

Poster

Title: **Reflecting on cross-cultural capabilities within Public Health.**

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Session Learning Outcomes

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

- Understand key components of IoC within curriculum design for international and home students
- Acknowledge the importance of the affective, emotional, and social aspects of transformative learning
- Recognise the principles of cultural adaption and an intercultural mindset to support staff development
- Identify and apply practical techniques for formal and informal learning to enhance critical cultural awareness.

Session Outline

Four key issues to be addressed are drawn from conference themes:

1) A personal reflection is presented through figures, photographs and narratives on how shifts in pedagogy through concepts of transformative learning, improved curricula design and delivery within the context of Internationalisation of Curriculum of a Postgraduate Programme in Public Health with a 70% intake of international students.

2) A theoretical focus links cultural values and identities (Bradley et al. 2011) in the way teaching materials are designed and delivered based on the principles of 'transformative' curriculum (Banks and Banks, 2010) using a strategic and informed approach (Leask & Carroll, 2011). The identification of different forms of the social aspects of learning as well as the creation of opportunities for social interaction between international and home students and members of faculty staff highlight the benefits of informal and formal learning (Montgomery 2010).

3) The use of cultural difference underpins the quality of student experience (Ryan 2013), and staff development (THEA 2014), through, increasing critical cultural awareness (Clifford and Montgomery 2011). Highlighting an understanding of implicit cultural assumptions (Kohls and Knight 1994) contributing to opportunities for transformational learning (Mezirow 2009) which supports a more inclusive, discriminating, open, reflective, and emotional ability to change (Clifford and Montgomery 2015).

4) Principles of intercultural adaptation for both students and staff (Shaules, 2007), demonstrate how course learning outcomes can embrace the development of cross-cultural competence (Edwards et al. 2003) created through a reflection upon intercultural mindsets (Hammer, 2008) and novel experiences (Smith, 2009). Summative course evaluation data highlight enhanced international awareness monitored using a recognised framework (Donovan et al. 2013).

Session Activities and Approximate Timings

As a poster session – opportunities to discuss either on a 1:1 or as a small group could be made during appropriate times.

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