

Taking a cultural perspective on teaching and learning about customer behaviour

Existing research has identified factors (e.g. stereotyping, social identity incompatibility) that might explain awarding gaps between BAME and non-BAME students (e.g. Claridge *et al.*, 2018; Frings *et al.*, 2020) and the reasons why BAME students are more likely to withdraw from courses (Kaiser *et al.*, 2021).

An important stream of research however, has adopted a cultural perspective for understanding the aforementioned issue. Such work has proposed that a predominantly White European curriculum has a negative impact on BAME students' engagement and attainment because of its failure to reflect BAME students' identities and lived experiences (Arday *et al.*, 2021). Indeed, BAME students' cultural identities have been shown to shape their learning experience within a higher education context (Housee, 2011). Culturally relevant curriculum that reflects the personal and professional identities of culturally diverse student groups should positively impact the learning and achievement of BAME students (Hollinrake *et al.*, 2019).

We aim to contribute to this stream of research by exploring how differences in students' cultural identity (BAME versus non BAME students) might reveal learning and assessment preferences which may help explain awarding gaps, and guide more inclusive learning design in future. To complement previous work using large scale learning analytics (Ngyuen, et al., 2020) we focus on a single online module in customer behaviour. Our methodology embraces 'the voices of minoritised and marginalised people in our approach to institutional change', insofar as it casts students as active research participants. 20 interviews will be conducted equally split between BAME and non-BAME students. Our approach to conducting interviews will be novel in that we will use auto-driving (McCracken 1988) as a technique to stimulate discussions. Students will 'drive' the interview by selecting and discussing the piece of learning material that they enjoyed the most and the one that they enjoyed the least, as well as their most and least favourite pieces of assessment (chosen from a essays, blogging and academic poster). The advantage of this technique is that it facilitates richer data (Woodside, 2004) and allows students to steer the agenda. Data will be analysed with the purpose of identifying themes which will be compared across BAME and non-BAME students. The findings will help identify how learning content and assessment can be modified so that they accommodate the differences in approach to learning and assessment of a culturally diverse group so that the module offers all students the opportunity to achieve comparable outcomes. The findings of this study will also help understand how a culturally responsive pedagogy can be enhanced in general.

(418 words)

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