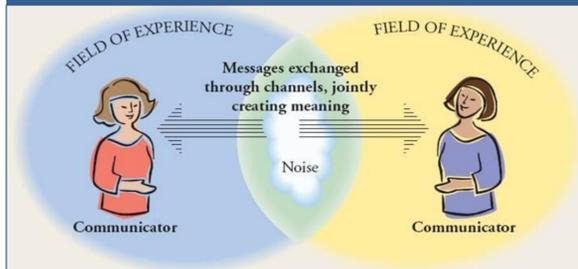


Introduction

This **empirical research** project examined the lived experience of local academics in transnational partnerships. It explored:

- The participants' experience of working within the competing realities of their cultural universe¹
- The development of sense-making 'hybrid' identities
- The implications for their practice

Theoretical Context



Social constructivist approach:

- The data offers subjective perspectives²

Themes Identified in the literature:

- **Culture**
- **Identity**
- **Practice**

The **cultural** dimension which an individual accesses informs his or her **identity** formation³. This then forms the resources which shape **practice**, ie behavioural norms⁴.

Research explores the ways in which the participants adapt their **practice** to:

- Maintain an authentic sense of **identity**
- Accommodate their **cultural** universe

Methods

Sample:

Volunteers invited from an Indian college working in partnership with a UK university. 13 participants came forward, all experienced in transnational partnerships

Qualitative Approach:

To elicit co-construction of meaningful data:

- Depth rather than breadth
- Understanding rather than explanation⁵

Data Collection:

- Email dialogue, encouraging reflection on practice
- Dialogic interviews, which focused on issues of identity and culture, related to narratives of practice
- Participants invited to bring artefacts which represented their identity as teachers, enabling them to set the agenda, therefore generating meaningful dialogue⁶

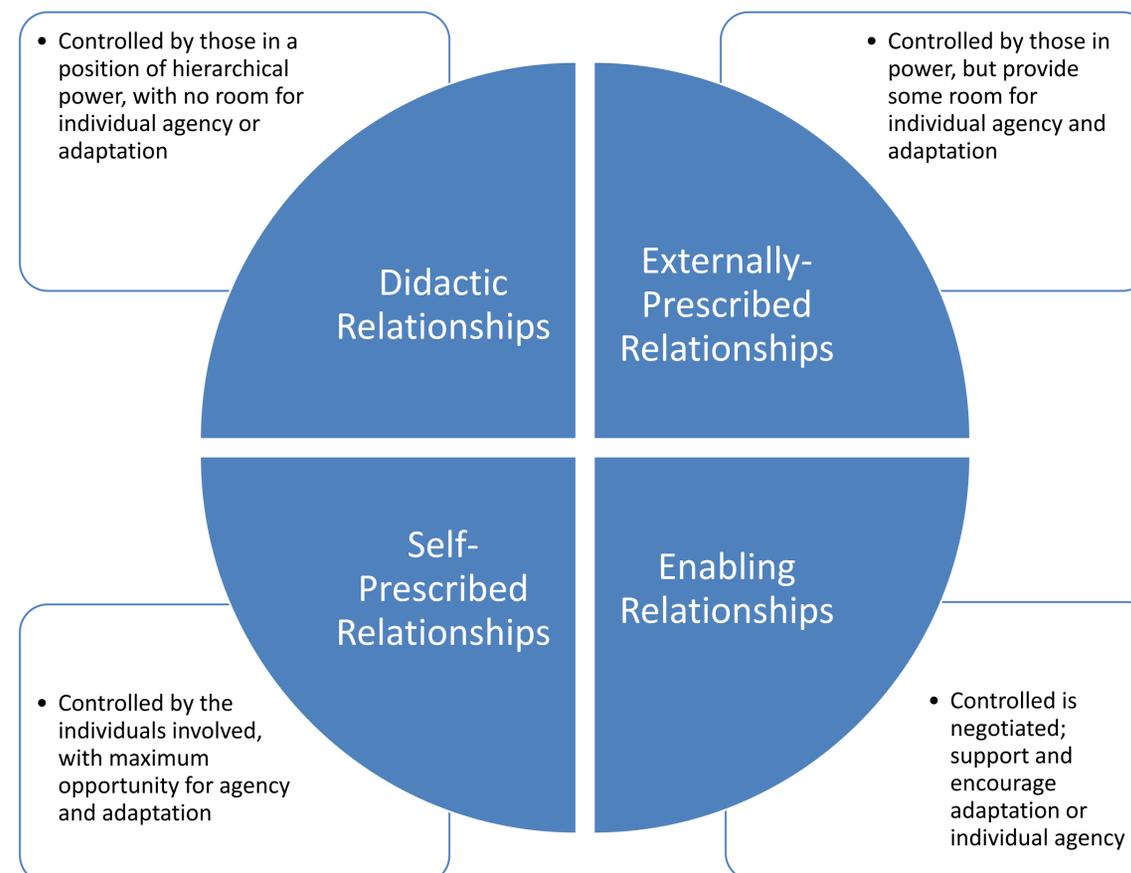
Findings

Key Themes:

- The complex cultural universe of local academics, which both defines and constrains their practice.
- The role of relationships in influencing behaviours within this environment

Resulted in the creation of a typology of participants' relationships with institutions, colleagues and students, categorised by **locus of power** and level of **individual agency** (see figure 1)

Figure 1: A Typology of Relationships



Conclusion

- **Didactic** and **externally-prescribed** relationships reflect *cultural* capital, i.e. the behaviour expected by dominant groups and constrained by the rules of their social context⁷
- **Enabling** and **self-prescribed** relationships reflect the participants' *social* capital, which enables reconciliation of behaviour and self-identity.

Implications for Policy/Practice

- Awarding institutions should:
 - Acknowledge the competing cultural imperatives
 - Encourage enabling relationships, and extend the opportunity for self-prescription, to enhance the collaborative partnership

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