Teaching Across Cultures

Spring trimester 2019/20

Module Code: UTL40250

ECTS 7.5

Level: Masters (Level 9)

Module Coordinator: Professor Marie Clarke

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UCD Teaching and Learning, Academic Affairs

Module Handbook

Updated: 15.10.19
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Programme Modules</td>
<td>3</td>
</tr>
<tr>
<td>Module Description</td>
<td>4</td>
</tr>
<tr>
<td>Module Learning Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>Teaching and Learning Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Module Workload</td>
<td>6</td>
</tr>
<tr>
<td>Module Content</td>
<td>6</td>
</tr>
<tr>
<td>Assessment &amp; Feedback Strategy</td>
<td>6</td>
</tr>
<tr>
<td>Module Timetable</td>
<td>8</td>
</tr>
<tr>
<td>Initial Reading</td>
<td>8</td>
</tr>
</tbody>
</table>
Introduction to Programme Modules

Level 9 Modules

This Level 9 module can be undertaken as a stand-alone module for the award of Certificate in Continuing Professional Development or as a module for the Professional Certificate/Diploma in University Teaching and Learning. As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students’ learning from these modules will facilitate them initiating new teaching and learning activities.

Active and Participative Learning

The expectation is that all registered students will attend and actively participate in all sessions.

This module involves active participation in individual reflective exercises, group work activities and peer review. The sessions provide opportunities for participants to share experiences and engage in discussion around teaching across cultures.

Key Contacts

Any queries relating to the programme should be directed to the Programme Director, Terry Barrett.

Any questions relating to registration should be directed to the Graduate Administrator, Claire Deighan.

Questions relating to the module may be directed to the Module Co-ordinator, Marie Clarke.

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Programme Administrator</th>
<th>Module Co-ordinator</th>
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<tbody>
<tr>
<td>Terry Barrett</td>
<td>Claire Deighan</td>
<td>Marie Clarke</td>
</tr>
<tr>
<td><a href="mailto:Terry.Barrett@ucd.ie">Terry.Barrett@ucd.ie</a></td>
<td><a href="mailto:Teachingandlearning@ucd.ie">Teachingandlearning@ucd.ie</a></td>
<td><a href="mailto:marie.clarke@ucd.ie">marie.clarke@ucd.ie</a></td>
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<tr>
<td>Rm: F318, Newman Bld</td>
<td>Rm: F309, Newman Bld</td>
<td>Office of Registrar</td>
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<td>716x8553</td>
<td>716x8732</td>
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Module Description

As higher education institutions become more globally-focussed and the number of students from internationally-diverse cultures increases, there is an impending need for those who teach to become more interculturally aware in their disciplinary teaching practice and design and assessment of their curricula. In response, the UCD Education Strategy 2015-20 has prioritised interpersonal, intercultural and life skills within and outside the classroom, supporting the integration and inclusion of international students and encouraging all students to gain international experience. The strategy also prioritises the advancement of teaching excellence to enhance the learning of all students in our complex and dynamic teaching and learning environments.

This module aims to foster awareness and responsiveness around aspects of teaching across cultures, engaging those who teach diverse international and intercultural cohorts in critically reflecting on their personal and professional intercultural competence. In particular, it aims to support:

- the development of appropriate teaching and learning strategies;
- the design and assessment of culturally-inclusive, internationalised curricula;
- the scaffolding of opportunities for students to advance their own international and intercultural perspectives and competences.

Participants will be introduced to theoretical models, principles and concepts of intercultural competence. They will explore a range of research-informed and practically-focused strategies for effective teaching and learning across cultures. In critically engaging with case studies and in-class group work activities, participants will consolidate their understanding of: internationalised curriculum design, culturally-aware assessment strategies, disciplinary perspectives, and internationalisation in higher education more broadly.
Module Learning Outcomes

Having successfully completed this module, students should be able to:

1. Critically reflect on their intercultural awareness and identity

2. Debate and appraise the key themes, theoretical models and research associated with teaching across cultures, internationalisation of the curriculum and internationalisation in higher education

3. Explore their role in the development of their curriculum to support international and intercultural learning within disciplinary and the institutional contexts

4. Evaluate a range of culturally-responsive teaching and student learning strategies in response to particular challenges and opportunities

5. Develop culturally-aware assessments based on key assessment and universal design principles

6. Critically assess the role of technology in enabling intercultural student learning experiences

Teaching and Learning Strategies

This module combines reflective practice with in-class participation, peer review, and autonomous learning.

- Reflective activities encourage participants to critically consider the nature of their intercultural awareness and identity. The development of self-reflection is reinforced through the giving and receiving of feedback via peer review.

- The required readings promote discussion around internationalisation and intercultural teaching and learning, in addition to engaging participants in sharing their experiences with peers.

- Collaborative activities are designed to support participants in exploring a range of culturally-responsive teaching, learning and assessment strategies (including online learning technologies) for use in their intercultural teaching practice.
Module Workload

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<th>Activity</th>
<th>Workload (hours)</th>
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<tbody>
<tr>
<td>Seminars/Workshops</td>
<td>15</td>
</tr>
<tr>
<td>Specified Learning Activities</td>
<td>80</td>
</tr>
<tr>
<td>Autonomous Student Learning</td>
<td>85</td>
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<tr>
<td>Total</td>
<td>180</td>
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Module Content

(Details of Content of Sessions to Follow)

Assessment & Feedback Strategy

Students will be assessed formatively and summatively on their reflective portfolio assignments:

1. First Reflective Journal Entry: My intercultural awareness

2. Reflective Portfolio: Reflection and evidence on a teaching, learning and/or assessment approach for teaching across cultures

Formative Assessment

Students will have an opportunity to share a first draft of their My intercultural awareness reflection with peers and receive feedback in class. Following submission, each student will receive individual feedback from the lecturer on this first assignment.

Prior to submission of their second assignment, Reflection and evidence on a teaching, learning and/or assessment approach for teaching across cultures, students will peer review each other’s draft portfolio. Each student will also receive individual feedback from the lecturer on their completed portfolio assignment following submission.

Summative Assessment

1. First Reflective Journal Entry: My intercultural awareness

With reference to key literature, intercultural models and in-class discussion, reflect on the initial development of your overall intercultural awareness in the context of your teaching practice, for example, your role, responsibilities, cultural values and identity, openness and curiosity, perceptions, etc., and the similarities and differences with those of other cultures. This first reflective assignment must be submitted
in a written format and forms the basis for the development of both intercultural awareness and practice in teaching and learning.

2. Reflective Portfolio: Reflection and evidence on a teaching, learning and/or assessment approach for teaching across cultures

Choosing a particular teaching, learning and/or assessment approach, critically reflect on how you would implement this to enhance the international and intercultural learning experiences of all your students.

This assignment should include critical reflection on:

a) the further development of your intercultural awareness and competence (attitudes, knowledge, skills, and outcomes), building on your initial reflection in your first assignment, My intercultural awareness

b) your chosen approach, including rationale and proposed implementation, potential challenges and opportunities, supportive evidence, and reference to key literature around teaching across cultures

c) how you envisage this approach enhancing the international and intercultural learning experiences of all your students

The Reflective Portfolio submission may comprise one or more media (written, oral, audio-visual) so long as the above criteria is included. The completed reflective portfolio (including assignment 1) should not exceed 5000 words or its equivalent if using multiple presentation formats for assignment 2.

Required Assignments:

This module is assessed as a Pass/Fail.

Please note: Work previously submitted for another UCD Teaching and Learning module, be it in part or complete fulfilment of assessment, cannot be included for assessment in this module.

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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>1. First Reflective Journal Entry:</td>
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<tr>
<td>My intercultural awareness</td>
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<tr>
<td>2. Reflective Portfolio: Reflection and evidence on a teaching, learning and/or assessment approach for teaching across cultures</td>
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Module Timetable

This module will run in a 3 day block on the 9\textsuperscript{th}, 10\textsuperscript{th} and 11\textsuperscript{th} of March.

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<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday 9th</td>
<td>March</td>
<td>10.00 – 16.00</td>
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<tr>
<td>Tuesday 10th</td>
<td>March</td>
<td>10.00 – 16.00</td>
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<tr>
<td>Wednesday 11\textsuperscript{th}</td>
<td>March</td>
<td>10.00 – 16.00</td>
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Initial Reading:

*Additional and required readings will be detailed on Brightspace; participants will be directed to them over the course of the module*


