**Telling tall tales – exploring our single stories of learning and teaching in UK higher education**

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If we are to diversify the curriculum, we need to move beyond the single story of learning and teaching. We need to represent the diverse body of our staff and students

# The danger of a single story



*The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.* (Chimamanda Ngozi Adichie)

# What are 'single stories'?

Effect?

Role of 'shame'?

It all depends on where you start the story?



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# Unravelling these single stories

- As a teacher, who am I? What are my assumptions? What is my 'single story'?

- Who are my students? Where do they come from? Where do we want to go?

- What am I teaching? Why? What is my responsibility as a teacher and learner to my discipline?

To be more precise, intercultural /indigenous universities represent a general attempt to let knowledge, which is ''other'' and for that reason previously not considered as such, breathe, grow and dialog, on an *equity basis*, with previously established knowledge.
(Guilherme & Dietz, 2016: 5, my emphasis)


'A pedagogy of the encounter'
(Gill, 2016)



Creative Commons Image, Flikr: Steve Ioya, 2014

"We are all migrants through time"
Hamid, 2017

# Role of interculturalism in the curriculum

'Intercultural' is a superordinate that encapsulates linguistic, cultural (in the traditional sense of ethnicity, community and tradition), socio-economic and educational aspects.
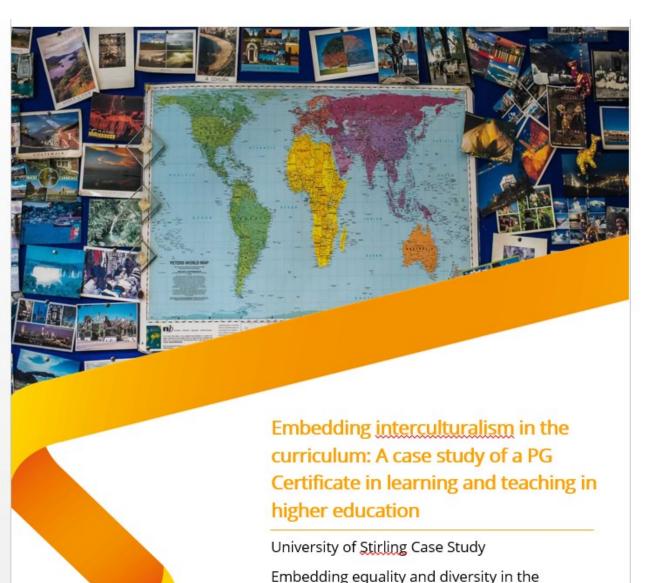
Murray, 2016: 169



Creative Commons Image, Flikr: Diversity mask, George A. Spiva Center, 2013

# How does interculturalism help us dismantle single stories?

Actively encourages different perspectives to come into the classroom

(how do we negotiate those 'hot moments'?)


Enables students and teachers to co-create the curriculum

(is it easy to let go of our own assumptions, or indeed our own language?)


Refuses a dominant discourse to control and rule the curriculum

(is this feasible in the grand narratives of HE in the UK in our current landscape?)

Embedding interculturalism in the curriculum: A case study of a PG Certificate in learning and teaching in higher education

University of Stirling Case Study

Embedding equality and diversity in the curriculum strategic enhancement programme

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- 4 x Focus groups 'Connecting Cultures' (May-June 2016)
- Postgraduates who teach
- PG Cert participants/early career, pre-pilot
- PG Cert participants/early career, post-pilot
- Experienced academic colleagues

- Intercultural Colloquium (August 2016)

Created a desire for interdisciplinary, cross-institutional module on embedding interculturalism in the curriculum

- Pilot of Module 1 of PCLTHE (Autumn 2016)

Interculturalism as pedagogical ethos

- *Pilot of Programme Leader toolkit (Spring 2017)*

*Developed by undergraduate student on placement Module with Academic Development*