

Title: Teaching excellence to maximise learning gain among diverse students

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify specific areas of learning gain which can derive from diverse student communities
- Deploy an intersectional lens to reconceptualise domestic and international student diversity
- Critically evaluate current practice against key principles of culturally relevant pedagogies

Session Outline

Higher education is increasingly engaged in locally and globally situated learning and teaching activities, involving diverse faculty, learners, and contexts. Internationalisation through TNE, distance learning, and the recruitment of international students is requiring that academics deliver teaching excellence among people and in contexts where the shape of such excellence is not at all agreed. Learning among diverse others is proclaimed to be a significant source of learning gain (Bowman, 2010; Cole & Zhou, 2014; Denson & Bowman, 2013; Hurtado, 2001), but is also regularly shown to be unpopular among students and unrealised through learning and teaching practice (Bailey, 2016; Kimmel & Volet, 2012; Mak et al., 2014).

This presentation will focus upon the notion of intersectionality (Crenshaw, 1991) as a lens through which to re-envision the diversity within the internationalising spaces of higher education (at home and overseas), and culturally relevant pedagogy (Brown-Jeffy & Cooper, 2011; Ladson-Billings, 1995a, 1995b; Saint-Hilaire, 2014) as an approach to learning and teaching which may bring the kinds of teaching excellence through which learning gain might be equalised and maximised among diverse learners in diverse contexts.

Session Activities and Approximate Timings

Theme	Indicative Question	Minutes
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		(approximate)
Diversity in local and international contexts of higher education	Why do we seek to recruit diverse students locally and internationally?	5
Potential learning gains from study among diverse peers	What impacts have you seen with regard to learning gain from diverse students?	10
An intersectional lens on student diversity	How are our characterisations of international students and of locally diverse students different?	10
Culturally relevant pedagogy – key principles	How might teaching excellence be enhanced by adopting the key principles outlined for CRP?	15
Open Q&A		5

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