Institutions may wish to consider embedding a series of specific learning and teaching ‘techniques’ within their curriculum development and delivery to encourage an overarching enhanced interaction between home and international students.

What follows is an indicative, but not exhaustive series of recommendations:

- Use inclusive ‘ice-breaking’ techniques in introductory seminar – employ techniques aimed at breaking down barriers across the student body

- Introduce where appropriate, but on a regular basis, a dynamic approach to seminars through interactive/inclusive techniques. Recommendations of such techniques are noted below:
  - Discussion/debate leading, by individuals or small groups
  - Question and Answer setting, by individuals or small groups
  - Mini-5-minute presentations/overview of topics or current issues, by individuals or small groups
  - Student feedback – frequently ask individual students ‘what do you think?’/’what's your opinion?’ to encourage interaction/inclusivity
  - Focusing, highlighting, encouraging and praising independent student research and innovation
  - Applying case studies and theory to the ‘real world' using a range of cultural settings/contexts
  - Ensuring a combination of group and individual work

- Embed UK HE approaches and teaching culture messages in lectures/seminars

- Ensure, where possible, individual seminar groups reflect the School ‘mix' of home/international students

- Use of multi-cultural names in teaching and assessment materials

- Gather opinion from a representative international spread of the student body in order to ascertain how expectations could be more directly met

- Think of ways to use the international experience of the student body as an additional teaching resource