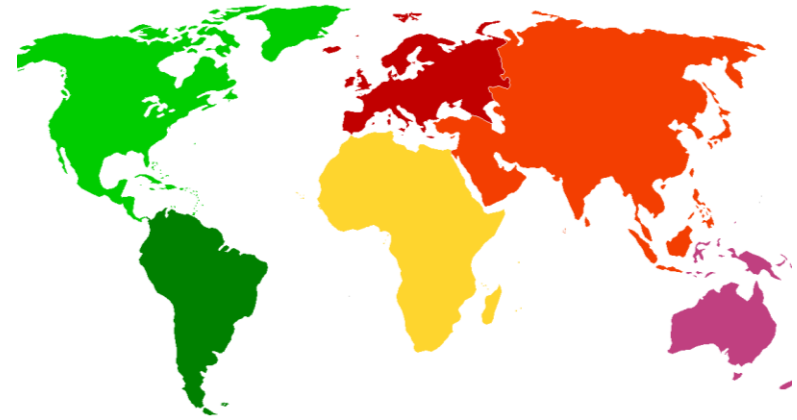


# INTERCULTURAL LEARNING

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# TEACHING ACROSS CULTURE

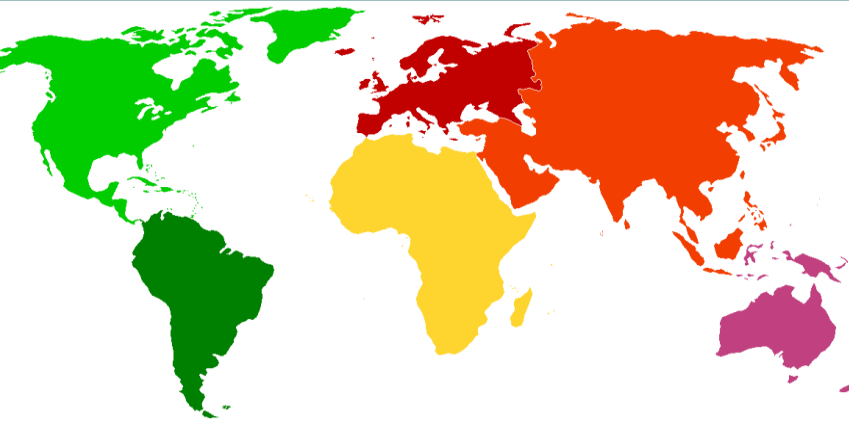
University Teaching and Learning, Prof Cert/Diploma

**Jan 2022**

<https://www.ucd.ie/teaching/whatwedo/teachingacrosscultures/>




# INTERCULTURAL LEARNING



**“Intercultural learning is about the opportunities and experiences of working with and learning from people across different cultures.”**

(O'Sullivan, C. & Quilty, A., UCD Fellows in Teaching & Academic Development 2020)

Intercultural Learning 101 Toolkit

A hand holding a glowing orb against a starry background. The orb is bright and has a soft glow, and the background is dark with many small, bright stars. The hand is positioned in the lower right corner of the frame, and the orb is held in the palm. The overall scene is ethereal and suggests a sense of wonder and discovery.

Intercultural learning involves **learning with and from diverse people** who embody **different knowledge, perspectives and experiences.**

We can enhance disciplinary knowledge and student engagement by providing opportunities to **share diverse insights and perspectives that reflect the cultural differences in our classrooms.**

# WHAT IS CULTURE?

## Iceberg Model of Culture

Edward T. Hall (1976)



# VISIBLE & INVISIBLE ASPECTS OF CULTURE

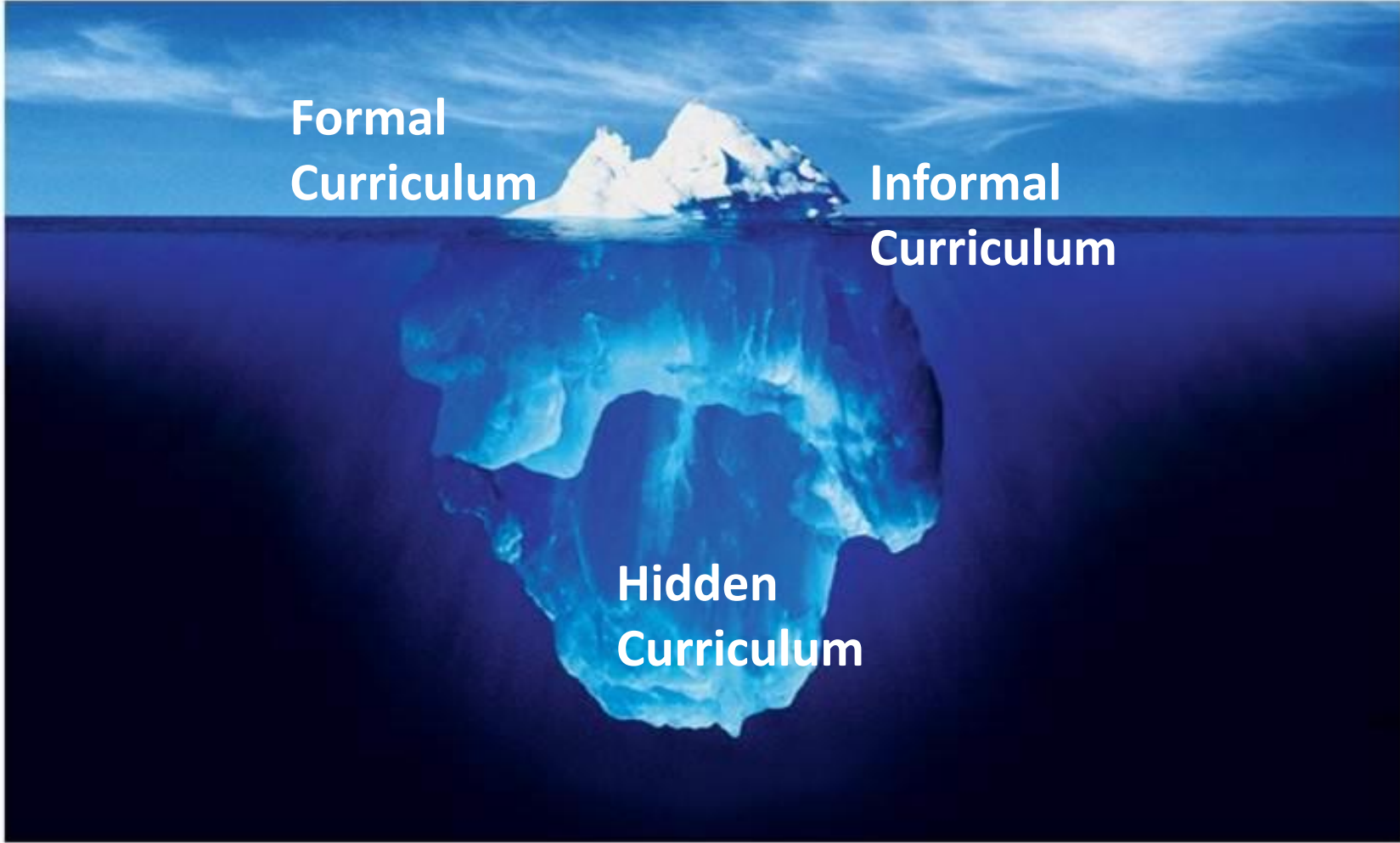
## • VISIBLE ASPECTS OF CULTURE

Manners and Customs – Language – History – Religious Rituals – Gestures – Eating Habits – Art – Style of Dress – Facial Expressions

## • INVISIBLE ASPECTS OF CULTURE

Communication style – Ways of Learning – Ways of Establishing Rapport – Religious Beliefs – Work Ethic – Values – Nature of Friendships – Concept of Leadership/Authority – Concept of Fairness – Role Expectations – Non-Verbal Communication – Importance of Time-Keeping – Concepts of Personal Space – Negotiating Styles – Rules of Social Etiquette – Tempo of Work – Formality/Informality – Perceptions of Professionalism

Source: *A.F.S Orientation Handbook Resource, AFS Intercultural/International Programmes INC.*



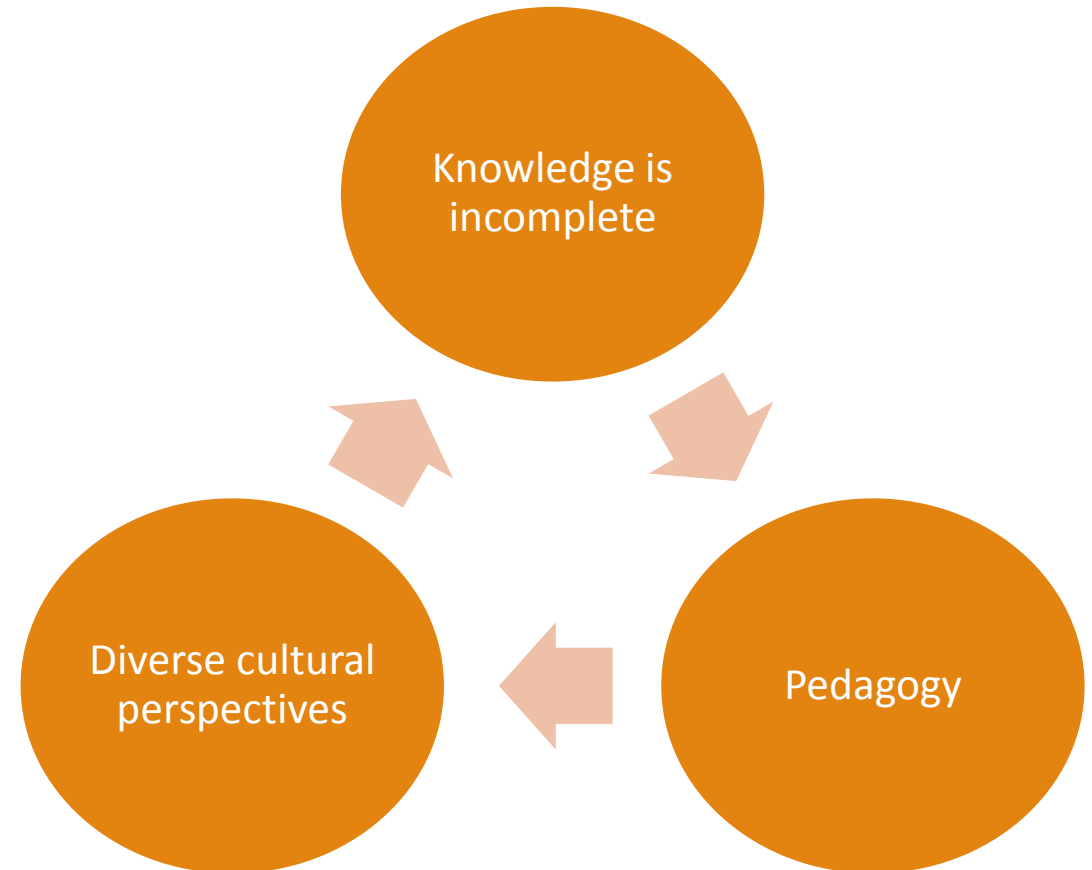
**Formal  
Curriculum**

**Informal  
Curriculum**

**Hidden  
Curriculum**

# THE INFLUENCE OF CULTURE ON LEARNING AND TEACHING

Culture shapes *what* we teach and *how* we teach it.





# LEARNING THE UNIVERSITY CULTURE

**Leask compares students' arrival in higher education to “learning how to play a new game where success depends on figuring out the new rules, [and] applying them...”**

(Leask, 2004)



# LEARNING THE UNIVERSITY CULTURE

**“Most students entering the new world of the academy are in an equivalent position to those crossing the borders of a new country – they have to deal with the bureaucracy of checkpoints... they may have limited knowledge of the local language and customs, and are alone”.**

(Mann, 2001, p. 11)



# INTERNATIONAL STUDENT PERSPECTIVE

**International students are faced with:**

- ✓ a new cultural environment
- ✓ a new language or linguistic culture
- ✓ a new academic culture with its own norms and expectations



# INTERNATIONALISATION OF THE CURRICULUM

“The incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services”.



Leask (2015, p. 9)

# INTERCULTURAL TEACHING & LEARNING

HIDDEN  
CURRICULUM

ACADEMIC  
NORMS AND  
EXPECTATIONS

ASSESSMENT

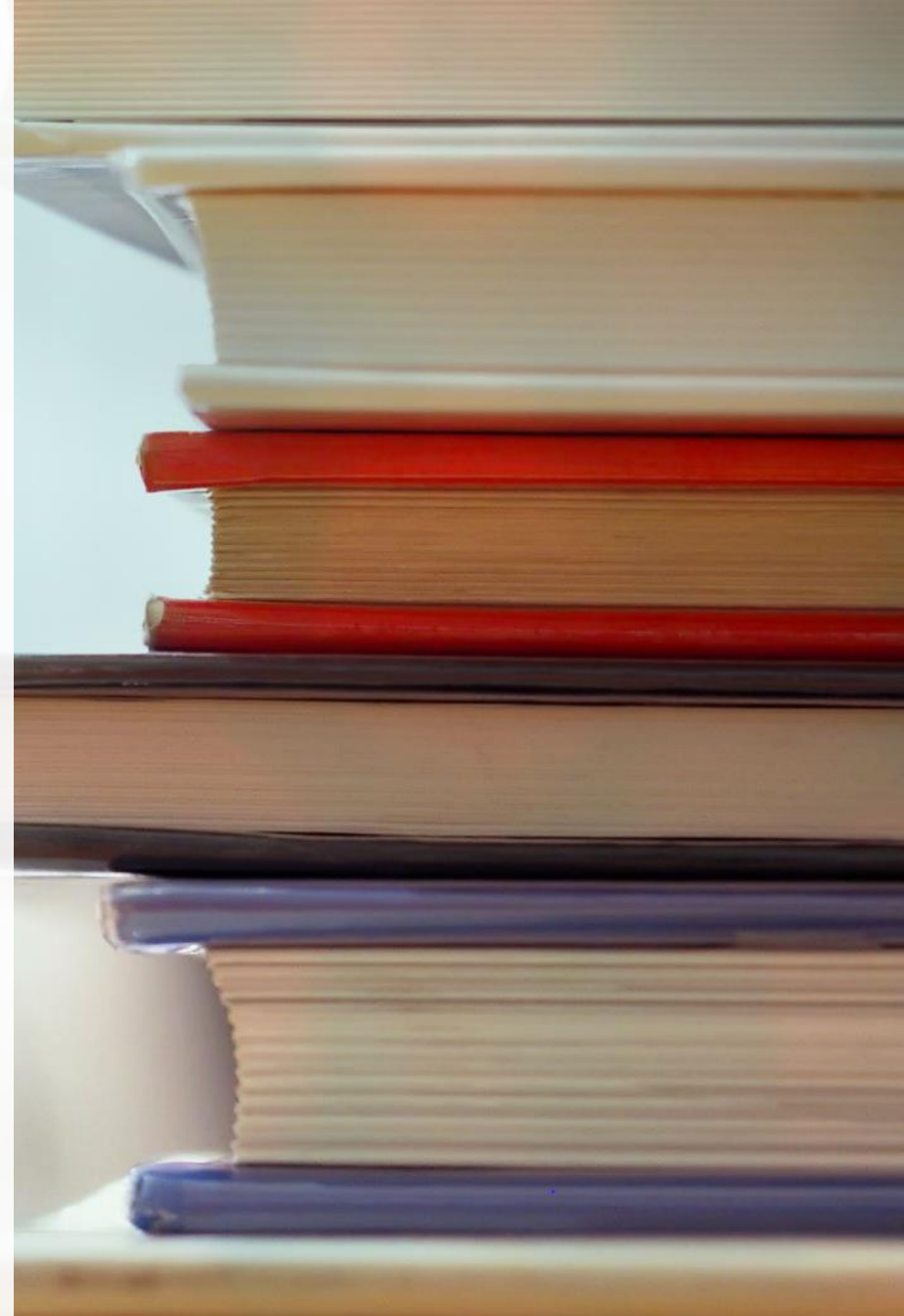
EMBEDDING  
GLOBAL  
PERSPECTIVES

EXCHANGE OF  
IDEAS AND  
KNOWLEDGE

# 1. HIDDEN CURRICULUM

*Hidden:* unintended messages we send to students about the unwritten 'rules of the game'.

We may select **content, textbooks and reading lists, data, models, exemplars, case studies, artefacts, perspectives and approaches** in modules and programmes that unintentionally reveal **whose knowledge is valued in the curriculum -- and whose knowledge is not.**



## 2. ACADEMIC NORMS AND EXPECTATIONS



We may have **expectations related to in-class behaviour and participation** e.g. expecting students to **ask questions, be respectful when discussing sensitive topics, critically analyse and challenge different perspectives or ideas or assuming background cultural knowledge and norms** that shape group work dynamics or student-faculty interactions.

### 3. CULTURALLY-RESPONSIVE ASSESSMENT

Culturally-responsive assessment supports students to **make connections between their learning and cultural backgrounds, experiences, knowledge and perspectives**, enabling them to play to their strengths and interests as well as enriching disciplinary knowledge.





## 4. EMBEDDING GLOBAL PERSPECTIVES

Using **readings, resources, examples, case studies, models and data** from around the world can help to integrate a wider range of perspectives and knowledge into the curriculum.

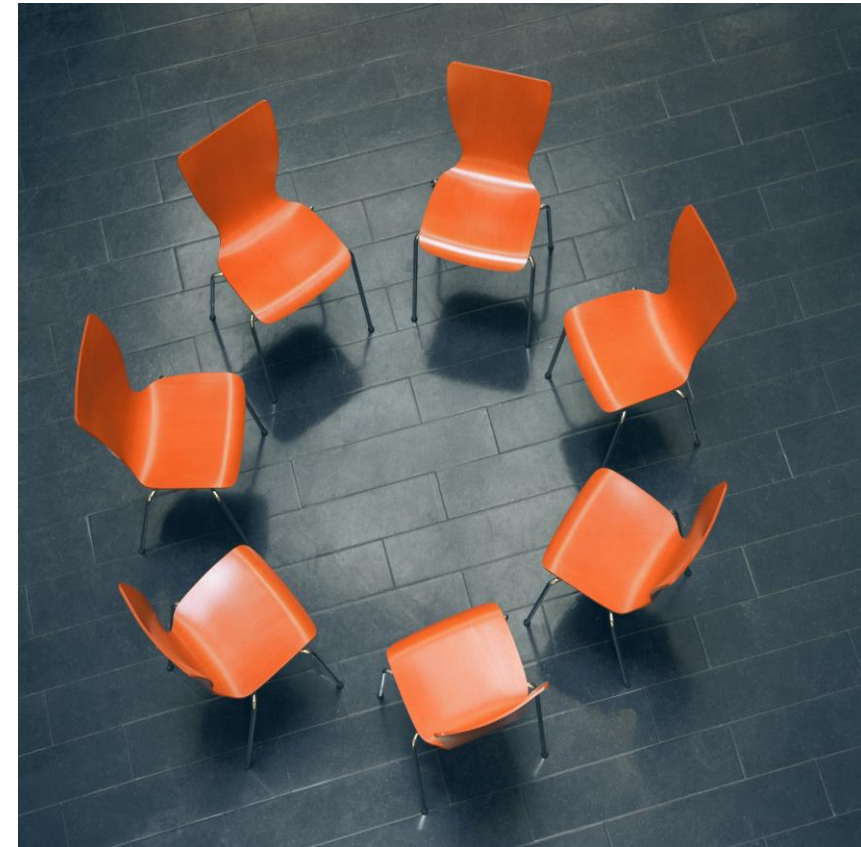
**Reference to international contexts and issues, contemporary practices across the world, or the exploration of professional practice in different cultures** can support students to explore module and programme content through a global lens.



# 5. EXCHANGE OF KNOWLEDGE & IDEAS

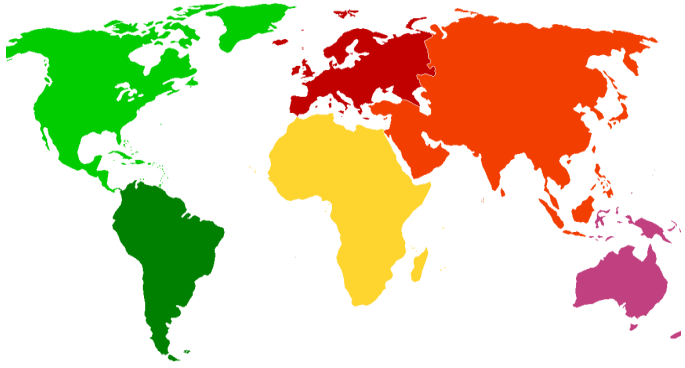
Intercultural learning creates opportunities for students to **share and exchange knowledge with people from different cultures.**

Designing teaching, learning and assessment strategies that **enable students to learn from each other's experiences, perspectives and knowledge** can build cross-cultural understanding, intercultural competence and communication.



# KEY POINTS

- Create opportunities to clarify your expectations of students & communicate what a good standard of work looks like in assessment (e.g. using exemplars, rubrics, peer review)
- Support students to make sense of academic norms & expectations
- Build an environment where culturally diversity is recognised and harnessed as an asset
- Consider integrating diverse resources, models, data, exemplars, case studies, etc., into modules/programmes
- Create learning activities that support students to exchange ideas and perspectives from different cultures
- Enable students to use their prior knowledge, perspectives or experience in assessment



# INTERCULTURAL LEARNING

- ✓ A “one size fits all approach” does not work
- ✓ Be aware of your own cultural biases, assumptions & expectations
- ✓ Empathy: try to see things from the perspective of international students

**Thank You!**

