

In the Brazilian institution this involved four undergraduate students enrolled in the same course, who differed in terms of socioeconomic status, ethnic background and (dis)ability; one student was deaf. The three participating researching academics ranged from novice to experienced. In the UK university, two groups of three students (n=6) were recruited: one group from an education studies course, and another from a teacher training course. The socioeconomic backgrounds of these students varied: four were 'first-generation' university attendees, and one was a mature student and was of minority ethnic heritage. All three students in one group had a declared cognitive disability. Six researchers were involved in the UK research, including four academics with varied HE experience as well as a representative from student services and a researcher from library and information services.

The reflective cycle of joint planning, action and reflection prompted awareness-raising among all of those involved about how individual learners responded to potential gaps in the ways in which knowledge was generated and how this knowledge was disseminated within and beyond real and virtual learning environments.

A common finding in both jurisdictions highlighted the importance of students' autonomous agency in their use of social media apps to scaffold their learning, and revealed how these apps were used to provide peer-learning support. However, some presumptions about the use of technological devices were also uncovered. Researchers took for granted that all students would have access to computers or learning devices. In both the UK and in Brazil, individual students revealed that they couldn't use certain devices because they were too expensive. Intersections of poverty and disability proved particularly challenging for some students. From a moral perspective, it is incumbent upon universities to resource access beyond simply welcoming students onto campus.

During post-observation discussions students consistently voiced a need for lecturers to make clear how content was related to assessment processes. As the research progressed, lecturers became increasingly mindful of the need to extend the range of enabling strategies to ensure that, with a growing diversity of students, assessment items and scaffolding of learning were more overt.

Following completion of the research, researchers and students in both jurisdictions engaged in a meta-analytic reflection on how involvement in the research had impacted on their learning as students or as professionals. Researchers believed that the use of lesson study had helped them to see beyond

cultural differences and recognise shared global challenges concerning increased student diversity. For support services researchers in the UK, lesson study brought to light what 'excellence' might look like and how it could be refined in light of shared professional conversations (Phillips, 2006). The project demonstrated the real potential for classroom-based studies to impact on the development and monitoring of localised educational policies and practices in HE. For example, following a knowledge-sharing event, the technology team at one of the universities developed a webpage for academics on how best to develop inclusive courses using online tools. The open-ended nature of questions enabled the free expression of participants' views on learning and teaching, as well as facilitating preparatory and reflective meetings.

Ultimately, the opportunities to learn from local and transnational collaboration strengthened research links while enhancing active learning and positive interpersonal relationship-building among all of the research participants. ■

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