

## Poster

**Title:**                   **Applying intercultural awareness to curriculum development in art, design and architecture.**

**Presenter:**           **Jodi Gregory & Beth Caldwell**  
University of Huddersfield

### **Session Learning Outcomes**

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

Knowledge Based Learning Outcomes:

1. Identify the domains of a simple model of the international student sojourn.
2. See how the model has been used as a tool to raise intercultural awareness and develop the curriculum in the school of art, design and architecture.
3. Explore how the model could be used within the delegates' own discipline.

### **Session Outline**

Through selecting and synthesising the existing literature surrounding international students, the recurrent foci have been explored and a new simple model of the international student sojourn has been generated. This model is driven by a holistic concern for the support and development of staff and students, and has been used to open a dialogue between staff and students in order to raise intercultural awareness within the disciplines of art, design and architecture. It is suggested that the collaborative fostering of intercultural awareness is the necessary first step towards developing an internationalised curriculum (Nilsson, 2003; Harrison & Peacock, 2010). This poster session will demonstrate how the model has been used to structure a workshop in the school of art, design and architecture, in which staff and students have engaged in dialogue and formulated a good practice agenda for internationalising the curriculum.

The disciplines of Art, Design and Architecture present their own specific challenges for internationalisation due to the culture-bound nature of aesthetics. It is important to find out how current international students and staff cope with these challenges, and to share good practice across their disciplines. It has been discovered that in the UK certain traditions prevail, such as the emphasis on the individual creative process as well as drawing by hand before using technology, which are at odds with process of design training in other parts of the world.

It is hoped that by creating increased intercultural awareness, we will be able design curricula that will enable us to capitalise on the diverse range of experiences that international students bring to the UK. The model and workshop structure can be adapted for use by participants within their own disciplines, and the poster session will encourage delegates to explore this.

### **Session Activities and Approximate Timings**

Interactive model: An interactive jigsaw analogy will be used to encourage participants to apply the model to their own discipline.

### **References**

Gregory, J. 2014. *Towards a Holistic Model of the International Student Sojourn*. MA. University of Huddersfield.

Harrison, N. & Peacock, N. 2010. 'Cultural distance, mindfulness and passive xenophobia: using Integrated Threat Theory to explore home higher education students' perspectives on 'internationalisation at home'' *British Educational Research Journal*, 36 (6) 877–902

Nilsson, B. 2003. 'Internationalisation at Home From a Swedish Perspective: The Case of Malmö'. *Journal of Studies in International Education*. 7. (1) 27-40 DOI: 10.1177/1028315302250178