Towards a multilingual, cross-cultural and student-led Software Engineering lectures in UK Higher Education

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ABSTRACT

This work attempts to present a novel approach to deliver software engineering lectorial sessions. The work primarily focuses on increasing student engagement by taking a multilingual and cross-cultural approach where students take the lead. The design of lectorial sessions are based on a variety of factors including but not limited to student's first language, prior experience, expectation from the module and so on. The framework of the module is introduced by the tutors at the very beginning. An initially carefully managed and tutor led sessions, gradually turns into student led sessions by the end of the module. The students seem have found the sessions extremely engaging and motivating. The students in their feedback were appreciative of the design of the module. The students over the course of the module also contribute towards the curriculum in a number of different ways, one of which is through critically evaluating the module content. However, there are gaps and challenges that needs to be constantly addressed such as the disparity in pass rate and attainment gaps between the White British and BME (Home and international), the diverse learning

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background of the learners and the learner demographics, prior experience which is expected to be different every year.

KEYWORDS

Internationalisation, Multilingual classroom, student-led, software engineering, cross-culture

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