### Aim of Module

The increasingly globalised nature of higher education means that higher education teachers are increasingly likely to be faced with culturally diverse learner groups. The aim of this module is to examine the implications of cultural diversity for higher education teachers and learners and to facilitate the development of practical strategies for teaching culturally diverse groups. Students will examine a range of theoretical perspectives on culture and cultural diversity, and will be encouraged to explore their own culturally based assumptions and those of learners from a variety of cultural backgrounds in relation to higher education in general and in relation to teaching and learning in higher education in particular. The appropriateness of existing approaches to teaching and assessing learning, as well as the appropriateness of the existing curriculum, for culturally diverse groups will be considered and a range of strategies for ‘internationalising’ the curriculum and the classroom experience will be explored. It is anticipated that this module will be of interest to higher education teachers and others involved in supporting learning in higher education.

### Module Learning Outcomes

On successful completion of this module, you will be able to:

- Demonstrate a deep understanding of the challenges for higher education learners and teachers of working in / with culturally diverse learner groups.
- Engage critically with a variety of theories of culture and interculturalism and with a variety of frameworks for classifying cultures in order to evaluate their usefulness in planning for and delivering higher education courses to culturally diverse learner groups
- Critically analyse culturally based assumptions (both their own and those of their learners) about the nature of higher education, the expectations of higher education students, and the processes of teaching, learning and assessment in higher education
- Explore and critically evaluate a range of strategies for teaching and assessing learning in culturally diverse learner groups with a view to developing culturally inclusive pedagogies appropriate to their particular disciplinary and / or institutional contexts.
- Critically evaluate the higher education curriculum in their particular discipline and / or institution in terms of its appropriateness for culturally diverse learner groups and consider whether and how it should be adapted to better meet the needs of such groups