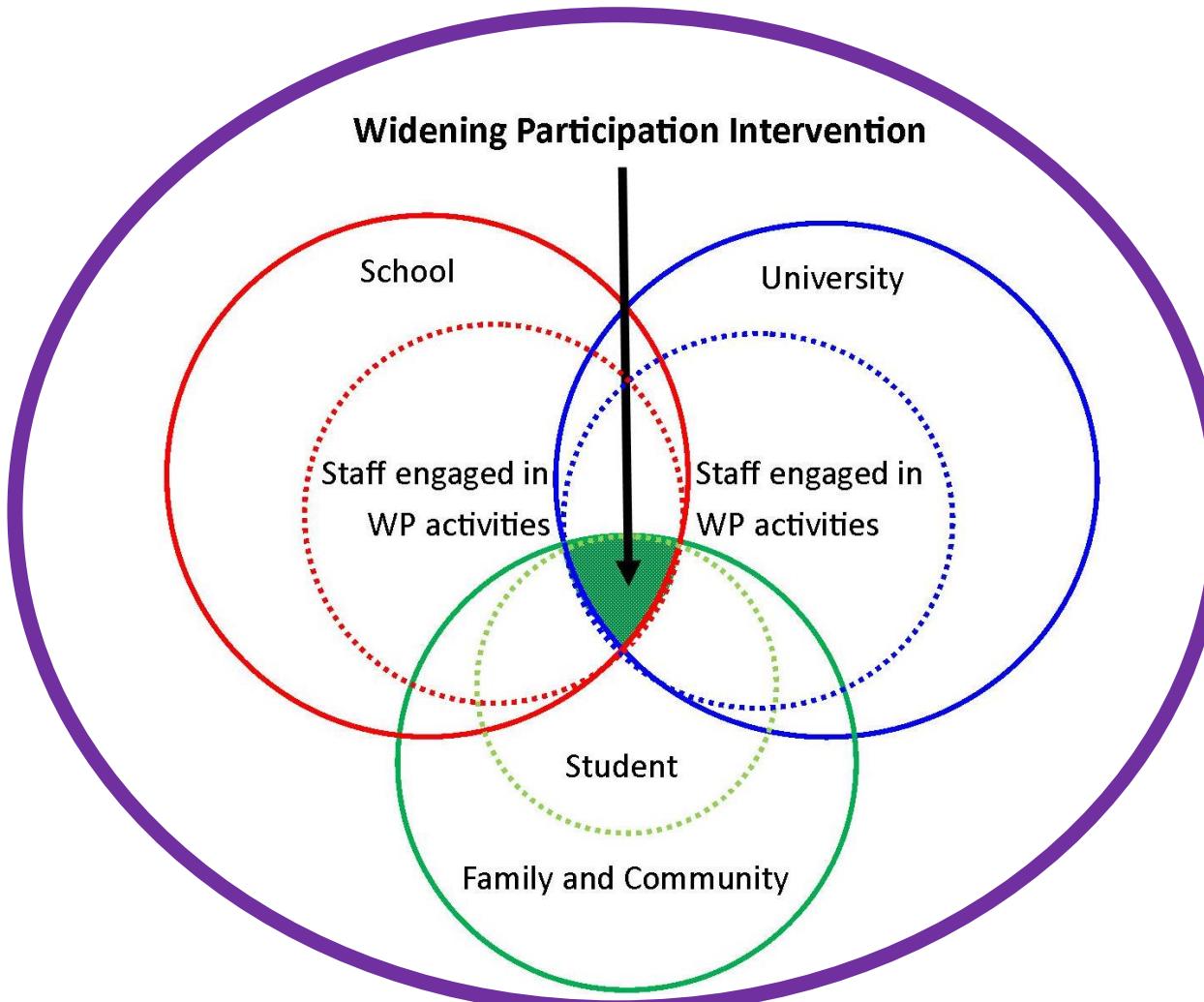
fish in water ?



Rules of the game

habitus

The field of HE progression



The NERUPI Framework

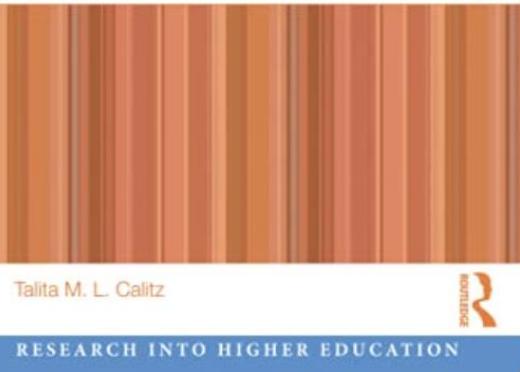
SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge



Key theoretical influences

SRHE Society for Research into Higher Education
Advancing knowledge. Informing policy. Educating practice

Enhancing the
Freedom to Flourish
in Higher Education
PARTICIPATION, EQUALITY AND CAPABILITIES



Critical pedagogies

Freire's notions of 'praxis' & knowledge creation

Young and Maton's ideas of knowledge

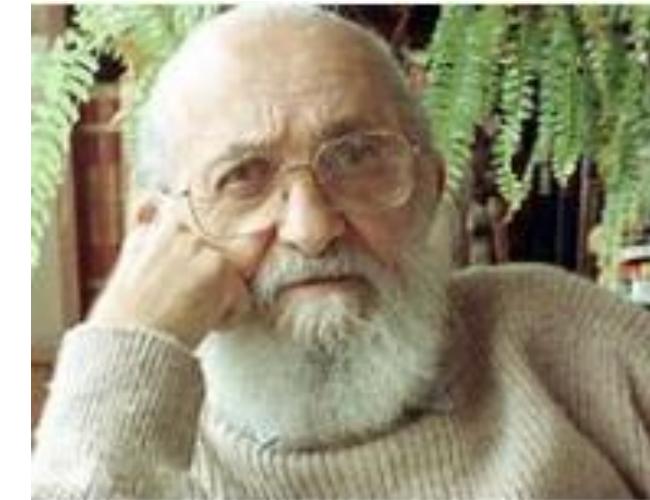
Bourdieu: Capitals, habitus and field

Nancy Fraser social justice

Sen and Walker's concepts of capability

Yosso cultural wealths

Identities and future selves



reflection
and action directed at
the structures to be
transformed

=
praxis
Paulo Freire 1968

Curriculum content

HEIs:

- Control their curriculum & assessment
- Engage with students over time
- Students choose their course



HE Outreach

Outreach staff control the content i.e. the curriculum & evaluation/assessment
Needs of school, HEI, community and policy context all important
May only engage with the students once

Schools and colleges:

- Curriculum & assessment bound by examinations like GCSE, A Level & BTEC
- Engage with students over time
- Many subjects are compulsory

Three models of learning

- Reception Concerned with quantity, facts and skills; assumes transmission of knowledge from an external source (e.g. teacher).
Learning = being taught.
- Construction Concerned with construction of meaning through discussion, discovery, open-ended learning, making connections.
Learning = individual sense-making.
- Co-construction Concerned with construction of meaning through interaction and collaboration with others, especially through dialogue. Learning = building knowledge with others.

Watkins, C et al 2007

Broad theories of knowledge

Conservatism – knowledge as timeless, universal and independent of social context.

Instrumentalism – it is what we can do with knowledge that matters

Constructivism – knowledge as socially constructed and reflecting power struggles over what counts as legitimate knowledge.

Social realism – knowledge as socially constructed and fallible but with an objective structure

Paul Ashwin, NERUPI Event 14 November 2019
<http://www.nerupi.co.uk/events/knowledge-learning-and-attainment>

Pedagogy for Equity



Pedagogy... is deeply connected to relations of power where the professor has historically been positioned as the expert knower
Burke et al 2017, p 41

The pedagogical training of academics to .. develop and deliver a more inclusive curricula was .. considered to be easily achievable if universitiesacknowledge the need for decolonising the curriculum

- as a student of colour ... I would really like to see more cross-collaboration between students and staff about decolonising the curriculum. I think with regards to this particular issue we may be better placed to advise academics on what they need to be doing to create more multi-cultural learning environments that allow us to see ourselves and our histories reflected in the curriculum

Arday, et al 2020, p307



Capability Approach



- equal opportunity not enough
- capability to participate is real freedom
- agency, choice & individual well-being
- **education is a basic freedom**

'Capture the enabling factors that contribute to equal participation[and]..... How student agency, resistance and resilience worked against structural constraints'

- Enabling affiliation with lecturers
- Enabling affiliation with peers
- Creating platforms for student voice
- Distributing access to knowledge

Talita Calitz, 2019 chapter 6

Enable students to:	<p>NERUPI Framework sees it as the HEIs role to facilitate students to:</p> <ul style="list-style-type: none">- support the transformative learning process- encourage reflexivity within the HEI
Engage Discover Identify Navigate	<p>Active learning terms are used to:</p> <ul style="list-style-type: none">- encourage critical pedagogies- develop student agency- embed these within the success measures

Take a few
minutes to
think about an
outreach event
that you think
went well



Aim 1 Level 2: Objective & learning outcome

Aim 1 KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment		
Level 2 (age 14–16) 	Top-level objective	Enable students to:	Explore academic, social, economic and personal benefits of progressing to higher education
	Objectives or learning outcomes		Discover academic and social benefits of higher education
			Understand economic benefits of higher education and career opportunities for graduates
			Explore benefits of higher education in terms of personal development and cultural enrichment
			Discover study and research opportunities in higher education

TOP LEVEL OBJECTIVE: Explore academic, social, economic and personal benefits of progressing to higher education

SPECIFIC OBJECTIVE OR LEARNING OUTCOME

Explore benefits of higher education
in terms of personal development and cultural enrichment



What does this mean?

**How would we create the environment to enable this?
(intervention)**

**How would we know if we had been successful?
(evaluation)**

An Answer

- Change: participant will have an increased appreciation of opportunities in HE for personal development and cultural enrichment, eg: extra-curricular activities, international opportunities and mixing with students from different backgrounds and cultures
- Intervention: Year 10/11 Summer School
- Specific elements: engaging with student mentors and other participants from different backgrounds and cultures; SU interactive talk on extra-curricular / travel opportunities at uni and the E/C Student Award Scheme ; International Night & Barbecue
- Evaluation: pre- and post-Qs, embedded quiz, observation, follow-up interviews

Residential Summer School: attainment-raising



Aim 1 Level 3: Objective & learning outcome

Aim 1 KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment		
Level 3 (age 16–18) 	Top-level objective	Investigate course & placement options, and social & leisure opportunities in higher education	
	Objectives or learning outcomes	Discover course and placement opportunities in higher education	
	Enable students to:	Find out about research areas, expertise and facilities in higher and new areas of development	
		Explore social and leisure, and extra-curricular opportunities in higher education	
		Discover career benefits of higher education and the employment opportunities for graduates.	
		Find out about academic and information services, facilities and resources	

TOP LEVEL OBJECTIVE

Develop students' understanding by contextualising subject knowledge and supporting attainment raising

SPECIFIC OBJECTIVE OR LEARNING OUTCOME

Discover course and placement opportunities in higher education



What does this mean?
How would we create the environment to enable this? (activity)
How would we know if we had been successful? (evaluation)

Aim 5 Level 3: Objective & learning outcome

Aim 5	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	
Level 3 (age 14–16)	Top-level objective	Situate existing knowledge within wider fields of knowledge and apply to other contexts
	Objectives or learning outcomes	Extend awareness of the wider applications of knowledge
		Locate existing knowledge within wider fields of knowledge and other contexts
		Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions

TOP LEVEL OBJECTIVE

Situate existing knowledge within wider fields of knowledge and apply to other contexts

SPECIFIC OBJECTIVE OR LEARNING OUTCOME

Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions



What does this mean?

**How would we create the environment to enable this?
(activity)**

**How would we know if we had been successful?
(evaluation)**

The NERUPI Framework

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References & further reading

- Paul Ashwin, NERUPI Event 14 November 2019 <http://www.nerupi.co.uk/events/knowledge-learning-and-attainment>
- NERUPI event on capability <http://www.nerupi.co.uk/events/the-capability-approach-positively-supporting-student-success>
- Introduction to the NERUPI Framework <http://www.nerupi.co.uk/events/introduction-to-nerupi-framework>
- Arday, J; Bellugi, D; & Thomas, D; (2020) Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy)
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