Course Title: Cross-Cultural Learning and Teaching

<table>
<thead>
<tr>
<th>College</th>
<th>Design and Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Education</td>
</tr>
<tr>
<td>Short Course Title</td>
<td>Cross-Cultural Learn &amp; Teach</td>
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<tr>
<td>Career</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Credit Points</td>
<td>12</td>
</tr>
<tr>
<td>Pre-requisite Courses and Assumed Knowledge and Capabilities</td>
<td>None</td>
</tr>
<tr>
<td>Primary Learning Mode</td>
<td>Face to face</td>
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**Course Description**
In this course you will prepare for and undertake a 15-day practicum in a cross-cultural placement with your peers, potentially in a low-income country or remote community. You will examine themes, debates and practices in cross-cultural teaching and learning as well as develop an understanding of specific cultures. A key component of this course will be developing a critical understanding of the influence of Western education pedagogies and practices on education practices in non-western and low income settings. You will apply your theoretical understanding by planning and implementing culturally appropriate learning activities for a range of learning abilities during your cross-cultural teaching practicum.

**Objectives/Learning Outcomes/Capability Development**

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>AITSL Standards</th>
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<tbody>
<tr>
<td>1. Discuss key principles of teaching children from cultures other than your own</td>
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<tr>
<td>2. Relate theoretical frameworks for examining cross cultural teaching and learning to your own teaching philosophy and practice</td>
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<tr>
<td>3. Apply critical insights into cross-cultural teaching and learning into your own pedagogical practices</td>
<td></td>
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<tr>
<td>4. Demonstrate initiative and judgement in planning and implementing differentiated learning activities that engage learners in different cultural settings</td>
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**Program Learning Outcomes**
In this course you will develop the following program learning outcomes:
- Develop deep and broad knowledge of education theory and the transformative potential of education in society in both local and global contexts
Show commitment to professional learning by being an independent, open-minded, resilient and critically reflective learner, seeking out, learning from constructive feedback and adapting to meet the demands of the profession.

Demonstrate an understanding of and capacity to promote education for a sustainable future and to support diversity in all its forms.

Communicate effectively with different stakeholders in the education field through a broad range of communication modes and digital technologies in diverse educational contexts.

### Overview of Learning Activities

Your learning in this course will involve a range of activities including online lectures, workshops, practical activities, individual tasks, collaborative group work, discussion and individual reflection.

### Teaching Schedule

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic/s</th>
<th>Grad. Teacher Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Introduction to Cross-cultural placements</strong>&lt;br&gt;Course and assessment overview&lt;br&gt;Introducing your destination&lt;br&gt;Goal setting&lt;br&gt;Travel practicalities and preparations</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Theoretical and Curriculum Foundations</strong>&lt;br&gt;Intercultural competence&lt;br&gt;Neo-colonialism and the exotic other&lt;br&gt;Educational tourism&lt;br&gt;Curriculum and pedagogy implications</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td><strong>Learning about other cultures</strong>&lt;br&gt;AT1 presentations&lt;br&gt;Implications for learning and teaching&lt;br&gt;Pre-departure briefings</td>
<td></td>
</tr>
<tr>
<td><strong>In-country placement</strong></td>
<td><strong>Cultural immersion activities</strong>&lt;br&gt;Teaching and learning experience&lt;br&gt;Reflections on learning</td>
<td>3.3, 3.5, 4.1, 4.2</td>
</tr>
</tbody>
</table>

### Overview of Learning Resources

RMIT will provide you with resources and tools for learning in this course through our online systems. Suggested readings from current educational literature will be provided on the course website and will be drawn from highly regarded academic journals, books and conferences as well as reports, websites and other online resources.

The University Library has extensive resources for teacher education students. The Library has produced a number of subject guides that includes quality online and print resources for your studies Education Library Guides


### Other Resources


Overview of Assessment

You will be assessed on how well you meet the course’s learning outcomes and on your development against the program learning outcomes. Assessment will cover both theoretical and practical aspects of your learning. You will be able to develop your work in relation to your own specific areas of interest in your professional practice.

Assessment Task 1: Cultural investigation (50%, LO1, LO2)

Assessment Task 2: Written learning reflection (50%, LO1, LO2, LO3, LO4)

Feedback will be given on all assessment tasks.

If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or the Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online:
http://www.rmit.edu.au/students/assessment

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Cultural investigation</th>
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<tbody>
<tr>
<td>Weighting</td>
<td>50%</td>
</tr>
</tbody>
</table>
Learning outcomes

- Discuss key principles of teaching children from cultures other than your own
- Relate theoretical frameworks for examining cross cultural teaching and learning to your own teaching philosophy and practice

Task

Prior to undertaking your cross-cultural teaching practicum you will undertake an investigation into the culture of the country in which your practicum is located. You will explore the customs, beliefs and values of your destination country and how these might shape the pedagogical practices characteristic of your destination country, examining the similarities and differences with Australia and the potential implications for your own practice. In addition, you will outline the reasons for wishing to undertake and cross-cultural teaching practicum in this location, articulate your professional goals for the practicum, making links to relevant theory and your own teaching philosophy and practice.

Assessment Criteria

- Information about the culture (of the country), customs, beliefs and values
- How these characteristics might shape your practices within this context
- Examination of the similarities and differences of educational systems/curricular frameworks with Australia and the placement location
- Potential implications for your own professional practices as a teacher
- Reference to relevant theory and research literature including correct use of APA referencing

Rationale

It is important that prior to immersing yourself in a different culture that you learn as much about that culture as you can. This task asks you to look beyond superficial notions of culture to examine deeper aspects of culture that are likely to be manifest in an educational setting. This task helps you to develop your intercultural competence prior to departure.

AITSL Graduate Standards Assessed/Practised

<table>
<thead>
<tr>
<th>AITSL Graduate Standard/s</th>
<th>Explanation of how this task relates to the AITSL Graduate standard/s</th>
<th>Standard Practised</th>
<th>Standard Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Researching the backgrounds and cultures of the students you will be teaching on your cross-cultural placement will increase your knowledge of teaching strategies that address needs of culturally diverse students.</td>
<td>Y</td>
<td></td>
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</table>

Assessment Task 2

Cross-cultural learning reflection
Weighting | 50%
---|---
Learning outcomes
- Discuss key principles of teaching children from cultures other than your own
- Relate theoretical frameworks for examining cross-cultural teaching and learning to your own teaching philosophy and practice
- Apply critical insights into cross-cultural teaching and learning into your own pedagogical practices
- Demonstrate initiative and judgement in planning and implementing differentiated learning activities that engage learners in different cultural settings

Task
Upon completion of the cross-cultural teaching practicum you will submit a reflection about your learning about teaching in another culture and about yourself. Drawing upon critical incidents that occurred during your cross-cultural practical placement, including at least one annotated lesson plan of a lesson you designed and implemented during the cross-cultural practicum, you will reflect on the effectiveness of your teaching and the learning activities you designed and implemented, as well as the challenges you faced in implementing your curriculum. You will articulate your insights about the similarities and differences you experienced and compare your learning to your initial expectations identified in Assessment Task 1. In your written reflection you will support your claims with reference to relevant theory.

Assessment Criteria
- Depth of critical reflection and insights that have been generated from the experience
- Evidence of improved intercultural competence
- Annotated lesson plan that highlights the specific strategies you employed to engage students from different cultures and how effective these strategies were
- Reflection about challenges faced in implementation of lesson/s
- Reference to relevant theory and research literature including correct use of APA referencing

Rationale
Reflecting on your experience will help you to consolidate the learning you gain from the experience and assist you in articulating your intercultural competence.

AITSL Graduate Standards Assessed/Practised

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28 February 2011
<table>
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<tr>
<th>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</th>
<th>Your teaching should use a range of teaching strategies that will engage your learners.</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Include a range of teaching strategies</td>
<td>Your teaching should use a range of teaching strategies that will engage your learners.</td>
<td>Y</td>
</tr>
<tr>
<td>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
<td>In order to teach in a classroom where you are not competent in the language you will need to utilise a range of non-verbal communication strategies to engage your students.</td>
<td>Y</td>
</tr>
<tr>
<td>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</td>
<td>In order to teach in a classroom where you are not competent in the language you will need to utilise a range teaching strategies to engage your students.</td>
<td>Y</td>
</tr>
<tr>
<td>4.2 Demonstrate the capacity to organise classroom and activities and provide clear directions</td>
<td>You will need to be very clear in your classroom organisation and in how you give directions to students who speak another language.</td>
<td>Y</td>
</tr>
</tbody>
</table>