

# Life narrative and cross-cultural inquiry





- Text – life narratives - the texts they generate;
- Context – lifeworlds – production and reception;
- Ascribing meaning - engagement.

# Cross-cultural inquiry

- Internationalisation;
- “The ‘whiteness’ of the UK academy?” (Trahar, 2011, p.16);
- Crossing the boundaries (historical, disability, race, gender, religion)
- Reflexive awareness;
- Space, power and the identity of the learner;

# Geography and life narrative as resource

- Immigration/displacement;
- War and geopolitics;
- Environment and sustainability;
- Students' life narratives



# Other considerations

- Ethics;
- Cultural stereotyping of the learner;
- Assessment and feedback;
- Meaningful cross-cultural inquiry;
- General v. specific;
- Locational inquiry

Trahar, S. (2011), *Developing Cultural Capability in International Higher Education: A narrative inquiry*,  
Routledge, London

