

# World Conference on Research in Teaching and Education

14 - 16 November 2025

London , United Kingdom

## **Beyond Curricular Export: Co-creating a Culturally Appropriate Tne Workshop for Teaching Enhancement in Bangladesh**

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### **Abstract**

Continuous professional development (CPD) is vital for upskilling educators; however, such opportunities remain limited in many low- and middle-income countries (LMICs), particularly for healthcare educators involved in nursing and midwifery teaching. To address this gap, we established a British Council funded Transnational Education (TNE) partnership with a Midwifery Institute in Bangladesh to support the upskilling of its teaching team in modern pedagogical practices. This paper reports how we designed an intensive workshop on contemporary teaching approaches centred on active learning and digital pedagogy through a participatory needs analysis and decolonial lens to ensure cultural appropriateness.

Combining theoretical principles with hands-on activities, we developed a three-day workshop focused on curriculum design, active learning, and the pragmatic use of digital tools such as PowerPoint, Microsoft Forms, and Generative AI (GenAI) to create interactive and culturally relevant learning materials. A post-workshop focus group was conducted to evaluate its effectiveness. Focus group results indicated that participants found the training highly relevant and immediately applicable. Learning about different formats of active learning as well as using GenAI gave them the confidence to create bespoke educational resources tailored to local cultural and educational contexts filling a long-standing gap in accessible materials. The study demonstrates that adaptive, context-sensitive design which is anchored in inclusivity, digital capability, and decolonial practice can enhance the sustainability and local impact of TNE initiatives. We conclude with recommendations for educators and TNE partners on embedding participatory design, simple digital innovation, and cultural responsiveness to ensure training effectiveness and local ownership.

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**Keywords:** Teacher, Training, Intensive, Tne, Decolonisation