

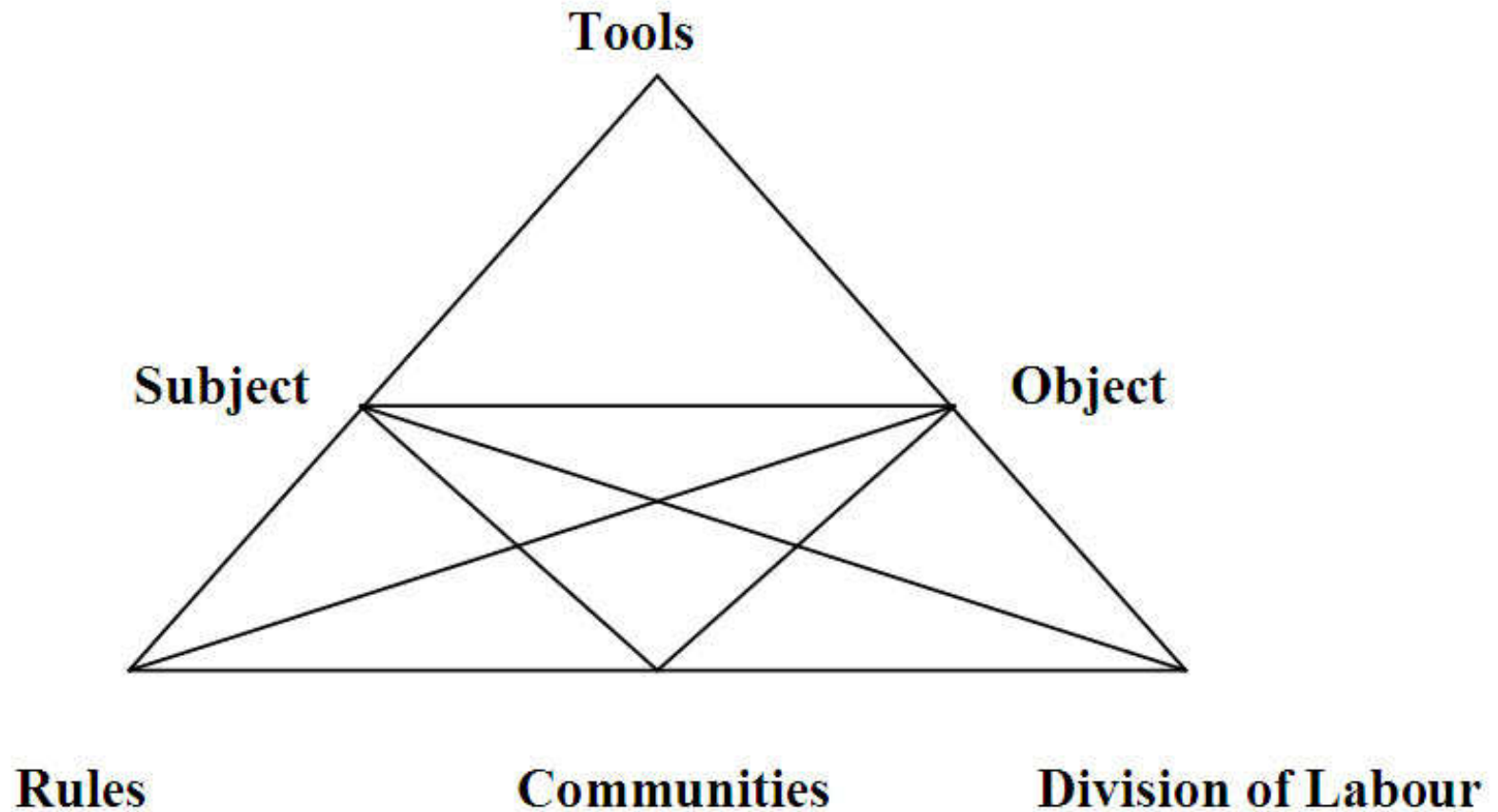
PARTNERSHIP CURRICULUM DELIVERY: ISSUES OF
AFFORDANCE AND AGENCY IN SITUATING CURRICULUM
AIMS

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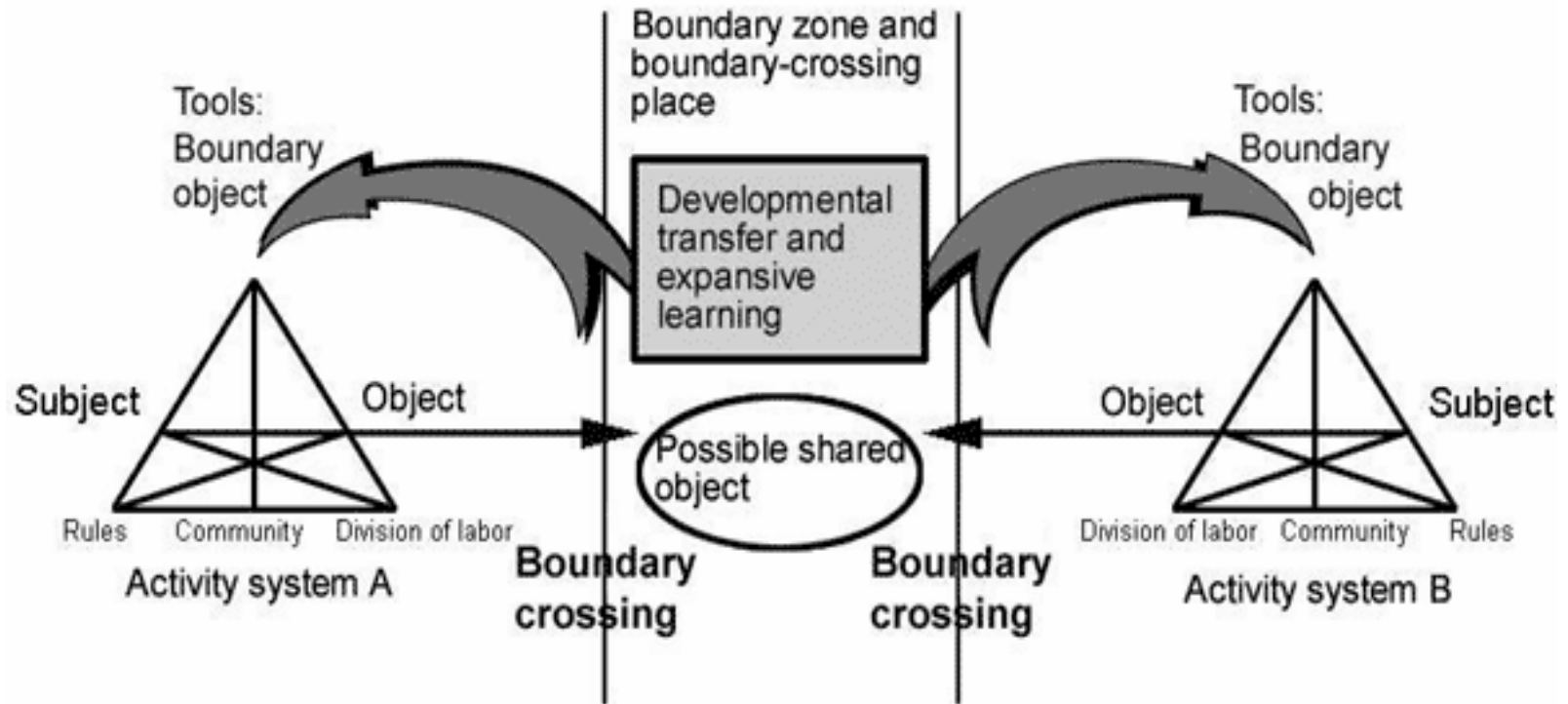
Research on Partnership

- Largely under-theorised
- Normative and 'captured' by the positive discourse
- Corporate theory and liberal humanist traditions – 'overcoming barriers'
- New approaches in socio-cultural theory: Activity Theory, Inter-professional working ('new work practices' Engestrom, 2001) – barriers the norm, providing catalysts for development
- ESRC/TLRP – 2006, Daniels et al
- How are the aims of partnership working realised?

Activity system (Vygotsky, 1978; Engestrom: 1987)



Partnership and '3rd generation' Activity Theory



What the 3rd generation offers



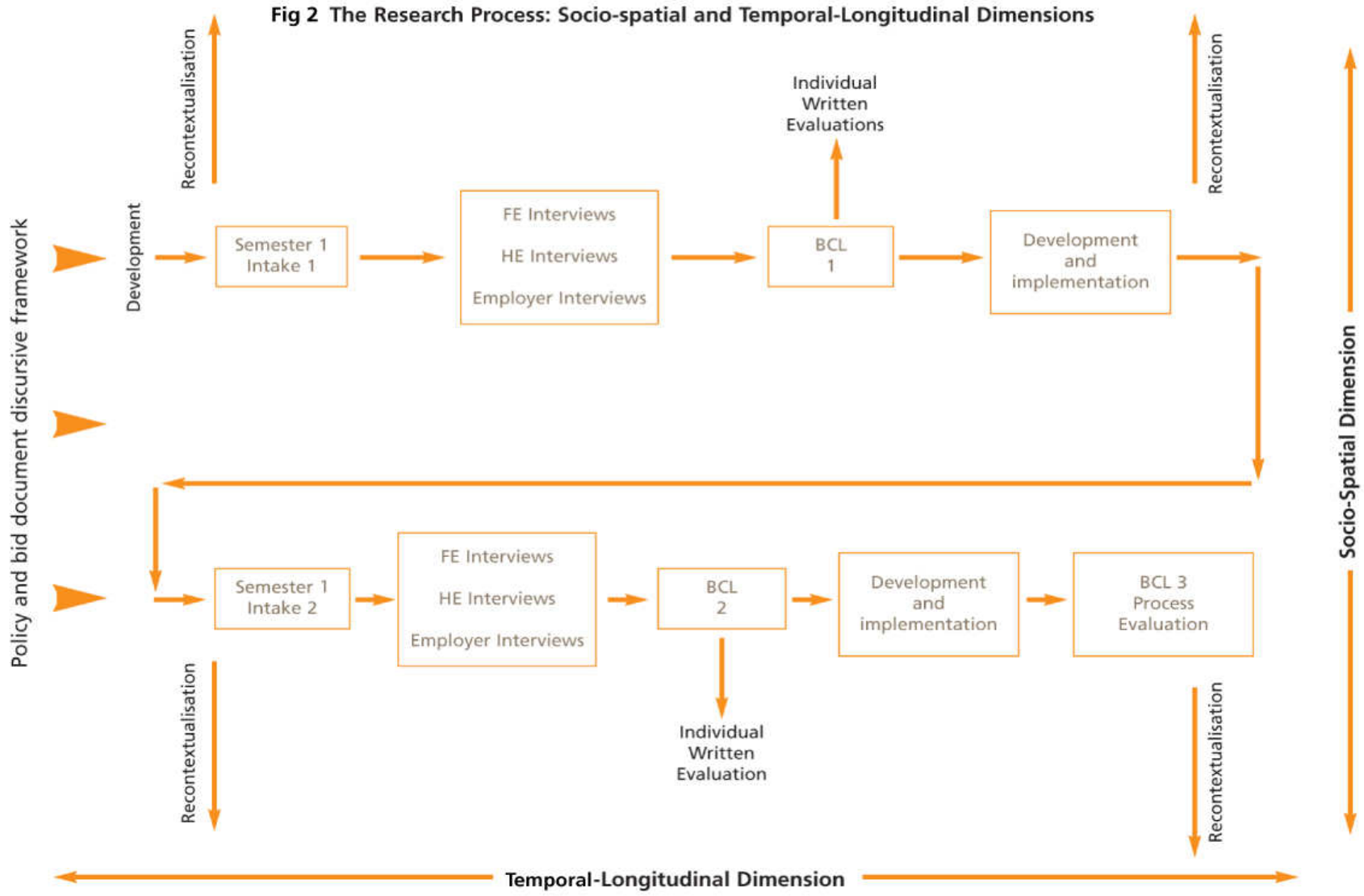
- Development Work Methodology – interventionist
- Knowing is ‘expansive’ and emergent through collective practice in ‘new work practices’ of ‘co-configuration’ (Engestrom: 2001)
- Conflict, tension and barriers are the norm – catalysts for development – Engestrom’s ‘double bind’

Its limitations




- Emphasis on the collective, the ‘system’ (a ‘unit of analysis’), the situation and the ‘espoused’
- Resolution of tension or ‘double bind’ does not address issues of power or dominant partner hegemonies – who’s tools, practices, discourses etc?
- Does not trace trajectories of implementation
- Assumes expansiveness situated at the collective level

Fig 2 The Research Process: Socio-spatial and Temporal-Longitudinal Dimensions

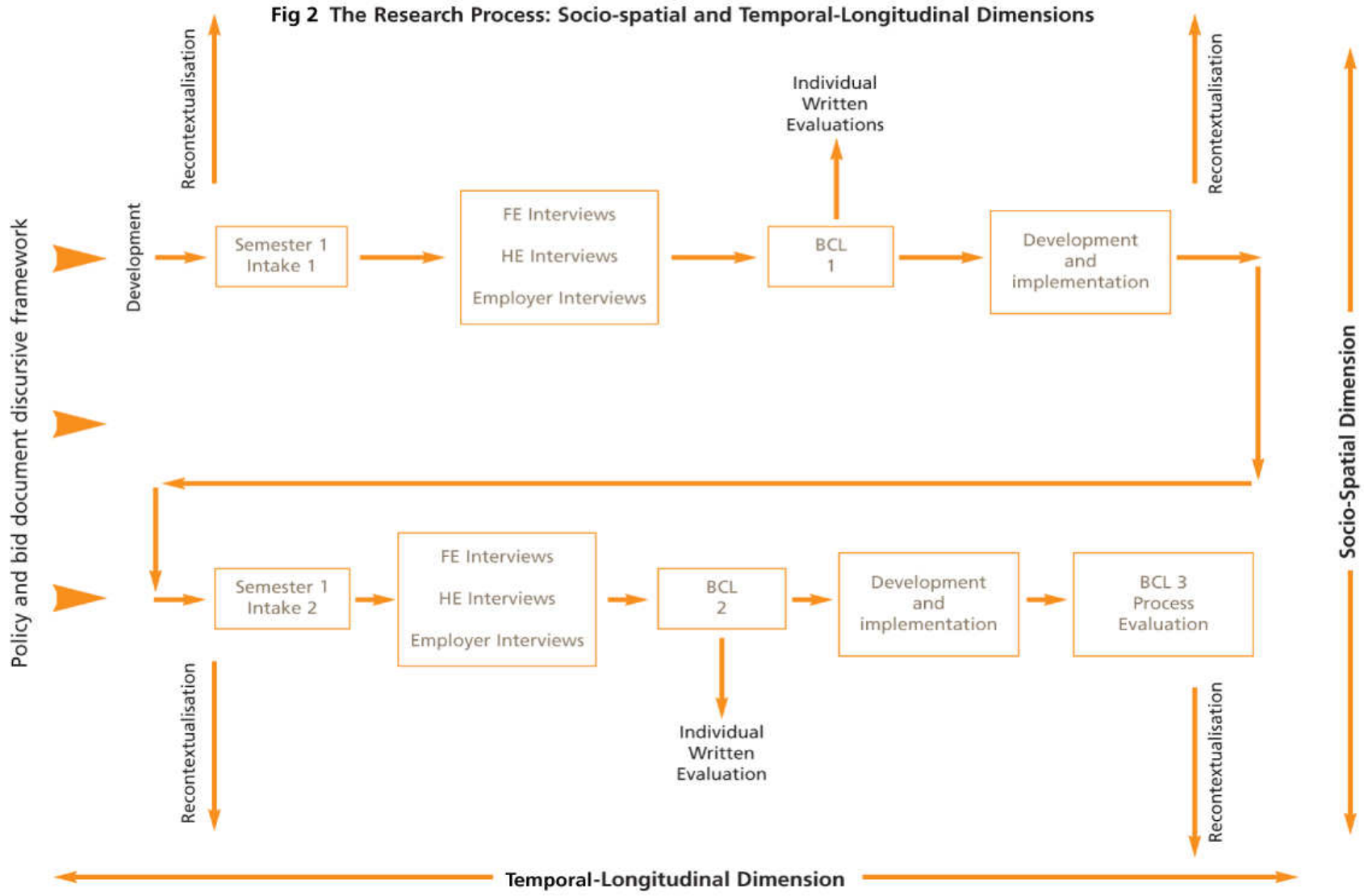


‘Recontextualisation’ – an extension of an ongoing relational process between different localities by the same actors over time



- Lave (1993) – ‘decontextualisation’
- Ball (1993) – ‘localised complexity’, discourse and text
- Billett (2006)- relational interdependence – ‘socialising the individual and individualising the social’
- Fuller and Unwin (2004) - ‘expansive/restrictive’ affordances of workplaces and ‘learning territories’
- Hodgkinson et al (2008) – notions of ‘scale’ to facilitate localised analyses (large scale) of wider partnership (small scale) espoused goals, and capital (‘positional’ – Doyle, 2008)

Fig 2 The Research Process: Socio-spatial and Temporal-Longitudinal Dimensions



Case studies of recontextualisation


Category 1

- High employer-college 'knotworking'
- High employer commitment
- High college commitment
- High positional capital
- Medium university commitment

Category 3

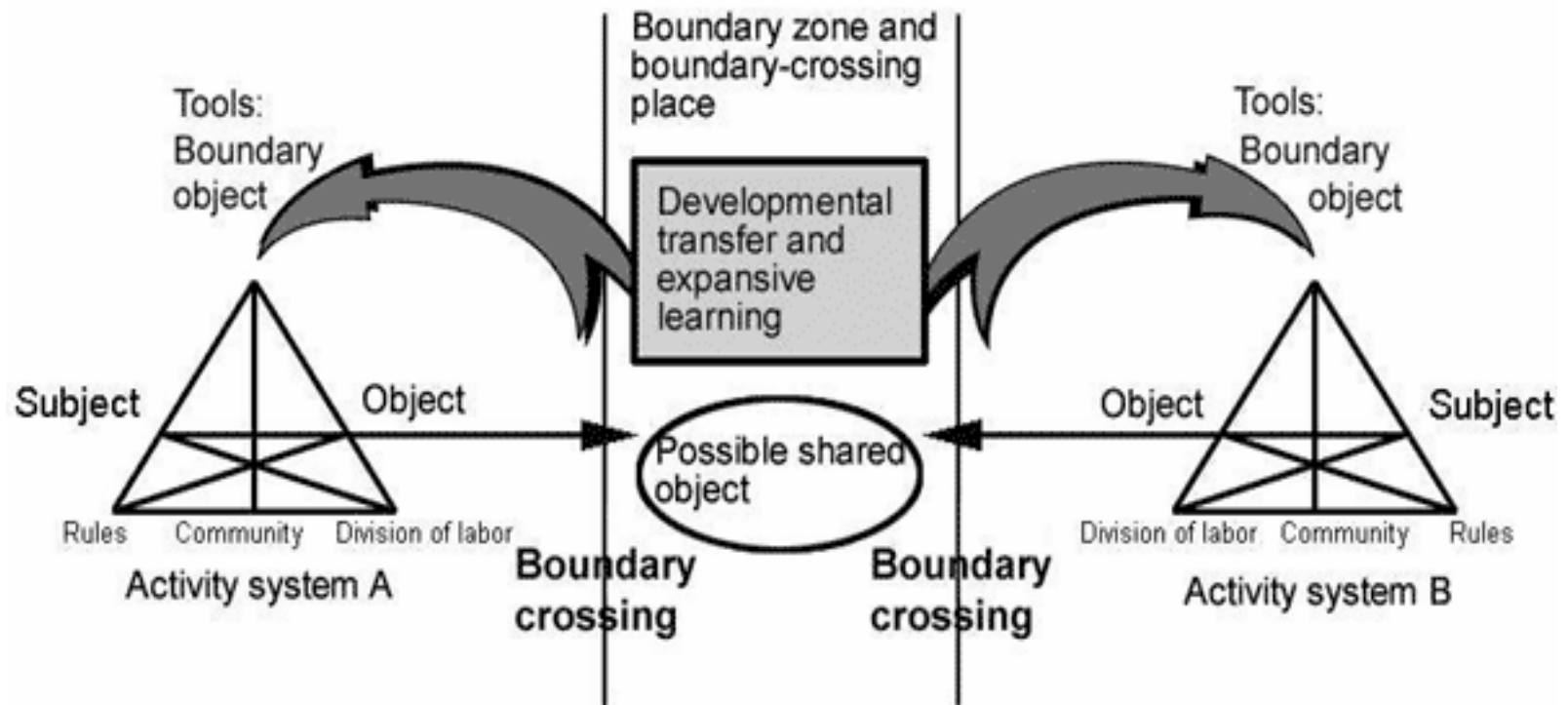
- Low employer-college localised 'knotworking'
- Low employer commitment
- Low college commitment
- Low positional capital
- Low university commitment

Category 1: High strategic and operational synergies and positional capital



- The agents – positions and dispositions
- Monogamy: ‘there is that perpetual link – we are not franchising with 300 other universities’
- Operational ‘collaborative advantage’ – localised knotworking’: .5 lecturer in company, HE Centre
- Employer aligned boundary crossing goals to corporate objectives: live projects, role of line managers, PDPs linked to appraisal and professional development, students designated ‘change agents’ in company

Partnership and '3rd generation' Activity Theory



Category 3; Low strategic and operational synergies and low positional capital

- The agents – positions and dispositions
- Management V Professional cultures (Pritchard:2000)
- Restrictive: affordances? Expansive? :
- *‘they(the students) almost took a walk...people became entrenched in their power...if you’re a manager in a college like this it’s just a matter of resources and availability...there was no fit there’.*
- *‘what are you doing this for? Why are you going to the University? You can’t go – we need you here’*

Expansiveness: differentiated and de-centred, and levels of scale

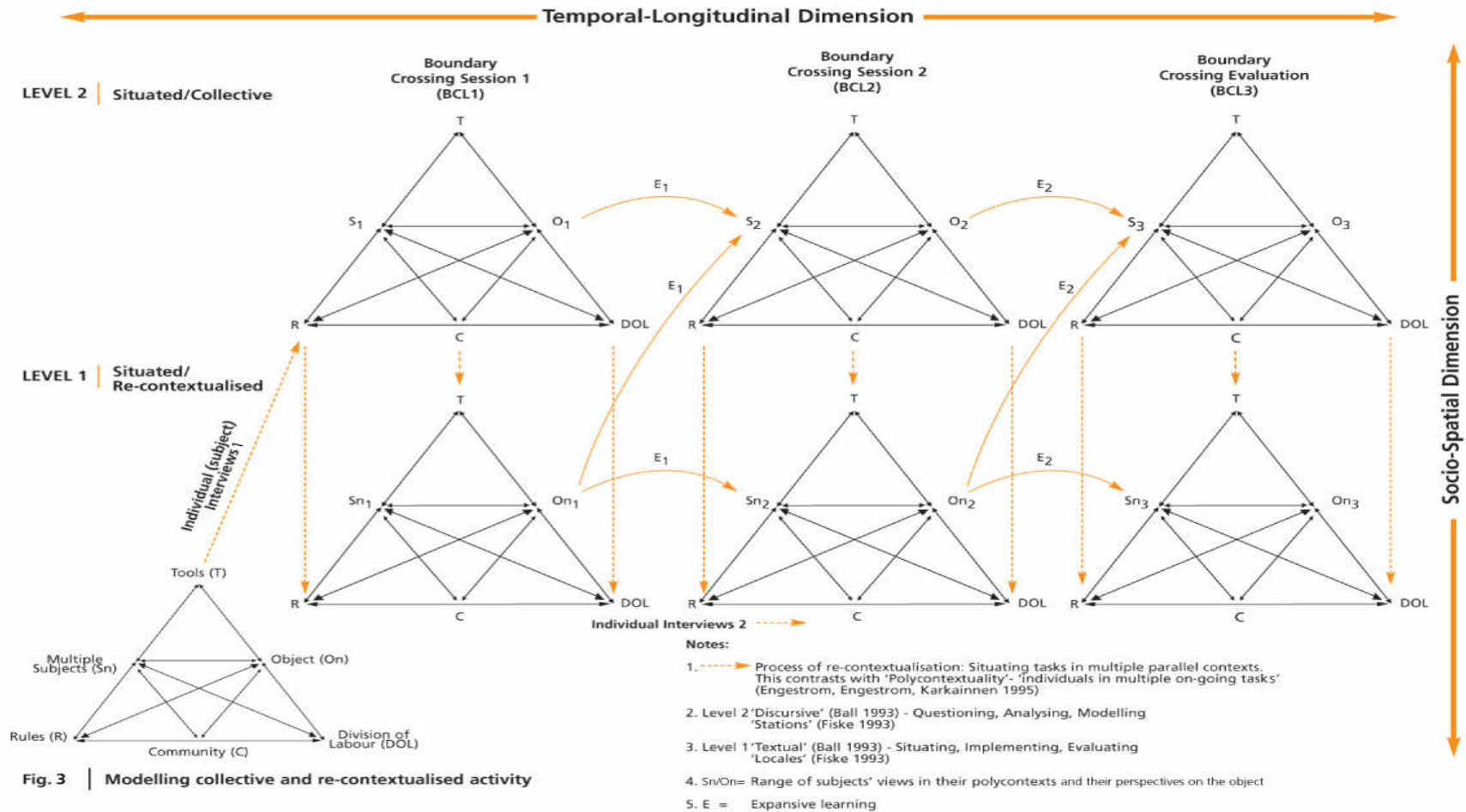


Fig. 3 | Modelling collective and re-contextualised activity