

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

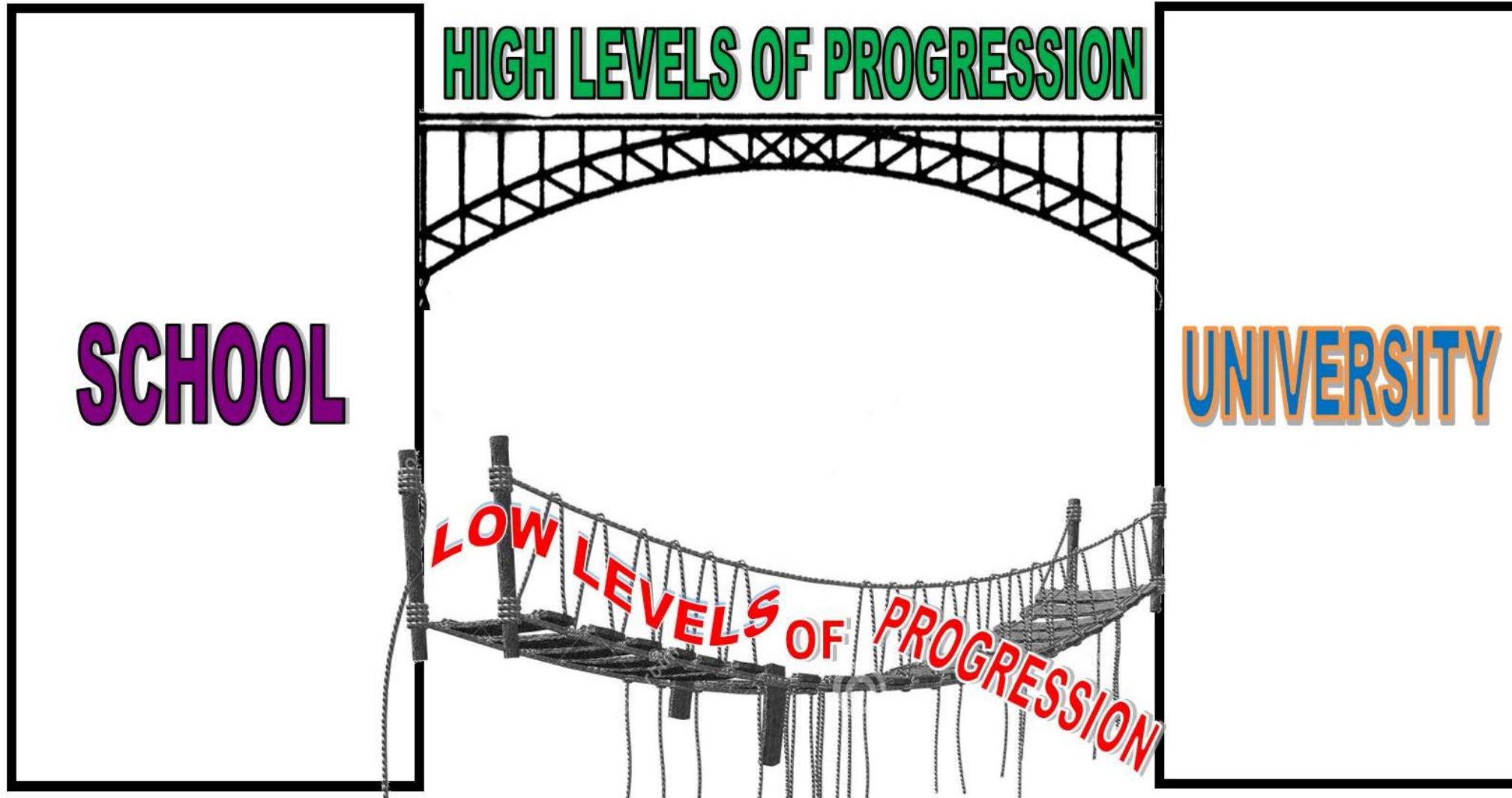
Elitist Britain

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

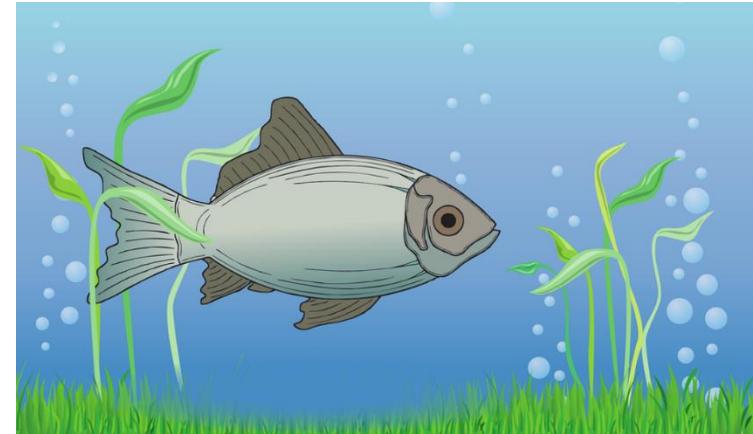


Field and Habitus

field



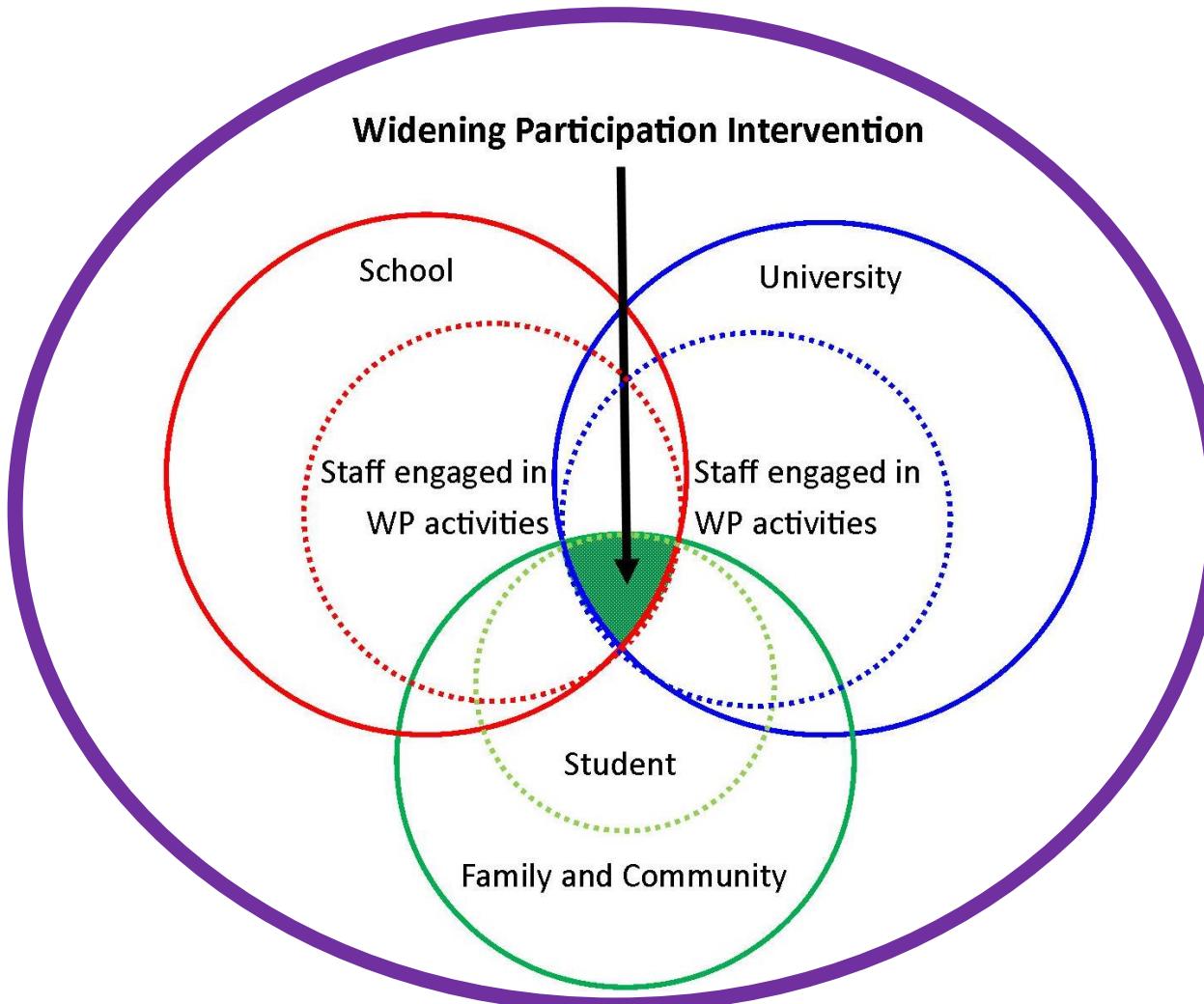
fish in water ?



Rules of the game

habitus

The field of HE progression



The NERUPI Framework

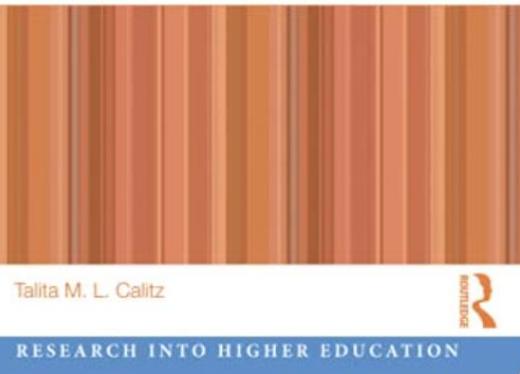
SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity 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

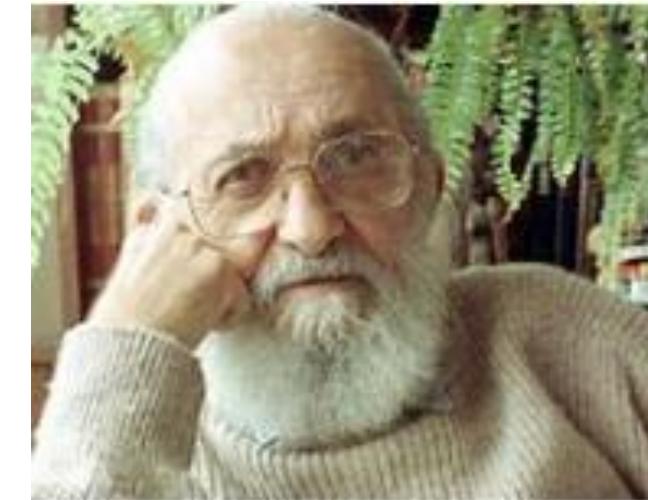
Bourdieu: Capitals, habitus and field

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
- Engage with students over time
- Students choose their course



HE Outreach

Outreach staff control the content i.e. the curriculum

Needs of school, HEI, community and policy context all important

May only engage with the students once

Schools and colleges:

Curriculum is bound by examinations like

GCSE, A Level & BTEC

Engage with students over time

Many subjects are compulsory

Learning & Knowledge

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.

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



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



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

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

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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

Investigate course & placement options, and social & leisure opportunities in higher education

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)**

References & further reading

Paul Ashwin, NERUPI Event 14 November 2019

<http://www.nerupi.co.uk/events/knowledge-learning-and-attainment>

Burke, P; Crozier, G; and Misiasek, L; (2017) 'Changing Pedagogical Spaces in Higher Education: Diversity, Inequality and Misrecognition' London SRHE, Oxon Routledge

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