

University Reform, Globalisation and Europeanisation (URGE)



Work Package 4

EU FP7 (PEOPLE) MARIE CURIE IRSES

Contents

	Page
1. Detailed plan for the work package	3
2. Copenhagen research workshop, 8-10 August 2012	7
2.1 Announcement	7
2.2 Outline	8
2.3 Programme	11
2.4 Abstracts	16
2.5 Attendance list	21
2.6 Photographs	25
3. Copenhagen postgraduate seminar, 13 August 2012	28
3.1 Attendance list	28
4. PhD course, Copenhagen 28 May-1 June 2012	31
4.1 PhD Course outline	31
4.2 Attendance list	34
5. Papers and presentations	35
5.1 Seminar by Sheila Trahar (UNIVBRIS) at DPU/AU	35
5.2 Presentation from PhD course to URGE workshop	36
5.3 Paper to conference of European Educational Research Association	38

1. Detailed Plan for Work Package 4

Work package number	4	Start date or starting event:	Feb 2011
Work package title	Policies: Universities as knowledge organisations		
Beneficiary/Partner	AU/UoA		
Organisation short name	UNIVBRIS/UoA		
Work package coordinator	Prof. Susan Wright (AU)		

Description of work and Objectives (as originally in the application)

Many international agencies, not least the EU and the OECD, envisage a knowledge-based economy where the aim is to translate knowledge efficiently into innovation and production through regional and global networks of flexible organisations, with new styles of leadership and proactive, self-managing workers. In many countries, reforms have aimed to reposition universities within this economy. The Lisbon process, for example, has called for the establishment of a more autonomous form of university governance and more strategic leadership. In other settings this is to be achieved by circumscribing existing university autonomy through greater state direction in the form of funding mechanisms, governance reform, or legislative change. Many countries have tried to introduce such changes in order to strengthen ties between universities and local and globally organised industries, to stimulate greater economy and efficiency, and to create a more entrepreneurial environment for academics. Similar packages of reforms have been applied to universities with very different constitutions, relations to the state, and forms of internal decision making. The UK, New Zealand and Denmark exemplify the range of differences very well. The package is designed to connect the partners' existing research and the comparative literature on the reform of university governance and management to a broader research agenda on the local and global envisaging and enactment of knowledge organisations.

Objectives

- Share AU's knowledge on the conceptualisation of knowledge organisations and the role of universities in society and on how managers and workers are envisaged.
- Share AU's, UNIVBRIS's and UoA's knowledge on the reform of universities as knowledge organisations, with new roles in the surrounding society, and new forms of governance and management.
- Produce a detailed comparison between the three contexts which gets beneath similarities in the policy language to explore the ways universities, their leaders and workers, are conceptualised as knowledge organisations and changing in practice.

- Compare the above with similar research in the UK and Australia.
- Identify areas of future collaborative research between the partners.

Improvements to the description (arising from WP4 planning meetings)

There have been three improvements since the original proposal was written. First, the three teams' existing knowledge, and ideas for future projects, are much greater than originally envisaged for this work package. Second, knowledge exchanges to date in WPs 1-3 have facilitated a more informed framing of possibilities and objectives. Third, the first three bullet points in the above Objectives, can be better formulated in three sets of questions that have emerged from the planning meetings, and that we must be careful to keep integrating together:

1. How are universities being reconceptualised as 'knowledge organisations' (and what does that mean) in a knowledge economy? I.e. how are they being:
 - envisaged as having new roles in their region
 - networked into the new 'ecology' of industry, finance capital, government and knowledge producers, on a global scale
 - asked (e.g. EU 2008, Danish government 2003) not just to transfer knowledge to industry but to increase their 'interaction' with 'surrounding society' – with roles to be 'entrepreneurial', develop civil society and democracy, and be the 'critic and conscience' of society.
2. What changes to the university are being introduced in the name of equipping universities to fulfil these roles? I.e. how is this reflected in areas such as 'autonomy', reform of governance, strategic leadership, changes to financing, decision making, and disciplinary groupings and organisation?
3. How does this change the environment for, and expectations of, academics? They are, variously, conceived of as in need of strategic leadership, required to produce predetermined (ac)countable outputs, and expected to be self-managing, as well as self-motivated, pro-active and entrepreneurial. What do all these terms mean in policy imaginaries and in practice? How do academics, like other 'knowledge workers', make sense of this complex of ideas and expectations? What new opportunities, advantages and self understandings, as well as tensions, alienation or stress are they finding and experiencing? (This third strand will be developed further in terms of research practices in WP5 and in terms of academic careers, diversity and academic practice in WP6).

The existing and proposed work that contributes to this work package often focuses on one or two of the above, but the aim of the workshop should be to explore connections across all three, in keeping with URGE's overall objective to connect large-scale changes to 'political economy' with detailed and ethnographic changes 'on the ground'.

Tasks

We are committed to doing the following

Task 4.1: Share knowledge from AU's project on the ways knowledge organisations, their leadership and the nature of their workers are envisaged.

Task 4.2: Share knowledge from existing projects about the reform of universities, their changing roles in the society and economy, their autonomous governance and strategic management:

Task 4.3: Use insights from the above to review literature on the reform of universities as knowledge organisations elsewhere in Europe, notably in the UK, and in Australia.

Task 4.4: Generate detailed ethnographic comparisons, which get beneath similarities in the policy language, to explore how universities are conceptualised as knowledge organisations.

Visits

The visits listed below involve sharing knowledge from existing projects, and/or making comparative studies, and/or developing new projects out of URGE workshops and networks:

1. Bovbjerg (AU) will visit UoA (5 months) hosted by Shore and Rata. The purpose of this visit is to share knowledge arising from the project 'Stress, New Management and Intervention' in 4 kinds of 'knowledge organisations' in the public sector, and gain insights from comparative research on new forms of knowledge organisations in New Zealand. (Focusing also on Teamwork as part of a new research project on teamwork in different knowledge organisations)
2. Tremewan (UoA) will visit AU (1 month) hosted by Wright to share his knowledge of strategies to reposition universities in New Zealand and its regions.
3. Shore (UoA) will visit UNIVBRIS/AU (1 month). The purpose of this visit is to share knowledge arising from the project 'An Ethnography of Auckland University' and contribute to the WP4 workshop.
4. Robertson (UNIVBRIS) will visit AU to coincide with Shore's visit. She will share knowledge on the changed role of universities in the Bristol city/region, focusing on concepts of innovation and entrepreneurialism (ESRC funded project). The aims are to gain comparative insights from New Zealand and contribute to the WP4 workshop. (This visit is not covered by IRSES exchanges and funding will be sought elsewhere, e.g. Erasmus programme for staff mobility).
5. Lewis (UoA) will visit AU (1-2 months). The purpose is to work on a proposed project (with Shore) on 'The third mission of the university', focusing especially on the organisation of third stream activities in 7 countries, the tensions third stream activities generate for the social sciences, and concepts of academic entrepreneurship.
6. Optimally the visits of Lewis, Shore and Robertson will coincide by a visit to DPU by Vandzinskaite (Lithuania), to exchange ideas about universities' third mission and contribute to the formulation of her post doc project on 'Universities' interaction with

surrounding society in a Nordic welfare state (Denmark) and a Baltic post-soviet state (Lithuania)'.

7. Michel-Schertges (AU) will visit UoA (2 months). The purpose is to conduct comparative research on academic identity formation, focusing on social arbitrariness, consciousness and alienation.
8. Trahar (UNIVBRIS) to visit AU (funded by Erasmus staff mobility) to share existing research on academics' experience of changing university environments (to be developed further for WP6, with a possible visit to UoA, and a focus on academics' reflexivity over teaching and quality)
9. Trahar (UNIVBRIS) will visit UoA (1 month).

Deliverables

D 4.1 Scientific working paper on ethnographies of university reform and universities as knowledge organizations.

D 4.2 Workshop to create synergies between existing knowledge and identify areas for future collaborative research at DPU, Copenhagen, on Wednesday 8 to Friday 10 August 2012.

Researchers involved

Involved in visits:

Bovbjerg (AU), Trahar (UNIVBRIS), Shore (UoA), Tremewan (UoA) Lewis (UoA), Michel-Schertges (AU)

Separately funded: Robertson (UNIVBRIS), Trahar (UNIVBRIS)

Involved as hosts:

Wright (AU), Kristensen (AU), Moutsios (AU), Nielsen (AU), Shore (UoA), Rata (UoA), Tremewan (UoA)

2. Copenhagen research workshop, 8-10 August 2012

2.1 Announcement

EPOKE



UNIVERSITIES AS KNOWLEDGE ORGANISATIONS?

This workshop draws on research in Denmark, New Zealand and UK to address these questions:

- How are universities reconceptualised as 'knowledge organisations' in a 'knowledge economy'?
- What changes aim to equip universities to fulfil new and existing roles - being 'entrepreneurial', transferring knowledge to industry and 'surrounding society', acting as the 'critic and conscience' of society?
- If academics are in need of strategic leadership, required to produce predetermined (ac)countable outputs, and be self-managing, self-motivated and pro-active, how does this change the environment for, and expectations of, academics?
- Are there emerging new forms of 'entrepreneurial academics'?

Participants include:

Susan Robertson, Roger Dale, Sheila Trahar, Lisa Lucas (University of Bristol)
Cris Shore, Chris Tremewan, Nick Lewis (University of Auckland)
Sue Wight, Jakob Krause-Jensen, Dirk Michel-Schertges (Aarhus University).

This workshop is part of the URGE project (University Reform, Globalisation and Europeanisation) funded by FP7 PEOPLE IRSES.

8-10 August 2012

Rooms D165 and D170

Department of Education, Aarhus University, Tuborgvej 164, 2400 CPH NV

2.2 Outline: 'Universities as knowledge organisations'

Rationale

Reforms in many countries are designed to reposition universities within an envisaged global knowledge-based economy. The aim is to translate knowledge efficiently into innovation and production through regional and global networks of flexible knowledge organisations, with new styles of leadership and proactive, self-managing workers.

Similar packages of reforms have been applied to universities with very different constitutions, relations to the state, and forms of internal decision making. Moreover, within particular contexts, the meanings of key terms - autonomy, state steering, strategic leadership, entrepreneurialism - are often contested. For example, the Lisbon process called for the establishment of a more 'autonomous' form of university governance and more 'strategic' leadership. yet European rectors complained that such moves were accompanied by circumscribing existing university 'autonomy' and their own room for manoeuvre through greater state direction in the form of funding mechanisms, governance reform, or legislative change.

Research questions

The workshop will address the following clusters of questions:

1. How are universities being reconceptualised and repositioned as 'knowledge organisations' in a 'knowledge economy' in Denmark, New Zealand and UK?

What do the terms 'knowledge organisations' and 'knowledge economy' mean?

Who is doing this repositioning?

How are universities being networked into the new 'ecology' of industry, finance capital, government and knowledge producers, on a global scale?

How are universities envisaged as having new roles in their region?

What changes to the university are being introduced in the name of equipping universities to fulfil these roles?

How is this reflected in changes to and contests over 'autonomy', governance, strategic leadership, state steering, financing, decision making, and disciplinary groupings and organisation?

2. How do such reforms envisage workers in knowledge organisations? How are they expected to perform? How do they actually perform and what new academic subjects are being created?

How do these ideas about knowledge workers apply in universities? If academics are, variously, conceived of as in need of strategic leadership, required to produce predetermined (ac)countable outputs, and expected to be self-managing, as well as self-

motivated, pro-active and entrepreneurial, what do all these terms mean in policy imaginaries, and how does this change the environment for, and expectations of, academics?

How do academics, like other 'knowledge workers', make sense of this complex of ideas and expectations? What new opportunities, advantages and self understandings, as well as tensions, alienation or stress are they finding and experiencing?

Are there emerging new forms of 'entrepreneurial academics'?

3. How do universities enact their multiple roles: to transfer knowledge to industry, increase their 'interaction' with 'surrounding society', be 'entrepreneurial', develop civil society and democracy, and be the 'critic and conscience' of society?

How can universities speak to a global higher education community and market – and overcome a methodological nationalist view?

How are the tensions that arise negotiated? With what outcomes?

Approach

This workshop is the culmination of work package 4 in the URGE programme. The aims are to:

1. Bring together the research of partners in Denmark, New Zealand and UK so as to share existing knowledge and develop new collaborative projects
2. Generate detailed ethnographic comparisons, which get beneath similarities in the policy language, to explore how universities are conceptualised as knowledge organisations.
3. Connect analysis of large scale changes to policy and political economy with changes to academic practice. Whereas research often focuses on one or two of the above three clusters of questions, the approach in this workshop is to explore connections across all three, in keeping with URGE's overall objective to connect large-scale changes to 'political economy' with detailed and ethnographic changes 'on the ground'.

Partners' projects contributing to this workshop

The projects and research that are brought together in this workshop include:

- 'Stress, new management and intervention – borderless work in public organisations', which explored how four kinds of public sector 'knowledge organisations' (including universities), their managers and workers were conceptualised and enacted. (Kirsten Marie Bovbjerg, Jakob Krause-Jensen and Sue Wright, DPU/Aarhus University).
- Strategies to reposition universities in New Zealand and its regions. (Chris Tremewan, Auckland University).
- Partners' knowledge of the reform of universities as knowledge organisations elsewhere, notably in Europe and in Australia and the Asia-Pacific Rim. (Chris Tremewan, Cris Shore, Auckland University; Susan Robertson, Roger Dale, Bristol University; Sue Wright, DPU/Aarhus University, and others).

- 'An Ethnography of Auckland University', including new roles in the surrounding society, and contested new forms of governance and management. (Cris Shore, Auckland University).
- Changed role of universities in the Bristol city/region, focusing on concepts of innovation and entrepreneurialism (Susan Robertson, University of Bristol).
- 'The third mission of the university', a proposed project focusing especially on the organisation of third stream activities in 7 countries, the tensions third stream activities generate for the social sciences, and concepts of academic entrepreneurship (Nick Lewis and Cris Shore, Auckland University).
- Universities' interaction with surrounding society in a Nordic welfare state (Denmark) and a Baltic post-soviet state (Lithuania)' a proposed post-doc project to be conducted at DPU/Aarhus University (Deivida Vandzinskaite, Siauliai University).
- 'Academic identities: Exploring the methodological value of collective biography and collaborative writing' results of a faculty seminar and PhD course on academics' experience of changing university environments held at DPU/Aarhus University. (Sheila Trahar, University of Bristol).
- Comparative research on academic identity formation, focusing on social arbitrariness, consciousness and alienation, a proposed project. (Dirk Michel-Schertges, DPU/Aarhus University).

2.3 Workshop Programme: ‘Universities as knowledge organisations?’

Wednesday 8 August 2012

9.30 Coffee, tea, roll

10.00 -11.00 **Introductions**

Round the table - Participants introduce themselves

Sue Wright (DPU/AU) – Overview of URGE project, the aims of this workshop, the themes and research questions

Discussion

11.00 **Session 1**

Chair: Nick Lewis

How are universities being reconceptualised and repositioned as ‘knowledge organisations’ in a ‘knowledge economy’ in Denmark, New Zealand and UK?

What do the terms ‘knowledge organisations’ and ‘knowledge economy’ mean?

Who is doing this repositioning?

How are universities being networked into the new ‘ecology’ of industry, finance capital, government and knowledge producers, on a global scale?

How are universities envisaged as having new roles in their region?

What changes to the university are being introduced in the name of equipping universities to fulfil these roles?

How is this reflected in changes to and contests over ‘autonomy’, governance, strategic leadership, state steering, financing, decision making, and disciplinary groupings and organisation?

11.00-11.25 Sue Wright (DPU/AU) – Universities as knowledge organisations in the competition state

11.25-12.15 Discussion

12.30-13.30 **Lunch**

Session 1 continued

13.30-13.55 Chris Tremewan (UoA) - The Emerging Significance of Research Universities in the International Relations of States

13.55-14.10 Discussion

14.10-14.35 Roger Dale (UNIVBRIS) – The role of reputational risk in redesigning and realigning universities

14.35-14.50 Discussion

14.50-15.30 Round table discussion
Initial questions - ??

15.30-16.00 **Break**

16.00-17.30 **Planning meetings**

Planning meetings for Work Packages 5 & 6 and Auckland final workshop

19.00 **Workshop dinner**

(Registered participants paid for)

Fiasco Restaurant, Gammel Kongevej 176, 1850 Frederiksberg
Tlf 33 31 74 87 (Map and instructions to follow)

Thursday 9 August 2012

9.00 Coffee and roll

9.30 **Session 2**
Chair ??

How do such reforms envisage workers in knowledge organisations? How are they expected to perform? How do they actually perform and what new academic subjects are being created?

How do these ideas about knowledge workers apply in universities? If academics are, variously, conceived of as in need of strategic leadership, required to produce predetermined (ac)countable outputs, and expected to be self-managing, as well as self-motivated, pro-active and entrepreneurial, what do all these terms mean in policy imaginaries, and how does this change the environment for, and expectations of, academics?

How do academics, like other ‘knowledge workers’, make sense of this complex of ideas and expectations? What new opportunities, advantages and self understandings, as well as tensions, alienation or stress are they finding and experiencing?

Are there emerging new forms of ‘entrepreneurial academics’?

9.30-9.55 Jakob Krause Jensen and Kirsten Marie Bovbjerg –
Restructuring public sector service— reimagining proactive selves.

9.55-10.10 Discussion

10.10-10.35 Brigitte Gorm Hansen (Copenhagen University) –
Science/industry collaboration: Bugs and project barons managing symbiosis.

10.35-10.50 Discussion

- 10.50-11.00 Break
- 11.00-11.25 Sheila Trahar (UNIVBRIS) – Standing on the shoulders of giants: using collaborative writing to explore academic identities
- 11.25-11.40 Discussion
- 11.40-12.15 Round table discussion
Initial questions - Dirk Michel-Schertges
- 12.30-13.30 **Lunch**
- 13.30-16.00 **Annual assembly**
Agenda (draft)
- a. Notes of 2011 Annual Assembly, overview of progress and reports sent to EU (Sue Wright)
 - b. Discussion of draft for working paper 2? (Cris Shore)
 - c. Discussion of draft for working paper 3? (Roger Dale)
 - d. Plans for UNIKE project (Sue Wright)
 - e. Plans for Erasmus Mundus application (Gritt Nielsen and Sue Wright)
 - f. Discussion of how to take forward collaborative work on third mission and academic entrepreneurialism (Nick Lewis, Cris Shore, Deivida Vandzinskaite, Susan Robertson)
 - g. Publications plans
 - h. Anything else?
- 16.00-18.00 **Walk-and-talk in Copenhagen**
- 18.00 Drink at a cafe
- 19.00 **Dinner**
(Paying for ourselves – Buffet 99kr)
St. Kannikestræde 19, 1169 København K

Tlf 33 32 33 45 (Map and instructions to follow)

Friday 10 August 2012

9.30 Coffee and roll

10.00 **Session 3**

Chair ???

How do universities enact their multiple roles: to transfer knowledge to industry, increase their ‘interaction’ with ‘surrounding society’, be ‘entrepreneurial’, develop civil society and democracy, and be the ‘critic and conscience’ of society?

How can universities speak to a global higher education community and market – and overcome a methodological nationalist view?

How are the tensions that arise negotiated? With what outcomes?

10.00-10.25 Susan Robertson (UNIVBRIS) – Role of universities in the Bristol region: enterprise, entrepreneurialism and social innovation

10.25-10.40 Discussion

10.40-11.05 Nick Lewis and Cris Shore (UoA) – Academic entrepreneurialism and university commercialization: the rise of the Third Mission in New Zealand

11.05-11.20 Discussion

11.20-12.30 Roundtable discussion
Initial questions - Deivida Vandzinskaite

12.30-13.30 **Lunch and workshop ends.**

2.4 Abstracts

The role of reputational risk in redesigning and realigning universities

Roger Dale (UNIVBRIS)

This paper will argue that the most pervasive influence on the operation of Universities at present is the development of techniques of risk management as the main response to the degree and nature of the uncertainties and the size and significance of the stakes confronting them. RM was introduced by UK HEFCE as a more or less mandatory tool that leads Universities to become strategic entrepreneurial actors which must ‘engage in practices like competition and strategy development formerly exclusive to the private sector’.(Huber) So the rationale behind risk management becomes a dominant one as it is reproduced through internalisation (Power, Scheytt, Soin, & Sahlin, 2009). The lens of risk management becomes the dominant means through which the organisation represents and responds to its environment.

At the basis of this, ‘Reputation’ has emerged as the key and dominant currency of risk to Universities world wide. This has been enabled and fuelled through a process where agencies external to the organisation, and initially possibly peripheral to, and even parasitic on, the field, not only collect information from institutions within the field, but combine and produce it in new forms, typically aggregate rankings

Reputational rankings generate ‘self-reinforcing behaviours and shifting cognitive frames and values over time...and have the potential to shift motivations and missions by constructing self-reinforcing circuits of performance’ , so that ‘organizational performance indicators for internal purposes come to be reactively aligned with those which inform an evaluation or ranking system’ (Espeland and Sauder 2007)’ (312)---and also vice versa.

Science/industry collaboration: Bugs and project barons managing symbiosis.

Birgitte Gorm Hansen (Copenhagen University)

This paper is based on a study of highly successful scientists in Denmark, who have been subject to a range of policy and funding reforms geared to getting them to focus their activities on government priorities and especially collaboration with industry. Their research on how insects adapt their environments to their needs provides an extended metaphor for the management of their own research environment. Drawing on interviews with the head of a research centre in plant biology, this paper argues that biology and biotech are *symbionts*. In order to be viable and productive, symbiosis needs to be carefully managed and given room for divergence within mutual dependence. This process does not take place as the negotiation of a pre-existing science-industry boundary. Rather, viability is obtained through a strategy of *circumventing* the science-industry food chain and *sequestering* biotech components within the research centre. Symbiosis allows academic scientists to do biology while at the same time demonstrating entrepreneurial spirit. This exploration of symbiosis yields a very different way of understanding science/industry collaboration to that imagined by policy makers. It contrasts the (governmental) logic of the parasite with the (academic) logic of the symbiont.

Restructuring public sector service— reimagining proactive selves.

Jakob Krause Jensen and Kirsten Marie Bovbjerg

In the wake of public sector reform a record number of employees suffer from work-related stress. Our material from Danish public sector institutions suggests that a large part of the problem is the cross-pressure experienced by employees, who have seen growing demands on their service at the same time as they are measured and held accountable for meeting specific targets in a situation, where they find it increasingly difficult to do so because of tight public sector budgets. Furthermore, stress-intervention and management strategies from the private sector (e.g., Lean, Mindfulness, coaching) and notions of 'self-esteem' introduced to help workers thrive and work more effectively imply specific ideals about *the proactive worker*, which threaten professional understandings.

Academic entrepreneurialism and university commercialization: the rise of the Third Mission in New Zealand

Nick Lewis and Cris Shore (UoA)

One crucial yet still largely under-theorised development within contemporary higher education has been the rise of the university ‘third mission’. ‘Third mission’ refers to activities such as commercialization of research and the establishment of externally referenced research institutes that bring external actors including business and government more directly into the routine activities of universities. Current literature suggests that these trends are having a major impact not only on research and the work of academics and their relations to each other, but also on universities as knowledge organizations. This paper is set in three parts. First, we examine debates about the rise of the third mission and its significance for the idea of the public university. Second, we map the rise of the third mission in New Zealand universities and illustrate how they are organising themselves to engage with technology transfer and commercialisation. Finally, we reflect on the wider implications of these developments. We ask how are universities being reconfigured as a result of the third mission? How are the boundaries of the university being re-defined? What new kinds of subjectivities and knowledge spaces are these activities creating? What new forms of management and governance are being created?

Challenging Hegemonic Conceptions of Enterprise, Entrepreneurship and Innovation: Counter-Cases on the Roles of the Universities in City Regional Development.

Susan Robertson (UNIVBRIS)

In this paper, first I identify a particular conception of enterprise, entrepreneurship and innovation that dominates contemporary policy and practice around the role of universities in city regional development. Drawing upon three case studies, I then show the complex and multiple ways that universities actually enact their roles. I argue that these often run counter to current discourses and championed ‘cases’ of the role of universities as engines for the creation of high value-added knowledge economies. For example, the Bristol Bike Project not only works with global refugees but, using voluntary labour – including many university students, aims at being sustainable through the recycling of mechanical parts and the passing on or generation of social knowledge and skills. The FOODCYCLE project, created by university students, has negotiated to acquire surplus food from local supermarkets, and uses student volunteers as labour to make this food available to

less-well off members of the community. Finally my research on SETsquared, a high-tech incubator aimed at creating small scalable spin-out firms, shows the way these firms are highly dependent on social, cultural and organisational capital acquired within and beyond the university. Above all, SETsquared challenges conventional theories on the heroic figure at the heart of entrepreneurship. These very different cases highlight the ways in which narrow policy and theoretical conceptions of enterprise and entrepreneurship place limits on what is valued, funded and researched. Critical researchers, by revealing these cases, can contribute to a counter-hegemonic reading of everyday practices within the contemporary university.

Standing on the Shoulders of Giants: Using Collaborative Writing to Explore Academic Identities

Sheila Trahar et al. (UNIVBRIS)

In May 2012, seven people met over 3 days at DPU, to talk and write together on the theme of 'academic identities'. All of us were connected with the URGE project. We used the work of Bronwyn Davies and Susanne Gannon '*Doing Collective Biography*' (2006) as a loose framework for our project but deviated from it in several ways. The writing from the 3 days continues.

In this session, we share our reflections on our experiences of those 3 days in May, and the complexities that are emerging as we continue to write together, collaboratively, in particular the ethical issues of 'editing' each other's writing. In addition, we shall discuss collaborative writing as a methodological approach and its potential to explore the construction of academic identities.

The Emerging Significance of Research Universities in the International Relations of States.

Chris Tremewan (UoA)

This paper builds on an article currently being written on 'Reimagining internationalization in higher education: international consortia as a transformative space'. Extending this work into international relations will involve understanding international university networks as beginning to comprise part of the international 'architecture' of foreign policy, trade and security. The implications of this for the nature of the university as a knowledge organization will be investigated. It will

draw on the cases of NZ and Singapore as well as general references to the UK and the US.

Universities as knowledge organisations in the competition state

Sue Wright (DPU/AU)

In a world envisaged as consisting of competing units on every scale - countries, regions, cities and individuals - the role of the competition state is to mobilise all possible productive resources and deploy them to competitive advantage (Cerny 1990, Pedersen 2011). This entails the state providing the legal, regulatory and financial framework for opening up the new frontiers for capital in the global 'offshore', reforming the organisation and steering of educational and other services so that they contributed to economic competitiveness, and enabling every individual to optimise their skills and their position in a global labour market, with the idea that the country, as a result, would prosper.

What was the competition about? By the 1990s, widespread discussions about new forms of industrial and social organisation focused on 'knowledge' as a new resource. Competitive advantage was said to lie in the speed at which new knowledge could be generated and converted into innovative products or new ways of organising operations. As the Danish government (2006) said in its globalisation strategy, to retain its position as one of the richest countries in the world, it needed a high skills population and an efficient system of generating knowledge and transferring it to industry and 'surrounding society'. Universities were thrust centre stage as the agents mobilised by the competition state for the country to succeed in the global knowledge economy.

This paper explores the ways that the Danish government has reformed the public sector, including universities, to turn them into autonomous 'knowledge organisations'. It will first consider in particular assumptions and contradictions in the state steering system and the institutional management that are intended to make universities network and compete successfully in this new ecology of public and private organizations (Robertson et al. 2012). Second, it will explore assumptions and contradictions about the nature of the 'worker' in such knowledge organizations, as exemplified by recent cases in the media.

2.5 Attendance list

URGE WP"4 Workshop at Department of Education, Aarhus University 8-10 August 2012

Speakers

Title	Name	Institution	E-mail
Ph.d.	Birgitte Gorm Hansen	University of Copenhagen	
Dr.	Chris Tremewan,	University of Auckland	secgen@apru.org
Professor	Cris Shore	University of Auckland	c.shore@auckland.ac.nz
	Deivida Vanzinskaite		deivida@gmail.com
Assistant professor, ph.d.	Gritt B. Nielsen	Aarhus University	GBN@dpu.dk
Associate professor	Jakob Krause Jensen	Aarhus University	JAKJ@dpu.dk
Associate professor, ph.d.	Kirsten Marie Bovbjerg	Aarhus University	kibo@dpu.dk
Dr.	Nick Lewis	University of Auckland	n.lewis@auckland.ac.nz
Professor	Roger Dale	University of Bristol	r.dale@bristol.ac.uk
Dr.	Sheila Trahar	University of Bristol	s.trahar@bristol.ac.uk
Professor	Susan Robertson	University of Bristol	s.l.robertson@bristol.ac.uk
Professor	Susan Wright	Aarhus University	suwr@dpu.dk

Participants

Student in MA Lifelong Learning	Adriana Fari-Palko	MA LLL student	adrianafaripalko@gmail.com
Ph.d.-stipendiat	Ann Katrine Bønnelykke Soffer	Aarhus University	AKBS@dpu.dk
Associate Professor	Helle Bundgaard	University of Copenhagen	helle.bundgaard@anthro.ku.dk
Associate Professor	Dirk Michel Schertges	Aarhus University	demi@dpu.dk
	Jakob Williams Ørberg	Danish Agency for Science, Technology and Innovation	jaw@fi.dk
Assistant professor	Jesper Eckert Larsen	Aarhus University	jel@dpu.dk
Ph.d.-stipendiat	Katja Brøgger Jensen	Aarhus University	kabj@dpu.dk
Ph.d. student	Katrine Scott	Lunds universitet	Katrine.scott@genus.lu.se
Ph.d.	Laura Louise Sarauw	University of Copenhagen	lls@hum.ku.dk
	Martin Bech	Aarhus University	mbe@adm.au.dk
Stud. Cand. Pæd.	Morten Korsgaard		kossinho@hotmail.com
Director	Niels Henrik Meedom	Aarhus University	nhme@dpu.dk
Erasmus Mundus Master student	Pasqua Marina Tota		pmarina.tota@gmail.com
Assistant professor	Pia Cort	Aarhus University	cort@dpu.dk
Post Doc	Sarah Robinson	Aarhus University	srobin@asb.dk
Stud. Cand. Pæd.	Sarah Skjærbæk Jensen	Aarhus University	cuda2912@hotmail.com
Stud. Cand. Pæd.	Stig Skov Mortensen	Aarhus University	ssm@dpu.dk
Ph.d. student	Stine Kaplan Jørgensen	Aarhus University	stjo@dpu.dk

URGE WP"4 Workshop at Department of Education, Aarhus University 8-10 August 2012

Speakers

Title	Name	Institution	E-mail	Signature
Ph.d.	Birgitte Gorm Hansen	University of Copenhagen	BGH.LPF@COS.DK	BGH & G
Dr.	Chris Tremewan,	University of Auckland	secgen@apru.org	
Professor	Cris Shore	University of Auckland	c.shore@auckland.ac.nz	
Dr.	Deivida Vanzinskaite	Siaubai University	deivida@gmail.com	
Assistant professor, ph.d.	Gritt B. Nielsen	Aarhus University	GBN@dpu.dk	
Associate professor	Jakob Krause Jensen	Aarhus University	JAKJ@dpu.dk	
Associate professor, ph.d.	Kirsten Marie Bovbjerg	Aarhus University	kibo@dpu.dk	
Dr.	Nick Lewis	University of Auckland	n.lewis@auckland.ac.nz	
Professor	Roger Dale	University of Bristol	r.dale@bristol.ac.uk	
Dr.	Sheila Trahar	University of Bristol	s.trahar@bristol.ac.uk	S. TRAHAR
Professor	Susan Robertson	University of Bristol	s.l.robertson@bristol.ac.uk	
Professor	Susan Wright	Aarhus University	suwr@dpu.dk	Susan Wright

Participants

Title	Name	Institution	E-mail	Signature
Student in MA Lifelong Learning	Adriana Fari-Palko	MA LLL student	adrianafariipalko@gmail.com	
Ph.d.-stipendiat	Ann Katrine Bønnelykke Soffer	Aarhus University	AKBS@dpu.dk	
Associate Professor	Helle Bundgaard	University of Copenhagen	helle.bundgaard@anthro.ku.dk	
Associate Professor	Dirk Michel Schertges	Aarhus University	demi@dpu.dk	
	Jakob Williams Ørberg	Danish Agency for Science, Technology and Innovation	jaw@fi.dk	
Assistant professor	Jesper Eckert Larsen	Aarhus University	jel@dpu.dk	
Ph.d.-stipendiat	Katja Brøgger Jensen	Aarhus University	kabi@dpu.dk	
Ph.d. student	Katrine Scott	Lunds universitet	Katrine.scott@genus.lu.se	
Ph.d.	Laura Louise Saraauw	University of Copenhagen	lls@hum.ku.dk	
PhD stud	Martin Bech	Aarhus University	mbe@adm.au.dk	
Stud. Cand. Pæd.	Morten Korsgaard		kossinho@hotmail.com	
Director	Niels Henrik Meedom	Aarhus University	nhme@dpu.dk	

Erasmus Mundus Master student	Pasqua Marina Tota		pmarina.tota@gmail.com	Pasqua Marina Tota
Assistant professor	Pia Cort	Aarhus University	cort@dpu.dk	
Post Doc	Sarah Robinson	Aarhus University	srobin@asb.dk	Sarah Robinson
Stud. Cand. Pæd.	Sarah Skjærbæk Jensen	Aarhus University	cuda2912@hotmail.com	
Stud. Cand. Pæd.	Stig Skov Mortensen	Aarhus University	ssm@dpu.dk	
Ph.d. student	Stine Kaplan Jørgensen	Aarhus University	stjo@dpu.dk	

Research Officer Astrid Bernau Aarhus University asce@dpu.dk Astrid Bernau



Emmanuel Obeng-Anikwom Yaafi DPU eyaaafi@yahoo.com

Que Anh Dang

Aarhus University

GRETE BRORHOLT

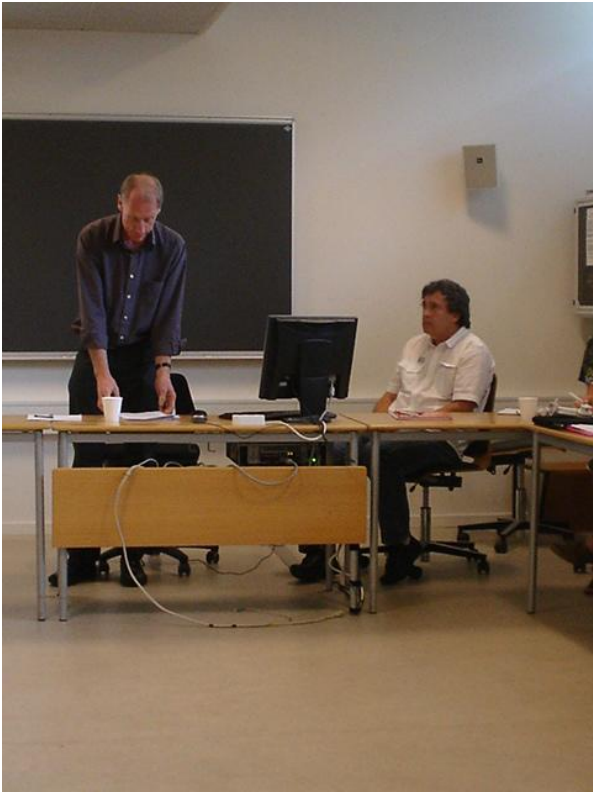
AARHUS UNIVERSITY

 quea@dpu.dk

GRETE@dpu.dk

Gib#

2.6 Photographs







3. Copenhagen postgraduate seminar, 13 August 2012

3.1 Attendance list

*Seminar with Students
Monday, 13 Aug 2012*

URGE WP*4 Workshop at Department of Education, Aarhus University 8-10 August 2012
Speakers

Title	Name	Institution	E-mail	Signature
Ph.d.	Britte Gorm Hansen	<i>CBS</i> University of Copenhagen	<i>SGIT.LPF@CBS.DK</i>	<i>BGM J. Gorm Hansen</i>
Dr.	Chris Tremewan,	University of Auckland	seugen@apru.org	<i>Chris Tremewan</i>
Professor	Cris Shore	University of Auckland	c.shore@auckland.ac.nz	<i>Cris Shore</i>
<i>Dr.</i>	Deivida Vanzinskaite	<i>Saunter University</i>	deivida@gmail.com	<i>Deivida Vanzinskaite</i>
Assistant professor, ph.d.	Gritt B. Nielsen	Aarhus University	GBN@dpu.dk	
Associate professor	Jakob Krause Jensen	Aarhus University	JAKJ@dpu.dk	
Associate professor, ph.d.	Kirsten Marie Bovbjerg	Aarhus University	kibo@dpu.dk	
Dr.	Nick Lewis	University of Auckland	n.lewis@auckland.ac.nz	<i>Nick Lewis</i>
Professor	Roger Dale	University of Bristol	r.dale@bristol.ac.uk	
Dr.	Sheila Trahar	University of Bristol	s.trahar@bristol.ac.uk	
Professor	Susan Robertson	University of Bristol	s.l.robertson@bristol.ac.uk	
Professor	Susan Wright	Aarhus University	suwr@dpu.dk	

URGE WP*4 Workshop at Department of Education, Aarhus University 8-10 August 2012

Participants

Title	Name	Institution	E-mail	Signature
Student in MA Lifelong Learning	Adriana Fari-Palko	MA LLL student	adrianafaripalko@gmail.com	
Ph. d.-stipendiat	Ann Katrine Bønnelykke Soffer	Aarhus University	AKBS@dpu.dk	
Associate Professor	Helle Bundgaard	University of Copenhagen	helle.bundgaard@anthro.ku.dk	
Associate Professor	Dirk Michel Schertges	Aarhus University	demi@dpu.dk	
	Jakob Williams Ørberg	Danish Agency for Science, Technology and Innovation	jaw@fi.dk	
Assistant professor	Jesper Eckert Larsen	Aarhus University	jel@dpu.dk	
Ph. d.-stipendiat	Katja Brøgger Jensen	Aarhus University	kabi@dpu.dk	
Ph. d. student	Katrine Scott	Lunds universitet	Katrine.scott@genus.lu.se	
Ph. d.	Laura Louise Saraaw	University of Copenhagen	lls@hum.ku.dk	
	Martin Bech	Aarhus University	mbe@adm.au.dk	
Stud. Cand. Pæd.	Morten Korsgaard		kossinho@hotmail.com	
Director	Niels Henrik Meedom	Aarhus University	nhme@dpu.dk	

Erasmus Mundus Master student	Pasqua Marina Tota			pmarina.tota@gmail.com	<i>Pasqua Marina Tota</i>
Assistant professor	Pia Cort	Aarhus University		cort@dpu.dk	
Post Doc	Sarah Robinson	Aarhus University		srobin@asb.dk	
Stud. Cand. Pæd.	Sarah Skjærbæk Jensen	Aarhus University		cuda2912@hotmail.com	<i>Sarah Jensen</i>
Stud. Cand. Pæd.	Stig Skov Mortensen	Aarhus University		ssm@dpu.dk	<i>Stig Skov Mortensen</i>
Ph.d. student	Stine Kaplan Jørgensen	Aarhus University		stio@dpu.dk	

Emmanuel Obeng - Ankoana Taaf eyaafi@yahoo.com

13/08/2012

4. PhD course and staff workshop, Copenhagen, 28 May-1 June 2012

4.1 PhD course outline

Collaboratively Writing Academic Identities: Exploring the Methodological Value of Collective Biography

Collective biography is a form of research methodology – and a method of collaborative writing - that encompasses collective data collection and analysis. Originally developed by Frida Haug in 1987, the practice of collective biography has been extended by several others, in particular, Bronwyn Davies and Suzanne Gannon. Collective biography can ‘make visible, palpable and hearable the constitutive effects of dominant discourses...and open both ourselves and discourse to the possibility of change’ (Davies & Gannon, 2006, 5).

The practice of collective biography involves participants meeting and talking, often over several days, about a chosen topic, telling their own remembered stories relevant to the topic, and writing them down. This writing is then shared with the group and each participant shares how individual pieces of writing resonate with their own story. Further writing then takes place but this time, and on subsequent occasions, each story is developing into a collective story, rather than a series of individual stories. In collective biography workshops, participants develop the skills of listening and attending to the detail of others’ stories, including the language and images used, thus opening themselves and the ‘discourse to the possibility of change’.

Our chosen topic is ‘academic identities’ and the aim is to explore the extent to which the ‘global vista is translated via local experiences and assumptions’ (Saltmarsh & Swirski, 2010; 292) to higher education contexts through experimenting with collective biography as a methodological approach. It is hoped that a collaborative paper will emerge as an outcome of the writing workshops. Participants will be engaging not only with the process of collaborative biography but also with the ethical complexities of collaborative writing.

Programme

The course will consist of:

1. Pre-reading – see list below (approx 6 hours).
2. 1 seminar on narrative inquiry, as one form of collective biography – 12.30- 14.30 on 30 May 2012 in Room D320 (2 hours)

- 3 3 collective writing sessions –10.00-12.00 in Room D219 on Tuesday 29 May, Wednesday 30 May and Thursday 31 May 2012 (6 hours)
- 4 Continuing collective editing of the text with each other and with Sheila by email (max 12 hours). (If the participants agree, there is a possibility of presenting the result to the ECER Conference at Cadiz in September 2012 – the outcome of the submitted proposal is still pending).

Participation is limited to 8 people and participants need to commit to all 3 of the collective writing sessions.

Course teacher

The course will be led by Dr Sheila Trahar, Senior Lecturer in Education at the Graduate School of Education, University of Bristol, UK.

Sheila's doctoral research was a narrative inquiry into the learning experiences of postgraduate students in a culturally diverse environment in 2006. She has further developed narrative inquiry in subsequent research on improving interaction in the international classroom. She teaches on Bristol University's Master's in Education (MEd) in both Bristol and Hong Kong.

<http://www.bris.ac.uk/education/people/sheila-m-trahar/index.html>

This course comes out of an EU PEOPLE IRSES 'knowledge exchange' project called University Reform, Globalisation and Europeanisation (URGE). You can see Sheila Trahar's presentation to the last URGE workshop here:

http://edu.au.dk/fileadmin/www.dpu.dk/forskning/forskningsprogrammer/epoke/forskningsprojekter/university_reform_globalization_and_Europeanization_URGE_work_package_2/Sheila_Trahar.pdf

ECTS

The course earns 1 ECTS.

Registration

Applicants should send one paragraph on why they are interested and how this fits with their research interests. Apply to Marianne Hoffmeister at mho@adm.au.dk

Person responsible for the course: Prof. Sue Wright suwr@dpu.dk

References

Davies, B. & Gannon, S. (2006) *Doing Collective Biography*. Buckingham: Open University Press

Saltmarsh, S. & Swirski, T. (2010) 'Pawns and prawns': international academics' observations on their transition to working in an Australian university. *Journal of Higher Education Policy and Management*, 32 (3), 291-301

Reading List

Clough, P (2000) Comments on Setting Criteria for Experimental Writing, *Qualitative Inquiry*, 6(2) 278-291

Davies, B. & Gannon, S. (2006) *Doing Collective Biography*. Buckingham: Open University Press

Gale, K & Wyatt, K. (2008) Becoming Men, Becoming-Men? A Collective Biography *International Review of Qualitative Research*, 1 (2) 235 – 254

Linnell, S, Bansel, P, Ellwood, C, Gannon, S (2008) Precarious listening, *Qualitative Inquiry* 14(2) 285-305.

Richardson, L and St Pierre, E (2005) Writing: A method of inquiry, in Denzin, N and Lincoln, Y (eds) *The Sage Handbook of Qualitative Research* (Third Edition) Thousand Oaks, CA: Sage

aSakellariadis, A., Chromy, S., Martin, V., Speedy, J. Trahar, S., Williams, S. & Wilson, S. (2008) Friend and Foe? Technology in a Collaborative Writing Group, *Qualitative Inquiry*, 14 (7) 1205 - 1222

A list of more pre-reading on collective biography and 'academic identities' will be available at the end of April.

4.2 Attendance list

Stine Kaplan Jørgensen

Martin Bech Hansen

Gritt B. Nielsen

Jakob Krause-Jensen

Susan Wright

Dirk Michel Schertges

Sheila Trahar

5. Papers and presentations

5.1 Seminar by Sheila Trahar (UNIVBRIS) at DPU/AU

EPOKE

PUBLIC SEMINAR: INTRODUCING NARRATIVE INQUIRY

Lead by **Dr Sheila Trahar**,
University of Bristol

experiences, including those of
the researcher(s).

The seminar's overall aim will be to introduce the participants to narrative inquiry in creative and engaging ways that seek to mirror the approach itself.

The seminar will draw on this method to explore complexities in learning and teaching in an international higher education context, identifying those elements that enable inclusive and ethical practices.

Narrative inquiry is growing in popularity as a research methodology in the social sciences, medicine and the humanities. Its use is particularly powerful in practitioner research, in researching professional identities and in enabling marginalised voices to be heard as it seeks to foreground people's lived

30 May 2012
12:30 – 14:30
D 320

Department of Education
Aarhus University
Tuborgvej 164
2400 Copenhagen NV



DEPARTMENT OF EDUCATION
AARHUS UNIVERSITY

5.2 Presentation from PhD course to URGE workshop 'Universities as knowledge organisations'

3/27/2013

Standing on the Shoulders of Giants

Using Collaborative Writing to Explore Academic Identities

Collective Biography/Collaborative Writing and URGE

- o How do we 'get' ethnographically at the lived experiences of academics, students and other staff that shape the university?
- o What does collaborative writing give us that is different? How is it different?
- o How did we manage to access these 'different' experiences?

'Shaping the University'?

- o 'Storytelling operates in and relates to the social environment...From this perspective, stories and storytelling are not only conditioned by, but also shape, their circumstances'
- o 'Analytic goal is to shift the focus to capture the interplay between the *whats* and *hows* of narrative production and its environments' (Holstein & Gubrium, 2012, p.9)

Contemporary Methodological Diversity in Higher Education Research

- o We live within particular narratives that are available to us but we can also construct narratives that we then use to form ourselves - students/academics
- o Using autoethnography to examine their own learning and teaching experiences - informed their conversations with others
- o Potential for collective biography in 'learning about learning' in higher education

Collective Biography/Collaborative Writing

- o Based on the work of Gannon and Davies (2006)
- o Collective biography can 'make visible, palpable and hearable the constitutive effects of dominant discourses...and open both ourselves and discourse to the possibility of change' (Davies & Gannon, 2006, p.5)

Collective Biography/Collaborative Writing

- o Participants meet and talk, often over several days, about a chosen topic, telling their own remembered stories relevant to the topic, and writing them down
- o Writing is shared with the group, each participant shares how individual pieces of writing resonate with their own story
- o Further writing takes place but this time, and on subsequent occasions, each story is developing into a collective story, rather than a series of individual stories
- o Participants develop the skills of listening and attending to the detail of others' stories, including the language and images used, thus opening themselves and the 'discourse to the possibility of change'.

Collaborative Writing – Our Process

- o Several pre- readings – collective biography/academic identities
- o Writing about our 'names'
- o What is your first memory of 'being' an academic? How did you first think of yourself as an 'academic'?
- o Responding to the writing – 'different' stories emerged, including some strong themes

5.3 Paper to conference of European Educational Research Association, 2012

‘Collaboratively Writing Academic Identities’: Exploring the Methodological Value of Collective Biography

Dr Sheila Trahar s.trahar@bris.ac.uk

University of Bristol, UK

Keywords: Collective biography; academic identities;

Collective biography is a form of research methodology – and a method of collaborative writing - that encompasses collective data collection and analysis. Originally developed by Frida Haug in 1987, the practice of collective biography has been extended by several others, in particular, Bronwyn Davies and Suzanne Gannon (2006) in Australia. Collective biography can ‘make visible, palpable and hearable the constitutive effects of dominant discourses...and open both ourselves and discourse to the possibility of change’ (Davies & Gannon, 2006, 5).

This paper will report on the outcomes from the process of the engagement of a group of European academics in a collective biography project at Aarhus University, Denmark. The purposes of this project are twofold. The first purpose is to explore the extent to which the ‘global vista is translated via local experiences and assumptions’ (Saltmarsh & Swirski, 2010; 292) to European higher education and the second is to experiment with and evaluate the use of collective biography as a methodological approach in the exploration and articulation of academic identities in the globalised knowledge economy. The collective biography project is an intrinsic element of a 4-year research project funded under the Marie Curie International Research Staff Exchange Scheme involving the universities of Bristol, Auckland and Aarhus (2010-2014). The overarching aim of this major project is to develop a new research

community working on how processes of regionalisation and globalisation are redefining the nature and scope of universities. A key dimension is to explore the implications of national and international university reforms for academics, administrators and students, in particular the impact on teaching approaches and involves a group of researchers in collaborations/exchanges to build upon research knowledges. The collective biography project reported on in this paper will reflect, creatively, this key dimension.

Universities have always been international institutions and attracted scholars from around the world to study in them. The influence on academic staff, however, of increasing numbers of students with different academic and cultural backgrounds in 21st century higher education is seldom considered in policy documents, whether at national or local level, yet the academic has a pivotal role in ensuring the quality of student learning, a 'core player in the process' (Teekens, 2000, 26). In previous research (e.g. Trahar, 2011, 2012) I have used narrative inquiry to investigate the perceptions and experiences of learning and teaching of academics working in UK universities. I found that all drew heavily on their own experiences of living and working in different contexts to inform their attitudes and behaviours towards students. The ways in which these experiences had shaped their identities were invaluable in helping them to be more empathetic towards students from different parts of the world. Some academics used these experiences to inform specific changes to their teaching approaches in order to be more inclusive of diversity. Implicit in their rich accounts of their everyday experiences of diversity and its concomitant complexities, was their self-identification as academics in their changing higher education landscapes. Thus, they demonstrated how they were celebrating differences to develop rich and inclusive learning environments and in doing so, offered examples of how their shifting identities connect them 'to diverse others with renewed feelings for global responsibility' (Seidler, 2010, 190) - crucial in the interconnected world within which we all dwell. The collective biography project will build on and extend this research as, as a group of European academics, we shall be sharing our experiences and deconstructing and reconstructing our identities through the process of writing as inquiry.

Currently, there are two anticipated outcomes of the project. The first is critical reflection on the affordances of using and developing a creative methodological approach in ethnographic studies of the effects of globalisation on university academics. The second outcome is an addition to the theoretical literature on how academics shift, create and re-create their identities during periods of reform indicating, hopefully, how they resist dominant discourses of neoliberalism.

References

Davies, B. & Gannon, S. (2006) *Doing Collective Biography*. Buckingham: Open University Press

Saltmarsh, S. & Swirski, T. (2010) 'Pawns and prawns': international academics' observations on their transition to working in an Australian university. *Journal of Higher Education Policy and Management*, 32 (3), 291-301

Seidler, V. (2010) *Embodying Identities: Culture, Differences and Social Theory*. Bristol: The Policy Press

Teekens, H. (2000) Teaching and learning in the international classroom in P.Crowther et al. *Internationalisation at Home: A Position Paper*. European Association for International Education/Academic Cooperation Association. IAK, IESEG, Nuffic, Katholieke Hogeschool Limburg and Malmo University

Trahar, S. (2011) *Developing Cultural Capability in International Higher Education: a Narrative Inquiry*. London: Routledge

Trahar, S. (2012) Trahar, S. (2011) Changing Landscapes, Shifting Identities in Higher Education: some narratives of academics in the UK. *Research in Education* 86 (1) 46-60