

Knowledge, Curriculum		
Include case studies, projects, examples from a range of different cultures	Include real or simulated instances of cross-cultural negotiation and communication	Include specific reference to intercultural issues in professional practice
	Include specific reference to contemporary international and local content	Address issues such as social justice, equity, human rights and related social and economic issues
Address critical global environmental issues	Include topics on ethical issues in globalization	
Include an exploration of how knowledge may be constructed differently from culture to culture in the discipline area	Use a recently published, international textbook or journal articles	Use and analyse international case studies and international sources such as journals and conference proceedings
Encourages students to reflect critically on what they are learning in relation to their own cultural identity and its social construction	Encourages students to reflect critically on what they are learning in relation to their own cultural and geographical context	Include investigation of professional practices in other cultures

Learning and Teaching Activities		
Encourage students to use examples from their own experiences	Utilise international contacts and networks in the discipline/professional area	Include presentations or input from guest lecturers with international experience who address specific topics in the course
Focus on international issues, international case studies or examples	Require the establishment of working relationships with fellow students from diverse backgrounds and cultures – eg. tasks requiring analysis of media reports from international newspapers, interviews with international students and/or professionals who have worked internationally	
Require students to consider issues and problems from a variety of cultural perspectives	Utilise electronic links and networks, such as email chat groups, with students of the discipline in other countries	Require students to locate, discuss, analyse and evaluate information from a range of international sources
Include problem-solving exercises and/or research assignments with an international or intercultural component	Require fieldwork with local organisations working on international projects or national projects with an intercultural focus	Include internships/placements in international or intercultural agencies
Involve reflective writing activities/tasks focusing on international or intercultural matters	Include simulations of international or intercultural interactions	Explicitly outline the thinking processes used in the discipline and discuss and analyse any cultural aspects of these
Require students to analyse the cultural construction of knowledge and cross cultural-practices	Include examples of the various value positions in multicultural Denmark and their implications for the field or profession	Compare and contrast approaches to cultural pluralism in different nations and their implications for citizens and for professional practice in the discipline

<p>Examine ways in which particular cultural interpretations of social, scientific or technological applications of knowledge may include or exclude, advantage or disadvantage people from different cultural groups</p>	<p>Include analysis of the cultural foundations of alternative approaches to the profession/discipline</p>	<p>Require analysis of the issues, methodologies and possible solutions associated with current areas of debate within the discipline from a range of cultural perspectives</p>
<p>Explore cultural and regional differences in values and assumptions affecting the discipline and how these might impact on the actions of individuals</p>	<p>Include consideration of cultural assumptions in any analysis of possible responses to ethical and social issues related to the discipline/professional area</p>	<p>Explore comparative professional practices and their relationship to cultural values</p>
<p>Authentic tasks (Leask, 2009) students bring their own cultural knowledge, perspective, lens to the task. As well as sharing own cultural perspective they work together to identify similarities and differences between their perspectives and provide rationales for decisions they make. e.g. In Anders's video, he talks about his Polish counterparts being very precise and how this is a valuable approach and helps ensure quality</p>	<p>Include references to research from different continents, hemispheres, languages. Students' bibliographies show they have included research and knowledge from other cultures. This approach would be modelled by the teacher including references to studies from other cultures' knowledge and research.</p>	<p>Students develop prototypes/projects for particular cultural settings. For example, they could have to design a 'bicycle for transporting fragile products' for a South East Asian country. As part of the design they would have to show they have considered social norms, climate, terrain, cycling community... Opportunity for comparative designs – each group would be given the same design task but for different cultural contexts, they would identify how they compare and what can they learn from each other through knowledge exchange?</p>