

## Learning 'cultural diversity' is based on international cooperation: ICC@home

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**Introduction/Rationale:** Given the increasingly multicultural professional contexts in which students will be working, preparing them more effectively for that challenge has become more important. As students cannot all go abroad, we need classes allowing them to acquire relevant skills without leaving their home universities. In the module 'International Case Comparison@home (ICC@home)', students and teachers from occupational therapy university departments of seven European countries are working together. The main goals are creating possibilities for students to raise awareness for cultural diversity and to develop intercultural skills, critical competences and capabilities for life-long learning (COTEC, 2010; Darawsheh & Chard, 2015; WFOT, 2009).

**Objectives:** We discuss our methods, experiences and possibilities of extending or adapting the module. A best practice example will be presented based on the topic "refugees and occupational deprivation".

**Approach:** The module is firmly founded on the principles of competence-based, inquiry-based and peer-learning. Students work together in small, culturally mixed teams using a study-guide for orientation, an e-learning platform and social media for communication and documentation of the learning progress.

**Results:** The student's outcome is exchanging knowledge and understanding of occupational therapy, health care and cultural values presented in an evidence-based paper comparing approaches within different professional and socio-cultural settings. Furthermore, students engage in an intercultural online discussion.

**Conclusion:** Students' evaluations indicate that they benefit from the project in various ways. The project has proven to be a relatively simple yet effective way of international and intercultural learning at home. The concept of ICC@home is adaptable to most curricula worldwide.