(Image: DAAD, undated)

A new approach to Study Skills provision: *using the NERUPI Framework to mobilise funds of knowledge*

Focus:

Who are your learners?

What has their journey been like?

What skills have they acquired along the way and how are they celebrated?

In 1996, Ruddick's accused universities of having traditionally seen their learners as **'male, white, middle-class and able-bodied, an autonomous individual unencumbered by domestic responsibilities, poverty or self-doubt'** (cited in Leathwood and O'Connell, 2003, p.599).

How far have we really come since then?

(Top Universities, 2018)

(Wilson, 2017)

(Hickey, 2016)

Listen to the following songs and think about how these circumstances might affect students in similar contexts …

Martin Jensen - Solo Dance

https://www.youtube.com/watch?v=ginBV6aeVlc

Green Day - Boulevard Of Broken Dreams

https://www.youtube.com/watch?v=Soa3gO7tL-c

Clean Bandit - Rockabye (feat. Sean Paul & Anne-Marie)

https://www.youtube.com/watch?v=papuvlVeZg8

Linkin Park - Numb

https://www.youtube.com/watch?v=kXYiU_JCYtU

Khalid - Young Dumb & Broke

https://www.youtube.com/watch?v=IPfJnp1guPc

Melanie Walker and epistemic justice (2019)

- *Epistemic injustice* = not being recognised as a knower

- *Testimonial injustice* = hearer gives a reduced level of credibility to what someone has said, linked with prejudice

- *Hermeneutical injustice* = attempts to make experiences intelligible to oneself or others, but knowledge is not seen as legitimate

The funds of knowledge approach seeks to redress this traditional imbalance, acknowledging the need to understand social, familial and cultural ways of knowing, and using them as a starting point for meaningful and personally relevant dialogues about learning (see, for example, Moll, Amanti, Neff, and Gonzales, 1992; Zipin, Sellar, and Hattam, 2012; or Daddow, 2016).

There is arguably no point in encouraging diverse communities of learners to enrol if they are not empowered to experience belonging and success as part of a student community once they have arrived.
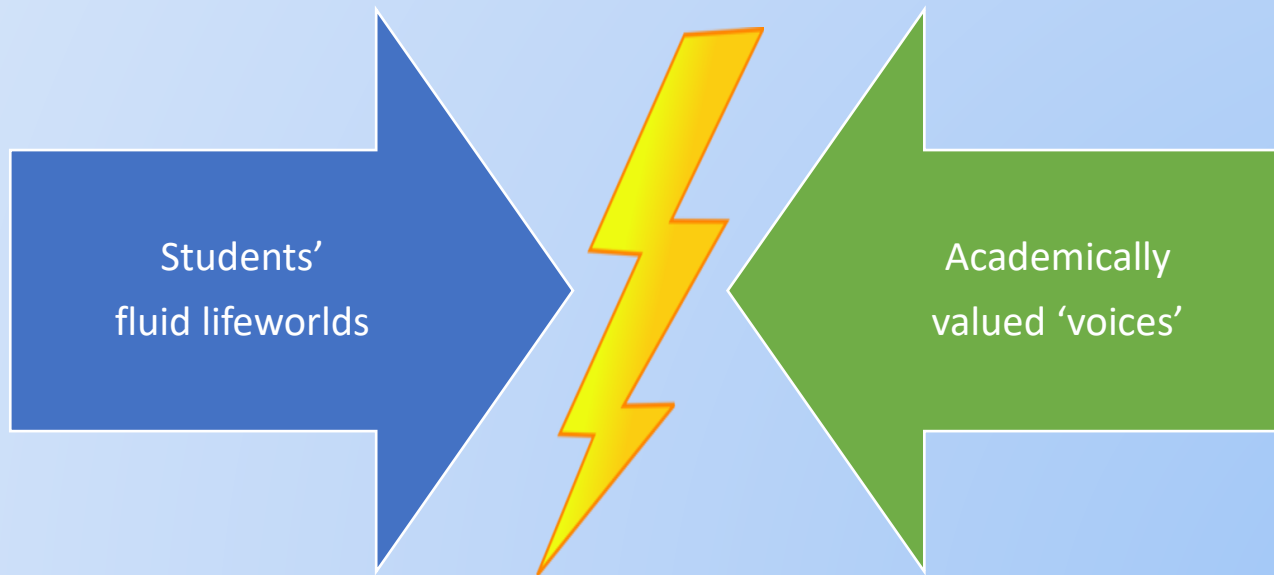
Traditional knowledge

Family traditions

Powerful knowledge
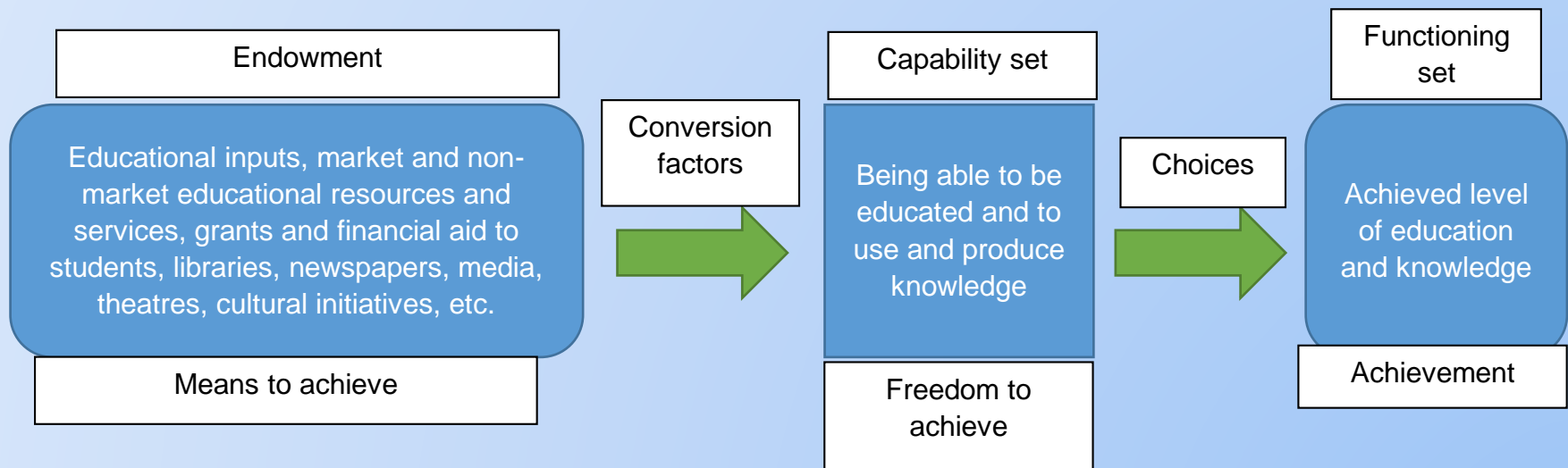
Cultural knowledge

Academic knowledge

Social and linguistic practices

A funds of knowledge approach can be used to 'address the collision between the socio-economic and culturally diverse realities of many students' lives, and the mono-cultural and class-based institutional structure of the university' (Daddow, 2016, p.745).

Students'
fluid lifeworlds

Academically
valued 'voices'

Citing Bamber and Tett, Thomas argues that 'Higher Education must accept that the <u>implications of offering access</u> to non-traditional students do not end, but rather <u>begin, at the point of entry</u>' (2001, cited 2012, p.4).

"Interventions that seek to improve access should then take account of (these) capabilities and the personal, social and environmental conversion factors that impact on their realisation" (Wilson-Strydom, 2017, p.123 – 124).

Endowment		Capability set		Functioning set
Educational inputs, market and non-market educational resources and services, grants and financial aid to students, libraries, newspapers, media, theatres, cultural initiatives, etc.	Conversion factors →	Being able to be educated and to use and produce knowledge	Choices →	Achieved level of education and knowledge
Means to achieve		Freedom to achieve		Achievement

(Diagram: Chiappero-Martinetti and Sabadash, 2014, p.216)

NERUPI: Skills Curriculum, Level 5:

*– consolidate **study skills***

*– utilise assignment **feedback** effectively*

*– consolidate understanding of university **marking schemes** and **assessment criteria***
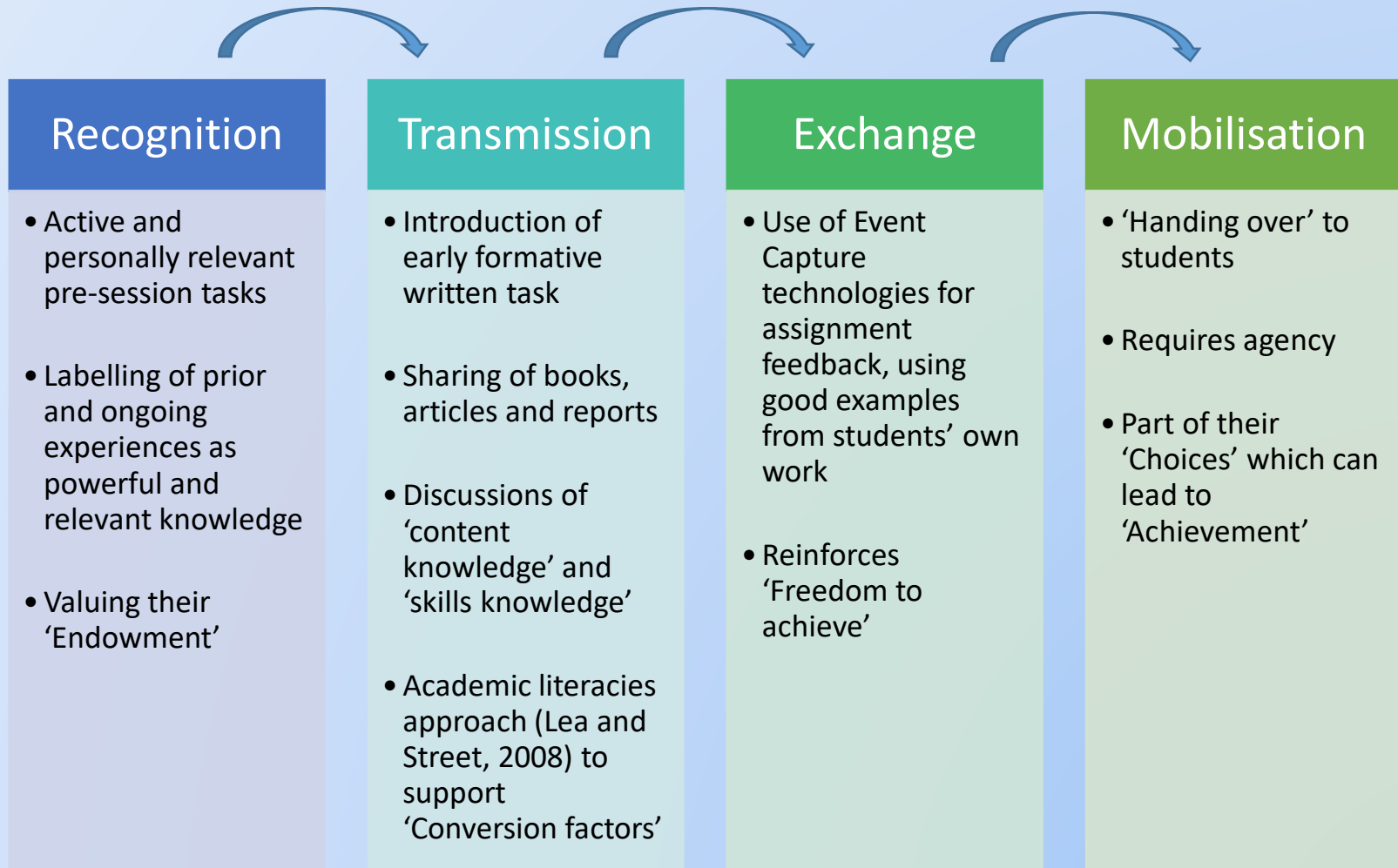
Capabilities (Wilson-Strydom, 2017)

- <u>Learning disposition</u>: 'curiosity and having a ***desire to learn***' and 'having the ***learning skills*** required for university study'

- <u>Respect, dignity and recognition</u>: 'have a ***voice*** to participate in learning'

- <u>Emotional health</u>: 'having ***confidence*** in one's ability to learn'

- <u>Language competence and confidence</u>: 'being able to understand, read, write and speak the ***language of instruction***'

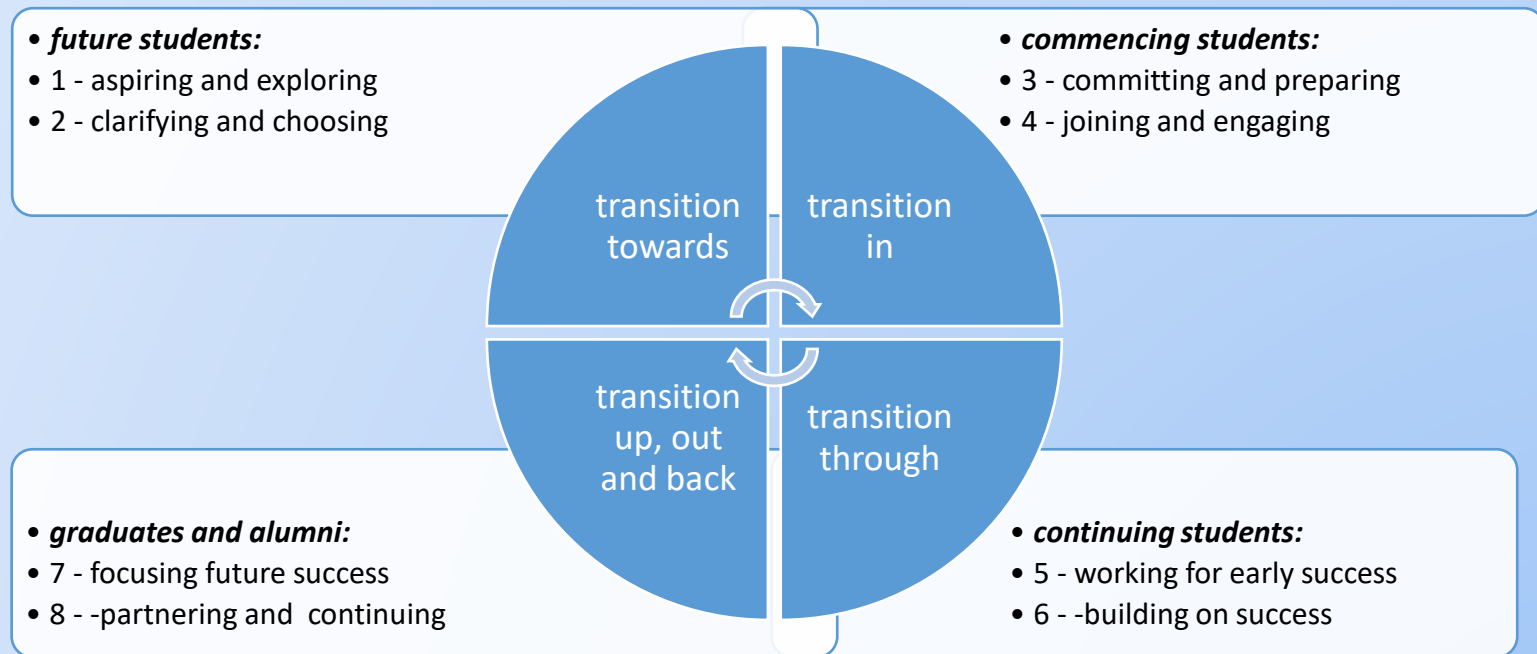**Capabilities (Harrison, Davies, Harris and Waller, 2018)**

- <u>Autonomous learning</u>: 'access to **books** and specialist equipment'

Converting funds of knowledge into capital

Recognition

- Active and personally relevant pre-session tasks

- Labelling of prior and ongoing experiences as powerful and relevant knowledge

- Valuing their 'Endowment'

Transmission

- Introduction of early formative written task

- Sharing of books, articles and reports

- Discussions of 'content knowledge' and 'skills knowledge'

- Academic literacies approach (Lea and Street, 2008) to support 'Conversion factors'

Exchange

- Use of Event Capture technologies for assignment feedback, using good examples from students' own work

- Reinforces 'Freedom to achieve'

Mobilisation

- 'Handing over' to students

- Requires agency

- Part of their 'Choices' which can lead to 'Achievement'

(Based on Ríos-Aguilar, Marquez Kiyama, Gravitt and Moll, 2011)

Where in the student lifecycle can we identify, label and mobilise students' existing skillsets?

- *future students:*
- 1 - aspiring and exploring
- 2 - clarifying and choosing

- *commencing students:*
- 3 - committing and preparing
- 4 - joining and engaging

transition towards

transition in

transition up, out and back

transition through

- *graduates and alumni:*
- 7 - focusing future success
- 8 - -partnering and continuing

- *continuing students:*
- 5 - working for early success
- 6 - -building on success

(Lizzio, 2011)

Any questions?

If you wish to ask questions or share reflections at a later date,

please get in touch:

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