# Proposal Submission Form

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| **Title:** | A workshop exploring how intercultural competences can be incorporated within the curriculum |
| **Type** Workshop for the Theme: * International Developments
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| **Abstract**  In today’s multicultural society students can expect to work in multicultural groups as part of their professional practice (Sweeney *et al*. 2008; Krishnamurthi 2003). Therefore the ability to work in multicultural groups is seen as an integral part of a student’s competency within higher education (Papov *et al.* 2012). Multicultural education pathways provide for many benefits. The greater diversity in communication styles helps development of intercultural competence (De Vita 2000; Popav *et al*. 2012) and increases performance in team project tasks (De Vita 2000). Equally it provides challenges due to different cultural behaviour patterns. As Bourdieu (1990) and the Hofstede (1980) model identified, each culture inherits its own societal behavioural norms. A lack of knowledge of the differences in members’ social norms and values may provide for conflicts. Intercultural competences is a relatively new field of study within literature. Due to globalisation students now need the skillset to help them work collaborative with different cultures. Intercultural competences has been defined as: *“The ability to communicate effectively in cross-cultural situations and relate appropriately in a variety of cultural contexts”.**Bennett and Bennett (2004).***Workshop Format** The aim of this workshop is to bring awareness of some promising teaching strategies presented by the UNICEF’s model of behaviour and tolerance of difference; The teaching approaches presented by PEACE education and the Anti-Bias curriculum. These approaches provide an insight into how curriculum can be made flexible and engaging by taking the teaching outdoors. The theories bring excitement to the curriculum, at the same time as instilling what values and systems could underline an education system which allows for multiculturalism and understanding of tolerance**References** (optional but encouraged)Antal, A. and Friedman, V., 2008. Learning to negotiate reality: a strategy for teaching intercultural competencies. *Journal of Management Education,* **32**(3), pp. 363-386.Bourdieu, P. (1990). In other Words. Cambridge, Polity Press.Bennett, J. and Bennett, M., 2004. *Developing Intercultural Sensitivity. An Integrative Approach to Global and Domestic Diversity.* 3 edn. Thousand Oaks: Sage.Cox, T. and Blake, S. (1991). Managing cultural diversity: implications for organisational effectiveness. Academy of Management Executive, 5(3), 45-56.De Vita, G. (2002) Does Assessed Multicultural Group Work really pull UK Students' Average down? *Assessment & Evaluation in Higher Education,* 27(2), p.153-161. Fountain, S., 1999. *Peace Education in UNICEF.* New York: UNICEF. Hofstede, G(1980), culture’s consequences: international differences in work-related values. Thousand Oaks. CA: Sage.Lin, M., Lake, V. and Rice, D., 2008. Teaching Anti-Bias Curriculum in Teacher Education Programs: What and How. *Teacher Education Quarterly,* **35**(2), pp. 187-200. |
| **Author Name(s)** | Zabin Visram and Ingrid Kanuga |
| **School / Department** | Hospitality and Tourism |