

Stuart, Kaz ORCID: <https://orcid.org/0000-0002-7952-5779> (2019) Educational co-creation through action research on educational inequality. In: Collaborative Action Research Network Conference, 17-19 October 2019, Split, Croatia. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/5298/>

*Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.*

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# EDUCATIONAL CO-CREATION THROUGH ACTION RESEARCH ON EDUCATIONAL INEQUALITY

---

PROFESSOR KAZ STUART

DIRECTOR, CENTRE OF RESEARCH IN HEALTH AND SOCIETY

UNIVERSITY OF CUMBRIA





# OVERVIEW OF THE PROJECT

---

- Erasmus+ funded for three years
- Three countries – Norway, Denmark, UK
- Co-created with BA and MA students
- Year long project (1 week online, 2 weeks residential)
- Aimed to investigate the marginalization of ‘ESL’ and ‘drop out’ in each country
- An ‘Indirect Approach’ (Bunting and Moshuus, 2017)
- An ‘Equalities Literacy’ framework (Stuart et al., 2019)



# ESL CONTEXT

---

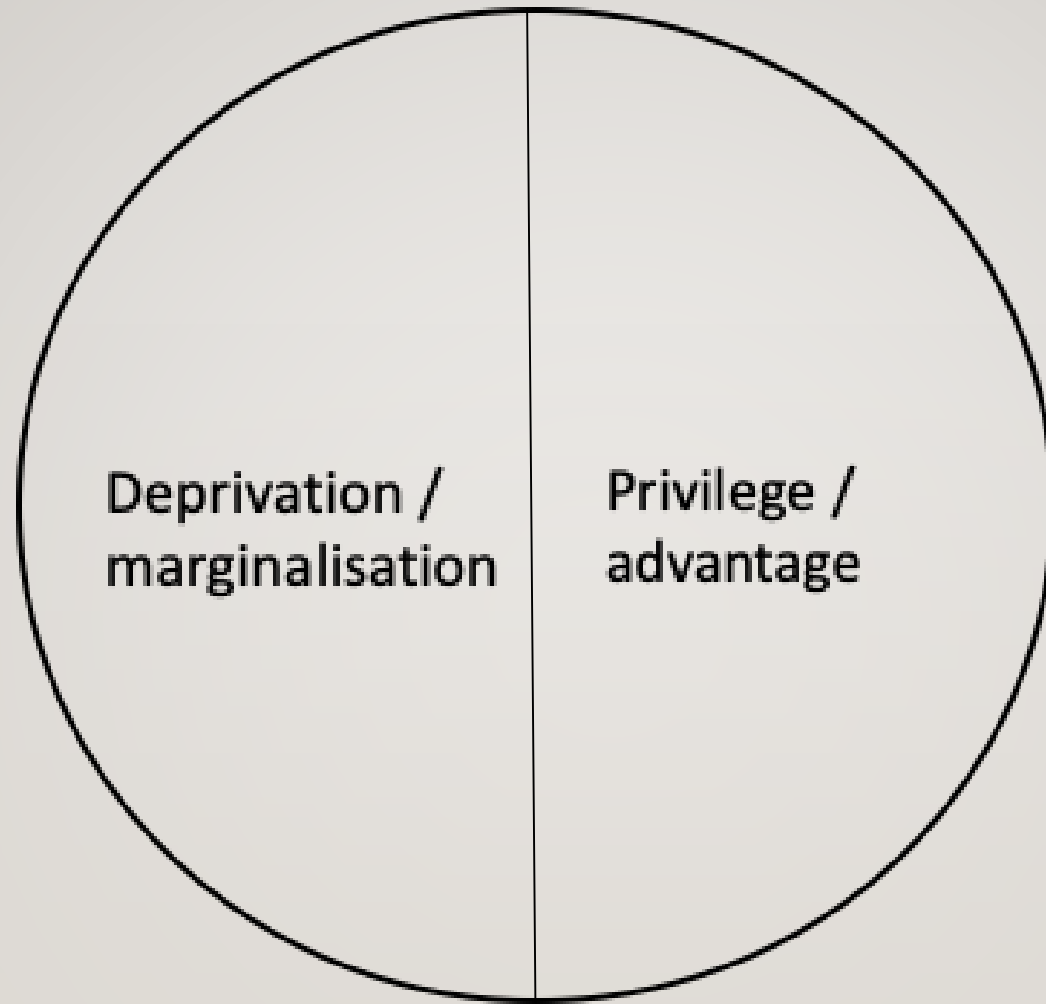
- Characterised by “flawed and intolerable” language (Fine, 2017) – negative, deficit, blaming
- Three different school systems – between 13% and 27% ESL in secondary and between 6.2% and 40% ESL in higher education
- Invisible / accepted issue in society
- Educational inequality thriving in neoliberal meritocracy (Reay, 2017; Giroux, 2011; Wiederkehr et al., 2015)



# EQUALITIES LITERACY FRAMEWORK

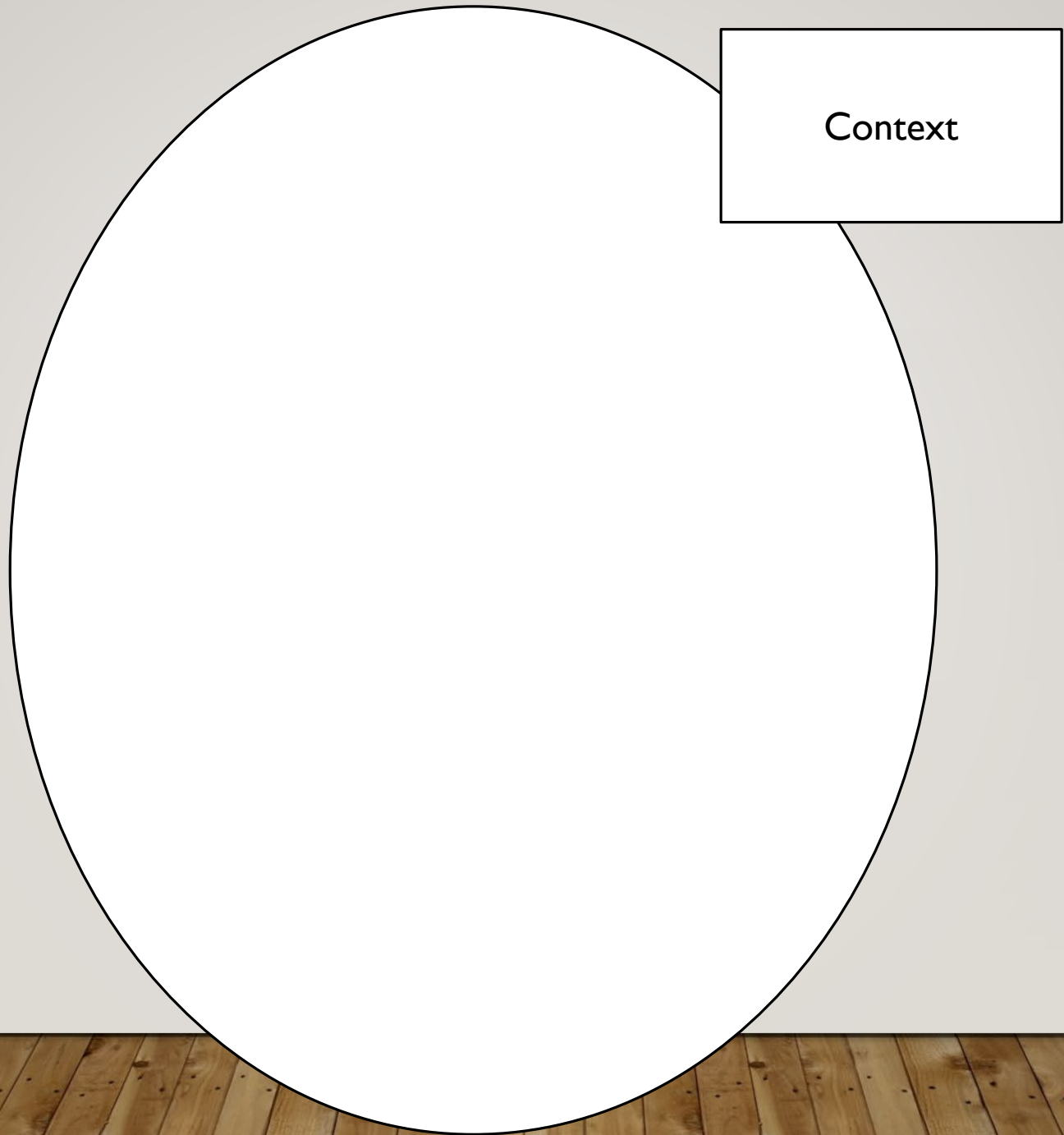
---

- Marginalisation and disadvantage exist in relation with inclusion and privilege, they are intertwined
- Investigating ESL and drop out also therefore, involves investigation of educational success

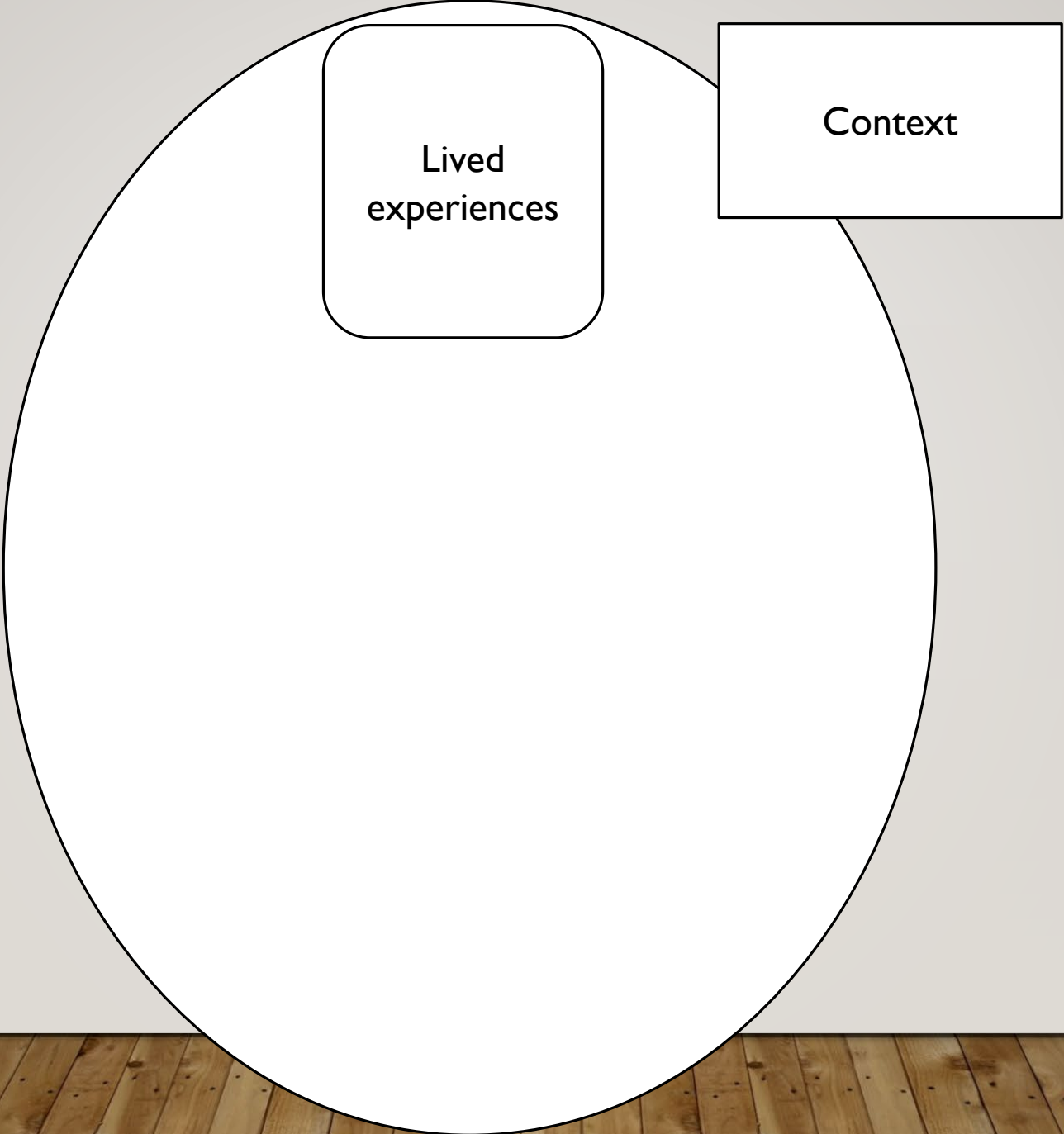


Deprivation /  
marginalisation

Privilege /  
advantage

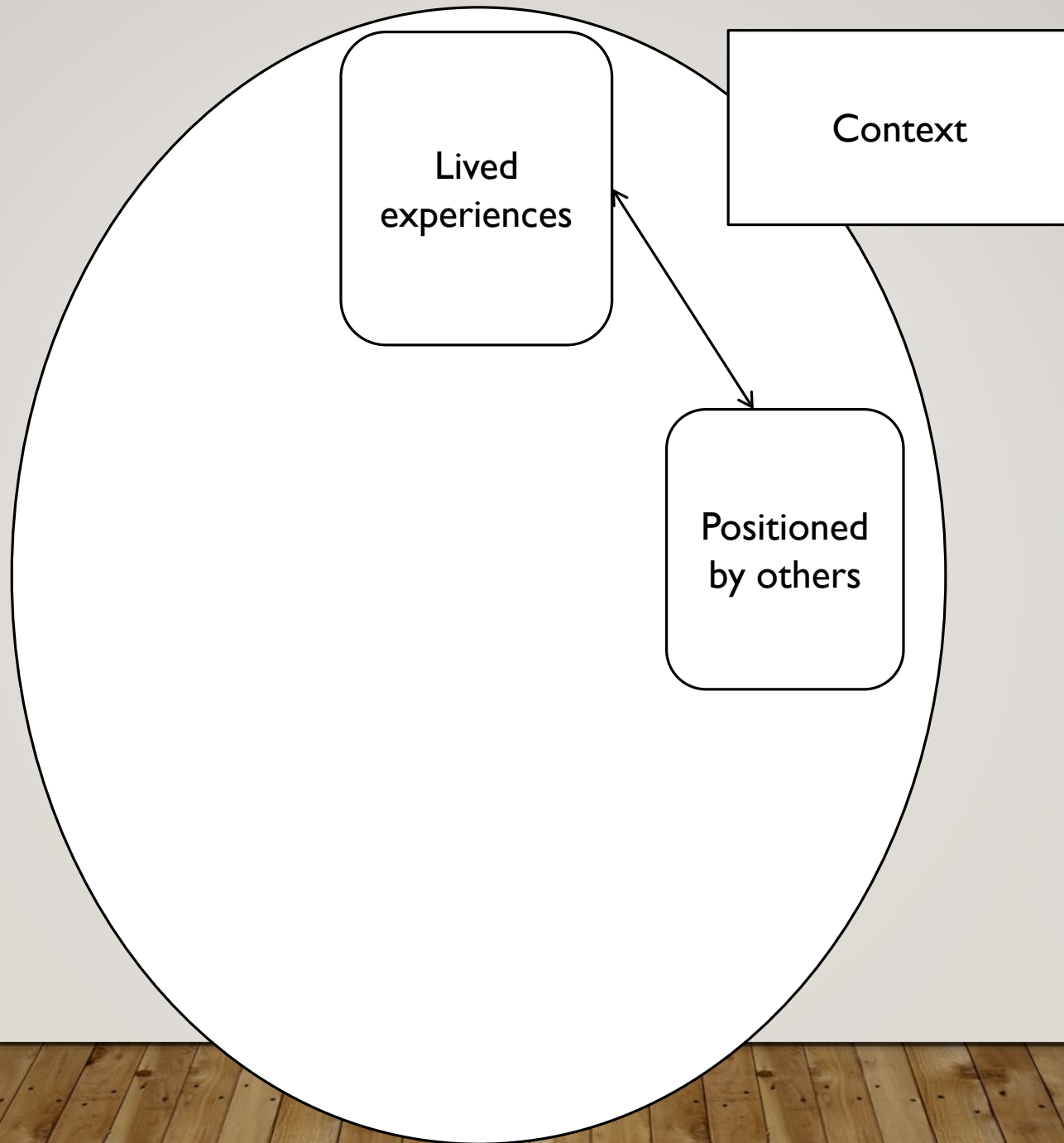






Lived  
experiences

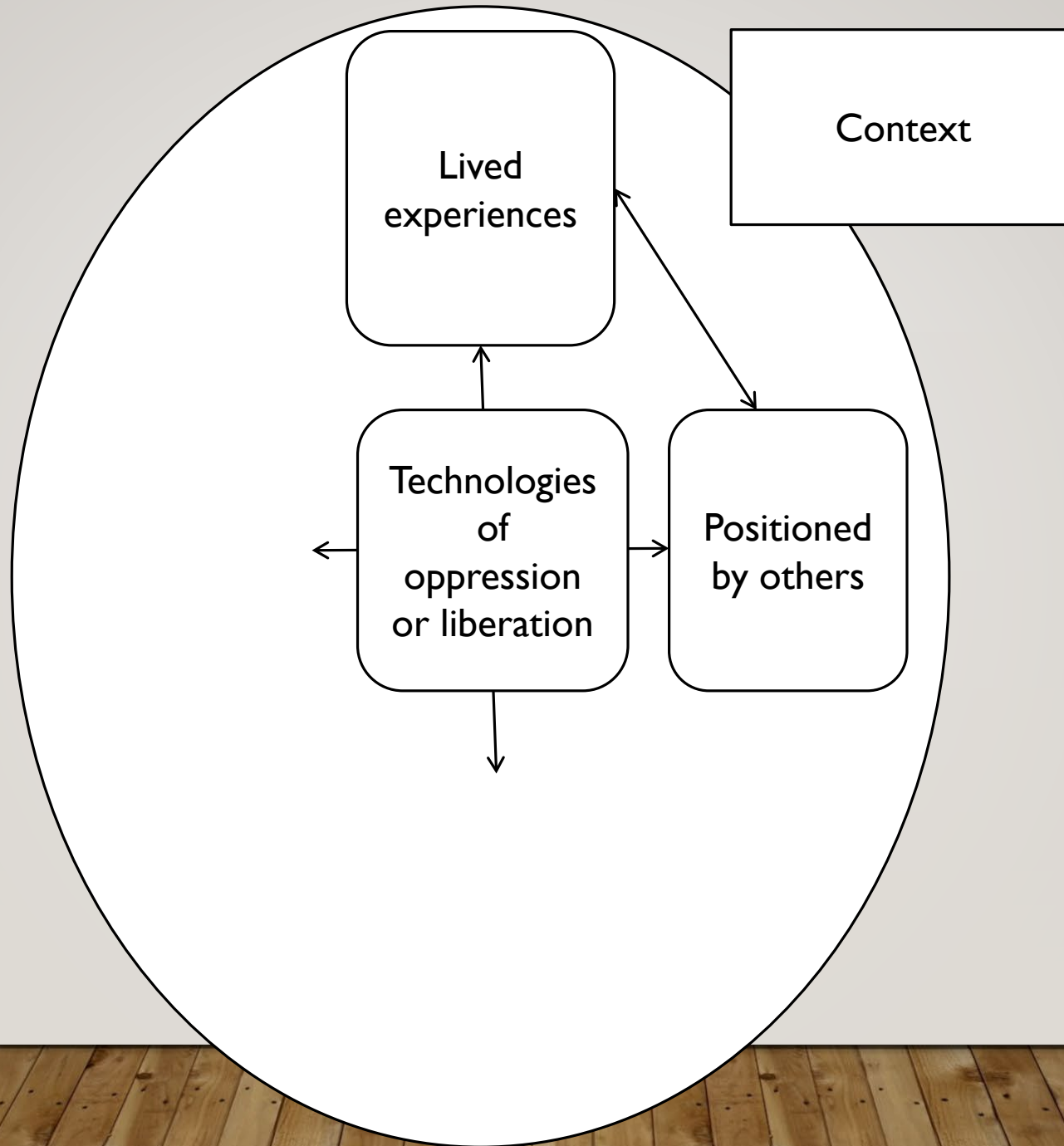
Context

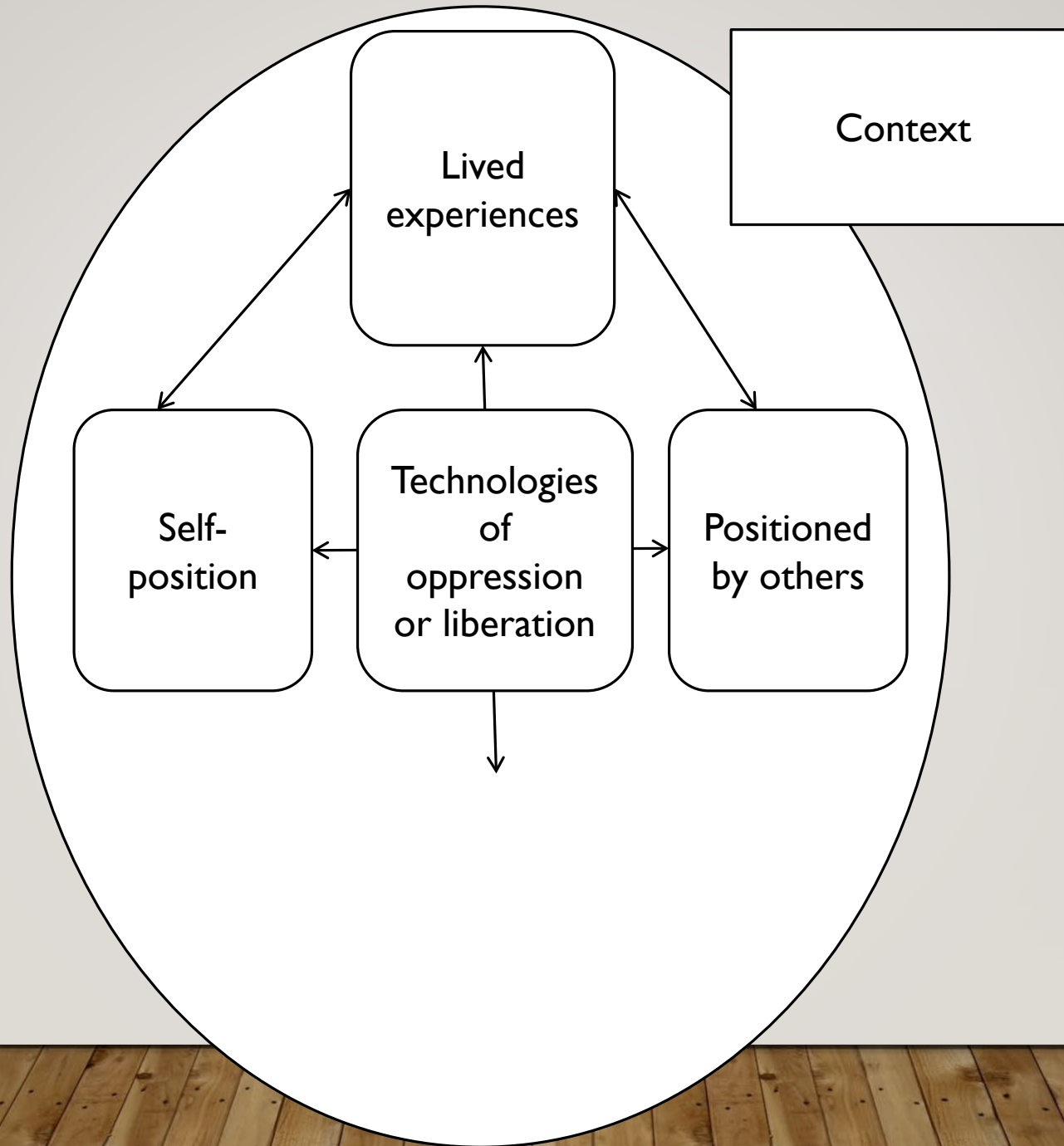


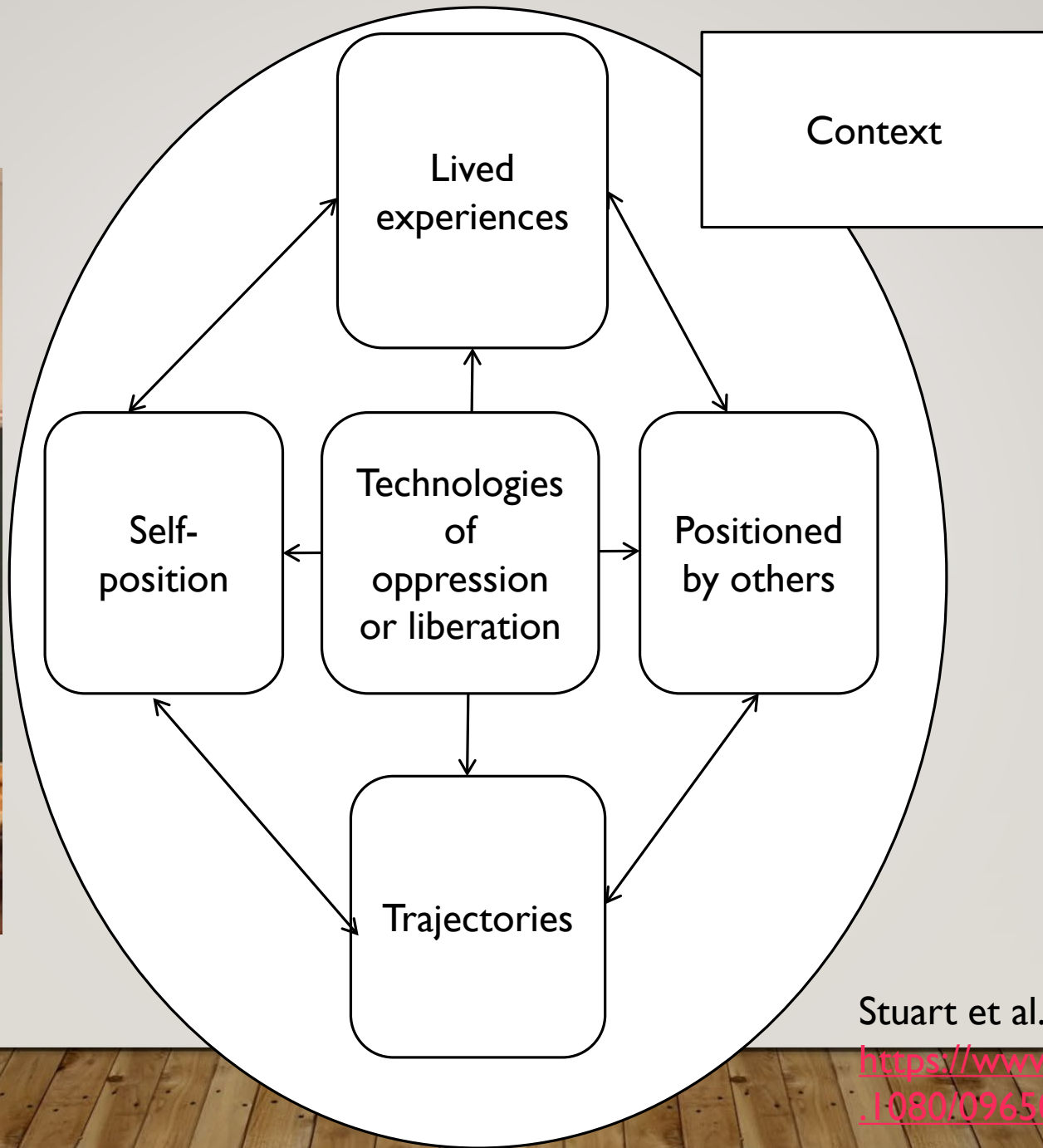
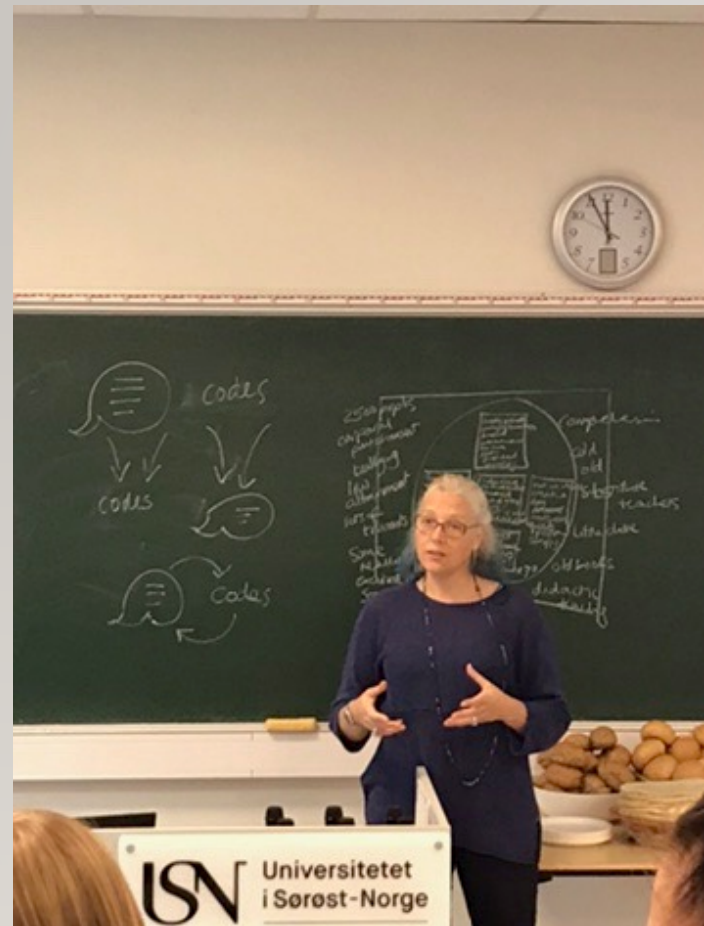
Lived  
experiences

Context

Positioned  
by others







Stuart et al., 2019

<https://www.randfonline.com/doi/full/10.1080/09650792.2019.1593870>

# METHODS

---

- 40 academics, BA and MA students
- Sampled any young person willing to speak with us – overcame labelling through open sampling (100 participants)
- Ethical approval and consent organizational, parental, individual
- Indirect approach – a conversation without an agenda or questions
- Relaxed settings
- Transcribed, coded and abductively analysed by each member of the team

# FINDINGS

---

- Drawn from the findings of the academics and researchers rather than a meta-analysis of all 100 interviews



# NORWAY

---

- A range of personal issues affect young people's ability to thrive and feel secure in school
- Young people with mental health issues are not adequately supported in schools
- Young people with additional needs e.g. dyslexia are not adequately supported in schools
- Teachers are judgmental of pupils and pressure them to achieve highly this can negatively affect performance
- Boys who enjoy aesthetic experiences at home also enjoy these subjects at school unless bullying or bad relationships with teachers puts them off these studies



# DENMARK

---

- A range of personal issues affect young people's ability to thrive and feel secure in school
- This led to isolation and adoption of an identity as a 'failure'
- Cycles of disadvantage are triggered by one school failure
- Pressure to achieve but no support to achieve
- Indirect approach could be useful as social work tool
- There are ethical issues to be managed with the indirect approach

# UK

---

- A range of personal factors mitigate against school success but these can be overcome
- Young people feel commodified, education a 'machine'
- Teachers' perceptions of the young people significantly influence the young person's self-image. Teacher expectations were often at odds with the young person's expectations and interests
- Education reproduces social inequalities, however, an innate health approach may ameliorate these effects
- Relationships with teachers have a profound impact on pupils' achievements
- Young people experience extreme bullying and oppression in schools (peers and teachers)
- Issues dealt with in the short term – 'sticking plasters'

# A SPECTRUM OF WELFARISM

---

<b>Politics</b>	<b>Liberal</b>		<b>Neo-liberal</b>
Country	Norway	Denmark	UK
Welfare approach	Most social issues addressed – welfarist approach	Support for welfare but eroded funding	Funding and empathy for welfare eroded
Impact on ESL	Considered unusual / impossible, high social stigma, high support to reintegrate	Unusual and unacceptable, some support to reintegrate	Hidden issues, undocumented, 'just deserts' approach

# RECOMMENDATIONS

---



# THEME 1: MAKE ENVIRONMENTS STUDENT-CENTRED

---

- A meaningful and relevant teaching and learning environment – co created
- Matched to the strengths and needs of pupils / students / young people
- Grounded in pupils / students / young people's passions and interests
- Flexible to pupils / students / young people's changing needs



Photo: Diku/Bjørn Harry Schønhaug

# THEME 2: EMBED A RELATIONAL APPROACH

- 
- Create wide and rich support networks
  - Improve the value and quality of relationships
  - Give time for pupils / students / young people to be themselves and to talk
  - Allow teachers / practitioners to be 'human'
  - Treat all people with equal respect through equitable practice
  - Enable individuality and collectivity



Photo: Diku/Bjørn Harry Schønhaug

# THEME 3: RADICAL PEDAGOGY

---

- Practical, experiential, informal
- Culturally sensitive and relevant
- Balance social and academic needs with opportunities for play and mixing
- Appropriate levels of support
- Equitable practice
- Tackle inequality, oppression, marginalisation explicitly
- Provide time for critical exploration of the world
- Promote questioning and challenge
- Appropriate skilled use of technology
- Fun!



# THEME 4: GOVERNANCE

---

- Reduce new public management and control and increase professionalism
- Decrease focus on statistics and evidence based practice and increase qualitative and practice based evidence paradigms
- Increase funding for resources and research with students
- Re-dress the site of blame to consider organisational aspects, not 'what is wrong with the young person / student'
- Pursue / sue people who use education / youth for their own goals



- Email: [Kaz.stuart@cumbria.ac.uk](mailto:Kaz.stuart@cumbria.ac.uk)
  - LinkedIn: Kaz Stuart
  - Twitter: [@kazstuart480](https://twitter.com/kazstuart480)
  - Twitter: [@CentreCrihs](https://twitter.com/CentreCrihs)
  - Facebook: Practitioner Action Research and Creative Methods
- 

