

# Curriculum and Pedagogy in Outreach Activities

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# A good event?



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

# Outreach activities as part of curricula



Many activities will contain elements of these curricula already.

Thinking about your same activity:

- How does it support students to consider **progression**?
- How does it help students consider their **student identities**?
- What **skills** are the activity developing?
- What **knowledge and understanding** is it developing?  
Is this knowledge contingent on previous activities (i.e. is this activity part of a wider curriculum)?

# NERUPI Toolkit, Pedagogy & Curriculum

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Pedagogy:

**NERUPI PEDAGOGY**

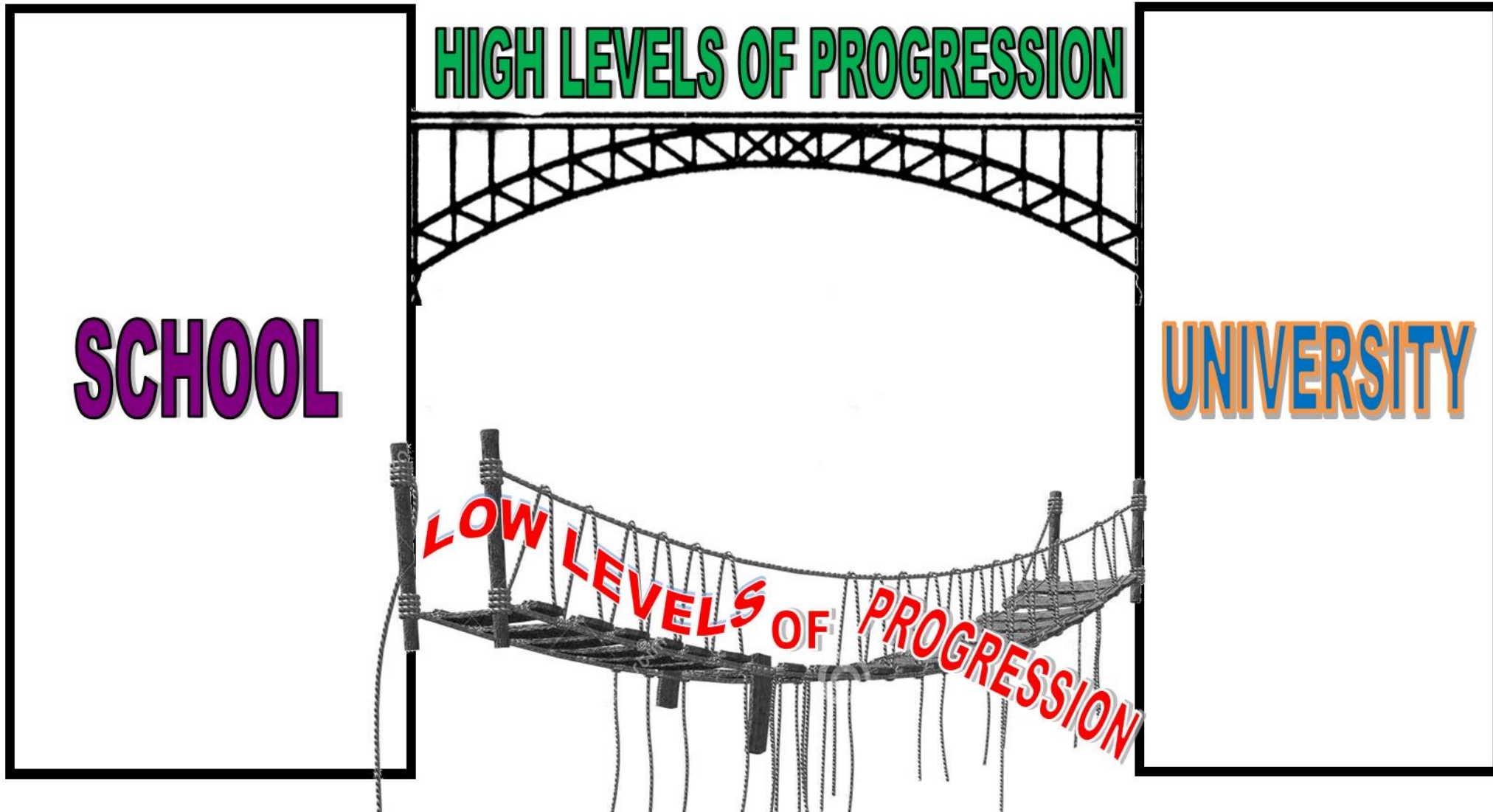
Curriculum:

**NERUPI CURRICULUM**

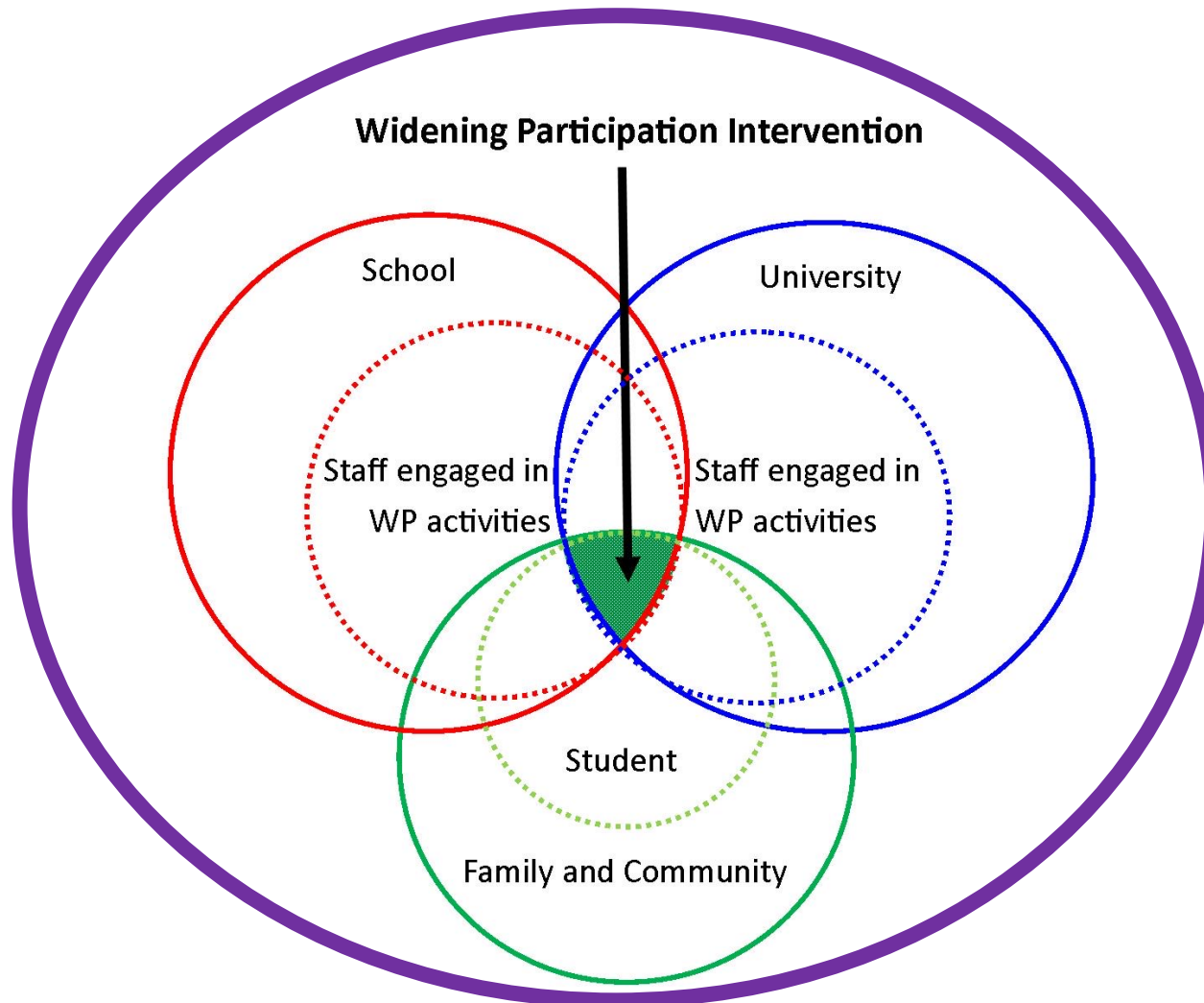


# Higher Education Outreach

**NERUPI** *network*  
Evaluating & Researching University  
Participation Interventions



# 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 |

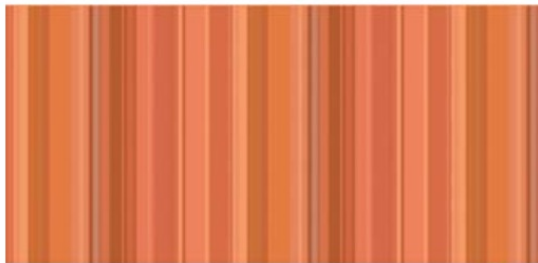


# Key theoretical influences

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

Enhancing the  
Freedom to Flourish  
in Higher Education

PARTICIPATION, EQUALITY AND CAPABILITIES



Talita M. L. Calitz



RESEARCH INTO HIGHER EDUCATION

Critical pedagogies

Freire's notions of 'praxis' &  
knowledge creation

Young and Maton's ideas of  
knowledge

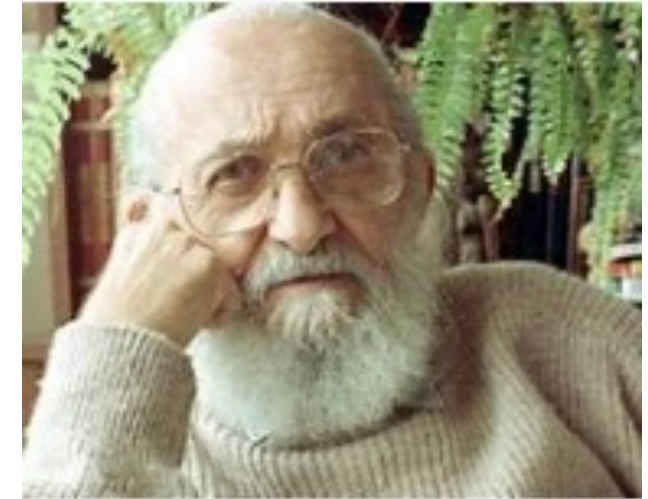
Bourdieu: Capitals, habitus and field

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*



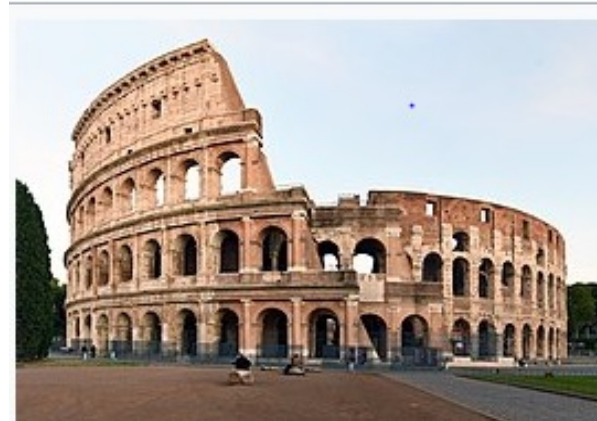
# Expansion of Higher Education

## At the turn of the 19th century

- there were only ten universities
- Undergraduates less than one per cent of the population
- only a handful of women
- curriculum very limited
- sons of the ruling class and the new professional classes

**Culture & curriculum of higher education designed for this group**

*The most damaging effect of Oxford's largely classical examination syllabus ... .... was mitigated by recurrent pleas to undergraduates not to be outdone by their social inferiors in modern and technical knowledge.....*



The History of  
University of  
Oxford

*'Practical applications', whether in research or teaching tended to be viewed with suspicion. It was easily assumed that an interest in them betrayed not a thirst for knowledge, but a commercial materialism unworthy of a university.*

*Arethmetike, musicke, geometrie and astronomie, and with them all skill in perspectives, are now smallie regarded.*

Description of England (1577) These words of William Harrison (1535 – 93)



**Barber Surgeons** – one profession

In 1745 the two professions were separated by King George II, who established the London College of Surgeons. By this time surgeons were university educated

Newton: Mathematical Principles of Natural Philosophy in 1687

# Changing Curriculum



Which  
contemporary  
issues do you  
think are  
influencing  
curriculum  
change at the  
moment?

# Broad theories of knowledge

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**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

## Aim 5 Level 3: Objective & learning outcome

|                            |   |  |
|----------------------------|---|--|
| <b>Aim 5</b>               | <b>Develop students' understanding by contextualising subject knowledge and supporting attainment raising</b> |  |
| <b>Level 3 (age 14–16)</b> | <b>Top-level objective</b>  | <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b>         |
|                            | 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 |



# What is different about outreach curricula?

- What constraints are removed?
- What might still be important in shaping curricula?
- What might determine these curricula?
  - Subject offer
  - Starting points of participants
  - Staffing
  - Personal interest?
  - Skills needed to successfully access and progress in HE
  - Resource constraints
  - Historical factors < Should we challenge this?




# Hidden Curriculum

- It is also worth remembering that curricula can be both **visible**, in that they are clear what the requisite skills and knowledge are or **hidden**. The hidden curriculum can be defined as knowledge and skills that are commonly not written down but might be based on values, norms and expectations.
- It is important to remember this as the notion of a hidden curriculum underlines many of these aspects, especially those relating to **Progression** and **Student identities**.



# Aim 1 Level 3: Objective & learning outcome

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

# Three models of learning

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## 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 the learner's construction of meaning through discussion, discovery, open-ended learning, making connections. Learning = individual sense-making.
- **Co-construction** Concerned with the learner's construction of meaning through interaction and collaboration with others, especially through dialogue. Learning = building knowledge with others.

# 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



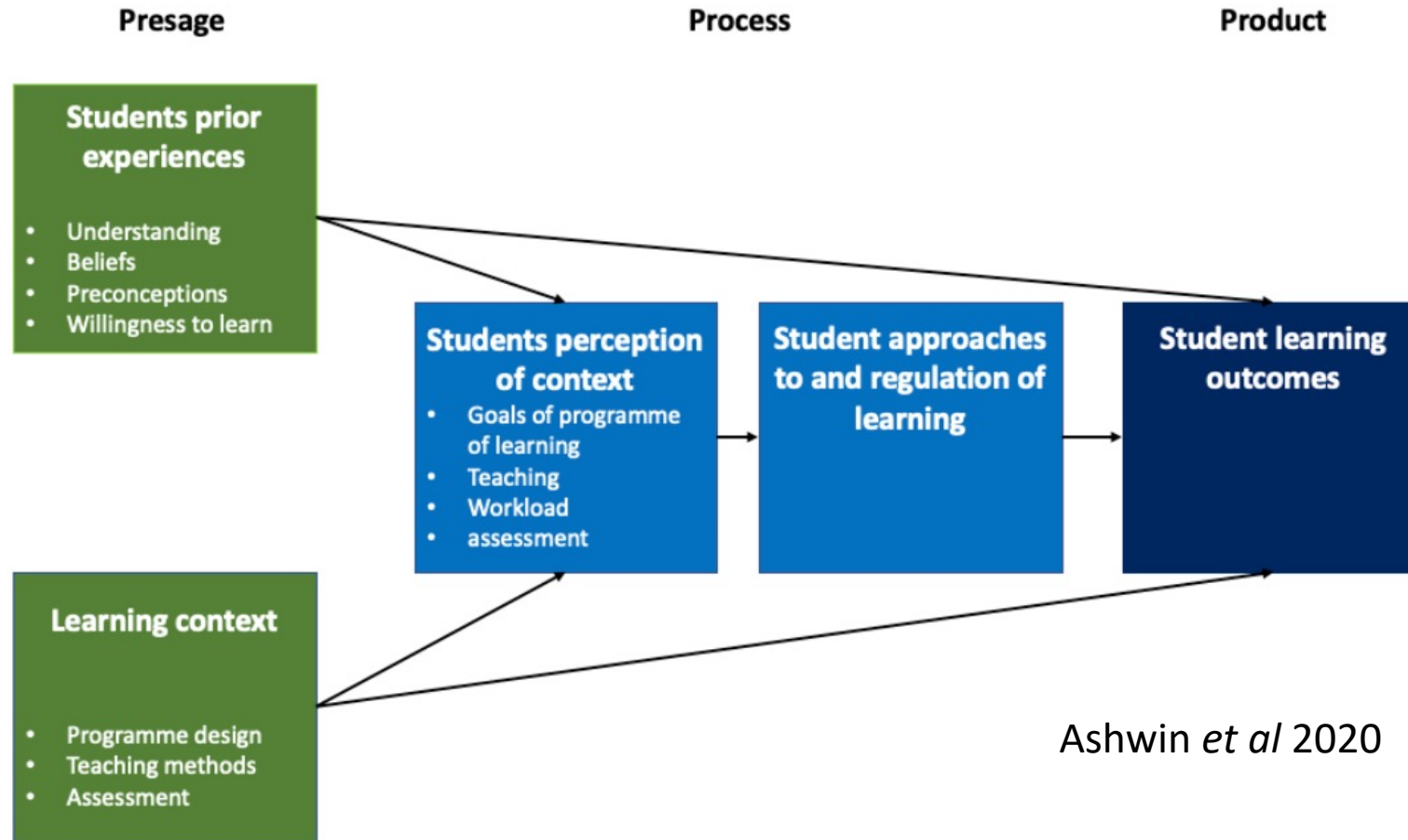
An ethical and anti-racist framework for access and equity in higher education requires universities to provide the resources and opportunities for students from under-represented backgrounds to develop their understanding of ways of writing, reading, speaking and learning that will facilitate their access to privileged forms of being and knowing

Burke



# A model of student learning

<https://www.nerupi.co.uk/members/resources/a-model-of-student-learning>



Ashwin *et al* 2020

<https://www.nerupi.co.uk/members/toolkit/basics/theory-of-change>

|   | PRESAGE   | PROCESS  | OUTCOME  |
|---|---|--|--|
|   | School  | Undergraduate University   |  |
| <b>SOCIAL &amp; ACADEMIC CAPITAL</b><br><b>ADMISSIONS, SUPPORT &amp; CAREERS</b><br><b>INEQUALITIES</b> | <p>Global majorities and w/c students likely to attend schools less able to support access to HE</p> <p>Less awareness of impact of school subject choice</p> <p>Limited access to professional work experience opportunities</p> <p>Less able to access extra-curricula activities</p> | <p>Admissions requirements problematic at highly selective HEIs</p> <p>Services can reflect white m/c values, practices and social networks</p> <p>Contacts in graduate professions reliant on existing social networks which may be limited</p> <p>Graduate employers favour certain forms of extra-curricula activities</p>  | <p>Students less likely to enter graduate level employment</p>   |
| <b>HABITUS</b><br><b>INSTITUTIONAL CULTURE</b><br><b>&amp; VALUES</b>                                   | <p>School ethos likely to reflect white, m/c values</p> <p>Student/staff relationships can be problematic</p> <p>Students not fully engaged, may become disaffected</p>   | <p>Students in a minority in selective universities</p> <p>Peer &amp; staff relationships can be problematic including misrecognition &amp; discrimination</p> <p>Limited student engagement may have adverse effect on learning, social development and network formation</p> <p>Opportunities for representation limited</p> | <p>Cultural isolation increases challenge of developing positive student identities.</p> <p>Cleft habitus</p> <p>May withdraw or forgo opportunities</p> |

|   |                                     | PRESAGE   | PROCESS   | OUTCOME  |
|---|-------------------------------------|---|---|--|
|   |                                     | School  | Undergraduate University  |  |
| INTELLECTUAL & SKILLS CAPITAL<br>CURRICULA & PEDAGOGICAL SPACES | Curriculum<br>Pedagogy & Assessment | <p>School curriculum based on GCSEs with academic focus.</p> <p>Parents &amp; social networks may not be able to provide academic support</p> <p>Engagement adversely affected</p> <p>Public examination outcomes differentials</p>   | <p>Knowledge abstract and decontextualised from outside elements</p> <p>Subject choice limited</p> <p>Students less able to connect academic learning to future possible selves.</p>                              | <p>Degree Outcome differences</p> <p>Higher rates of non-completion</p>  |
|   |                                     | <p>School ethos likely to reflect white, m/c values</p> <p>Use of innovative pedagogies challenging as assessment largely based on formal examinations</p> <p>Ofsted: teachers to avoid teaching only to the exam and develop 'cultural capital' but assessment system unchanged.</p> | <p>Curriculum control is with the lecturers and transmission pedagogy common.</p> <p>Independent learning and limited interaction with lecturers.</p> <p>Pedagogical approach can increase cultural isolation</p> | <p>Degree outcome differences</p> <p>Higher rates of non completion.</p> |

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

# Thinking about curriculum in context

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Use this series of questions to think about your scenario

You can use this to think about all four aspects: Progression, knowledge, skills and student identities but some aspects might overlap more closely with particular questions.

1. How important is subject knowledge to your activity?
2. To what extent is the relevant subject knowledge fixed or contested?
3. What principles, norms and values inform your curriculum?
4. Who are the overall aims of the activity?
5. What skills are assumed to already be in place to access the curriculum you have designed?
6. What assumptions have you made about the students (background / knowledge / schooling)?
7. Do all students have the requisite knowledge to access your curriculum?
8. How could you ensure that students without requisite knowledge could access the curriculum?
9. How does your curriculum promote social justice?
10. To what extent does your curriculum 'level the playing field'?



# Discussion Groups

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Groups 1 & 2: Scenario 5: Reading for Fun

Groups 3 & 4: Scenario 6: Academic Tutoring

Groups 5 & 6: Scenario 8: Multi Intervention Outreach

Groups 7 & 7: Scenario 9: On Route