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**Intercultural Teaching Competence 1**

Provide feedback across cultures in a variety of ways:

E.g. Effective facilitators adjust their feedback style to the needs of learners and recognise the way feedback is offered and received in the learners’ cultures.

Tailor messages to audiences with different levels of linguistic ability and limit the use of jargon and colloquialisms that may interfere with a given audience’s understanding, especially in interdisciplinary contexts (Cushner & Mahon, 2009).

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Develop an awareness of one’s own culture and cultural identity, how these are perceived by cultural others, and how they influence cross-cultural interactions—for example, the potential influence of a perceptual lens created by one’s sexual orientation, race/whiteness, privileged socio-economic status, or ability to speak a dominant language (Harlap, 2008, J. Bennett, 2011).

Create opportunities for interaction among learners that allow them to learn from each other, share different perspectives, and share the wealth of cultural knowledge they bring to class (Arkoudis et al., 2013).

Identify risk factors for particular types of learners. Examples of risk factors are loss of face, loss of group identity, conflict avoidance, and risk of self-disclosure related to culture, religion, sexual orientation, and socio-economic background (Bennett, 2011; Paige, 1993).

Design assessments that recognize and validate cultural differences in writing and communication styles, such as the use of inductive or deductive logic and circular rather than linear reasoning in student essays (Eland, 2001; Fox, 1994).

Explain unspoken assumptions of one’s own culture and discipline to students from different cultural background and mentor them during their transition to the host institution. E.g. articulate the value of academic integrity and highlight cultural differences in citation and referencing (Watkins & Biggs, 1999).