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|  **What are the findings?** | **In relation to language, culture and learning:** * That an attentiveness to the crucial role of language/s and culture/s in shaping how concepts are interpreted and how understandings and new knowledge are created, developed and applied is necessary and valuable when learning and teaching in diversity.

**In relation to learners, the experience of learning and the personalisation of their learning:** * That students’ intercultural learning capabilities are developed through opportunities for experiential and personalised learning in interaction, in which students engage with their own and others’ diverse knowledges, experiences and understandings and participate reciprocally in exchange.

**In relation to curriculum design:** * That the design of the curriculum be coherent in the sense that intercultural learning as described permeates all aspects of the curriculum and its enactment.

**In relation to managing a core course:** * That coordination extends beyond the administrative aspects of ‘managing’ the course to include developing shared understandings of the conceptualisation and design of the content and processes of the course, teaching and learning processes, experiences and resources, and assessment and evaluation.

**In relation to academic and professional literacies:** * That attending deliberately and explicitly to language/s and culture/s is an integral part of developing the literate capabilities students need in academic and professional environments.
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| **What do they mean?** | **The findings reveal the need for and value of:** * enabling students to draw on their linguistic, cultural and knowledge repertoires
* providing coherent and scaffolded pathways for students as they participate in a course
* enabling opportunities for experiential and personalised learning through interaction, in which students engage with their own and others’ diverse knowledges, experiences and understandings and participate reciprocally in exchange
* enabling students to examine critically their own and others’ assumptions, to consider multiple perspectives, and reflect on the interpretation, creation and application of knowledge
* attending to the crucial role of language/s and culture/s in developing, enacting and evaluating the processes of learning, teaching and assessment
* rethinking notions of ‘experience’ and ‘engagement’, specifically to attend to the central role of language/s and culture/s in all students’ experience of learning, teaching and assessment if we are to enable students to develop their intercultural learning capabilities.
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| **What do they imply?** | **That learning, teaching and assessment in diversity:** * is a shared, dialogic and ongoing process involving both teachers and students as they engage with disciplinary knowledge and consider how it may be applied in meaningful and relevant ways
* requires an attentiveness to the crucial role of language/s and culture/s in shaping how understandings and new knowledge are created, developed and applied.
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| **What should we do?** | **Support teachers across all disciplines to develop a deliberate focus on how to:** * understand within and across disciplines the crucial role of language/s and culture/s in learning for diverse students and teachers and encourage students to draw on their linguistic and cultural repertoires
* use experiential and personalised learning that engages students in peer-to-peer collaboration in order to exchange, interpret and create new knowledge
* create opportunities for students to reflect on and reflexively respond to their own and others’ understandings of themselves/others in diversity through a coherent curriculum design in which intercultural learning permeates all aspects of the course
* provide linguistic and conceptual scaffolding in learning, teaching, assessment and feedback to students to provide coherent learning pathways
* develop among teachers shared understandings and approaches to learning, teaching and assessment through dialogue, collaboration and reflexivity during the life of a course
* understand within and across disciplines the role of language/s and culture/s in developing academic and professional literacies for diverse students.
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O’Neill, F., Scarino, A., Crichton, J. 2019. ‘The Intercultural Learning Project’ Executive Summary - Case Study