An illustration on the left side of the slide shows two dark teal silhouettes of people's heads and shoulders in profile, facing each other as if in conversation. Above them, a cluster of approximately 15 colorful speech bubbles in various shades (purple, blue, teal, orange, green, red, pink) are arranged in a roughly circular pattern, suggesting a collective or multi-voiced discussion.

A collective autoethnography approach to exploring intercultural student- staff partnerships

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Exploring intercultural student-staff partnerships: A collective autoethnography

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Keywords: students as partners, cross-cultural, inclusion, pedagogical partnerships, Culture

Abstract

The role of culture in student-staff partnerships emerged as an important consideration in the SaP scholarship. Past literature linking culture and SaP practices focused on two areas: the implementation of student-staff partnerships in a non-Anglophone context (Liang and Matthews, 2021) and the topic of intercultural partnerships (Zhang, Matthews and Liu, 2023). Through the use of collaborative autoethnography, this paper aims to contribute to the exploration of intercultural partnership dynamics. The

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Context

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What does 'partnership' mean to you?

Student-staff partnerships & Culture

‘SaP is a process of transformation of power dynamics between, and identities of, learners and teachers’ (Liang and Matthews, 2021:559)

Two main areas:

- 1) SaP in a non-Anglophone context (Liang and Matthews, 2021)
- 2) Intercultural partnerships (Zhang, Matthews and Liu, 2023)

Autoethnography

'Autoethnography is a research method that uses personal experience ("auto") to describe and interpret ("graphy") cultural texts, experiences, beliefs, and practices("ethno")'

(Adams, Ellis and Holman-Jones, 2017:1)

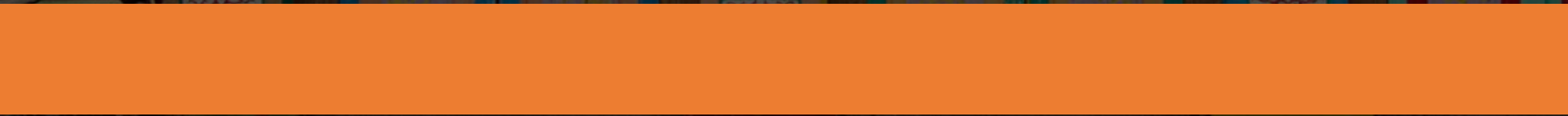
Collaborative autoethnography allows for a 'group of researchers pooling their stories to find some commonalities and differences ... to discover' the meanings of the stories in relation to their sociocultural contexts.'

(Chang *et al.*, 2013:17)



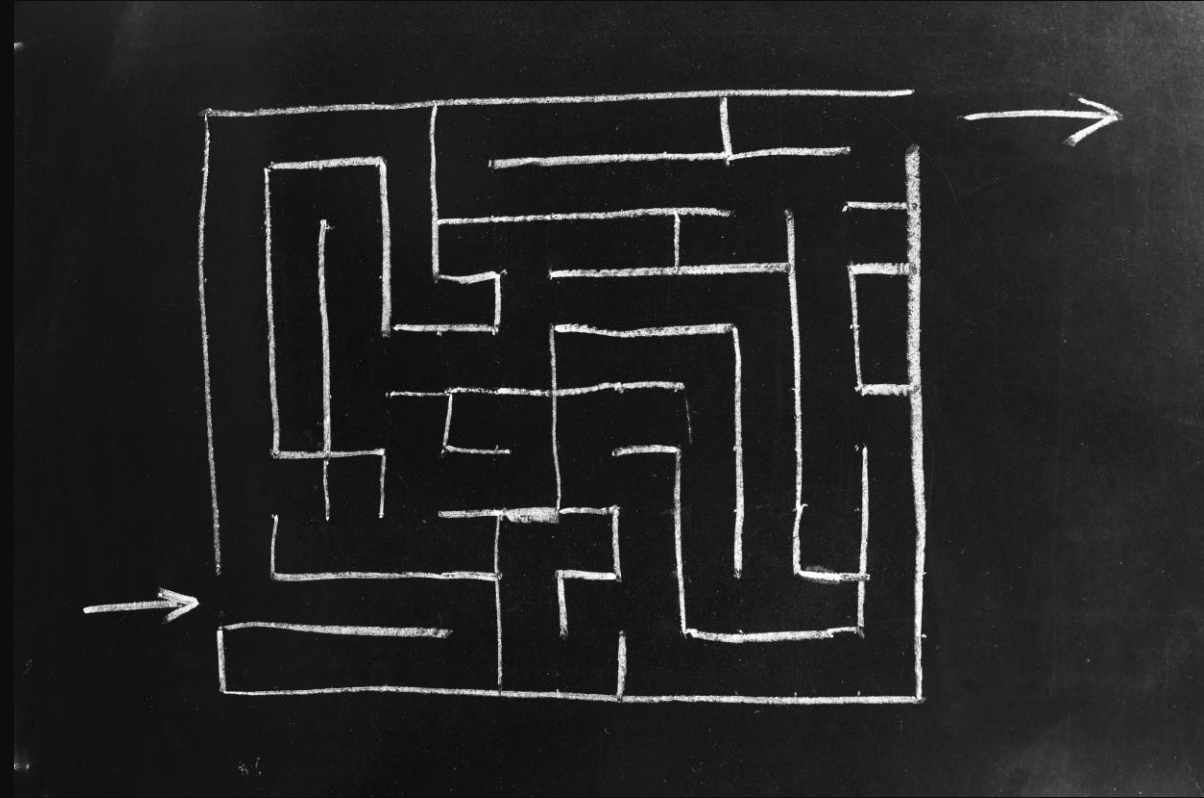


Findings



Developing critical thinking skills (Xi Wang)

‘(...) successful partnership building does not simply entail providing students with opportunities but also with the necessary skills to fully embody their partnership roles which require analysing, evaluating and questioning current practices ‘





Understanding different communication styles (Kaiwei Fu)

‘Gaining a deeper understanding of each other's communication preferences and employing assertive communication techniques can foster open discussions, which is a cornerstone for building equal student-staff partnerships.’

Shared meaning-making (Ania Udalowska)

‘Taking the time to explore the concept of ‘partnership’ is a necessary prerequisite to building authentic partnerships, particularly when considering cultural differences.’



Practice recommendations

1. Take time to collectively explore the concept of partnership and what it means to you as a group/pair.
2. Support partners in developing and practicing critical thinking skills and assertive communication.

‘Exploring the complexities of building intercultural partnerships is essential for ensuring a truly inclusive and authentic SaP approach.’





Thank you!
Any questions?

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