

Questionnaire on Internationalisation of the Curriculum (QIC)¹

A Stimulus for Reflection and Discussion

The purpose of this questionnaire is to stimulate reflection and discussion amongst teams of teaching staff about internationalisation of the curriculum in their PROGRAM². It is intended as an aid to identifying what is already happening and, where appropriate, what action might be taken to further internationalise the PROGRAM.

Internationalisation of the curriculum is 'the incorporation of an international and intercultural dimension into the content of the curriculum as well as the TEACHING AND LEARNING [ARRANGEMENTS] and support services of a program of study'³. This definition implies that an internationalised curriculum will:

- Engage students with internationally informed research and cultural and linguistic diversity,
- Purposefully develop students' international and intercultural perspectives - the knowledge, skills and self awareness they need to participate effectively as citizens and professionals in a global society characterised by rapid change and increasing diversity,
- Move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically,
- Be supported by services focussed on the development of intercultural competence and international perspectives

The questionnaire looks at the context in which the PROGRAM is taught, as well as individual elements of the curriculum such as content, assessment and TEACHING AND LEARNING ARRANGEMENTS. Respondents are asked to locate different aspects of their PROGRAM on a continuum, like the one below, **using the descriptors provided as a guide**. At the end of the questionnaire respondents are asked to locate the PROGRAM as a whole on the continuum.



NOTE: It is not necessarily desirable or appropriate for all aspects of all COURSES in a PROGRAM to be located at the same place on this continuum. One of the purposes of the follow-up discussion is to identify future goals in relation to internationalisation of the curriculum for the PROGRAM and develop a plan to achieve them, given what is already happening in individual COURSES across the PROGRAM.

It is important that all program team members involved in the discussion have completed the questionnaire prior to the team meeting where the individual and collective responses will be discussed.

¹ V13, 13/08/2011

² Throughout this document expressions in upper case refer to common higher education concepts that often have different names in different universities. Please refer to the glossary at the end of this document for clarification.

³ Leask, B. (2009). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education*, 13(2), 205-221.

Completing the Questionnaire

Program name

There are 15 main questions in the questionnaire. There are also some questions 'For further consideration' related to each of the main questions. These questions will be discussed when the team comes together to share their individual responses to the main questions. However, you may want to think about your responses to the 'For further consideration' questions prior to that meeting. It should you between 30 minutes and one hour to complete the questionnaire, depending on the amount of detail you choose to include in explaining your answers.

In answering the questions, consider which is the *most appropriate* response for your COURSE or PROGRAM, as far as you know, at this time. If you think that your COURSE or PROGRAM best fits somewhere between two numbers indicate that on the scale.

On the continuum, 4 indicates a higher level of internationalisation than 1.

In the comments section associated with each question you should:

- make a note of why you have placed the item at the point you have on the continuum
- highlight any issues that have influenced your answer
- describe any changing circumstances
- list questions for further discussion around the item.

These comments will be important when you have the discussion with your colleagues in *Step 3*.

Before you start the questionnaire please take a few minutes to record your thinking on relation to the following question:

BACKGROUND			
How important is internationalization of the curriculum in this PROGRAM ?			
1	2	3	4
Not important at all			Essential
Why?			

7. In the COURSE for which you are responsible, to what extent do assessment tasks require students to recognize intercultural issues relevant to their discipline and/or professional practice?

- 7.1 Students in this COURSE are *never* assessed on their ability to recognize or discuss intercultural issues relevant to their discipline and/or professional practice
- 7.2 *Sometimes* students in this COURSE are *given the option* to discuss intercultural issues relevant to their discipline and/or professional practice as part of an assessment task
- 7.3 Students in this COURSE are *sometimes required* to discuss intercultural issues relevant to their discipline and/or professional practice as part of an assessment task
- 7.4 Students in this COURSE are *always required* to discuss and analyse intercultural issues relevant to their discipline and/or professional practice as part of an assessment task



Comments:

If you located your COURSE at point 4 on the continuum, explain how you do this or give an example.

For further consideration

To what extent do assessment tasks **across the PROGRAM** require students to recognize intercultural issues relevant to their discipline and/or professional practice?



Is this appropriate? Why? Why not?

PROGRAM Level - Curriculum

10. To what extent is the content of this PROGRAM internationalised?

NOTE: When considering 'content' you should think not only about the nature of the subjects or topics covered in text books and readings but also about the substantive information contained in your lecture slides and notes, PROGRAM and COURSE information booklets etc.

- 10.1 The content of the PROGRAM is *only informed* by research and practice from *within the national or regional context*, and *only* dominant viewpoints and commonly accepted ways of thinking in the discipline are presented, invited and rewarded
- 10.2 The content of the PROGRAM is *predominantly informed by research and practice from an international context*, and *only* dominant viewpoints and commonly accepted ways of thinking in the discipline are presented, invited and rewarded
- 10.3 The content of the PROGRAM is predominantly informed by research and practice from an international context, and dominant viewpoints and ways of thinking in the discipline *are the main focus, but the presence of non-dominant viewpoints is acknowledged*
- 10.4 The content of the PROGRAM is predominantly informed by research and practice from an international context, and *a broad range of dominant and non-dominant viewpoints and ways of thinking in the discipline are presented, invited and rewarded*

1
A localised curriculum

2

3

4
An internationalised curriculum

Comments:

For further consideration

What are the main blockers to internationalisation of the content in this PROGRAM?

11. To what extent are students required to apply knowledge and skills in different national and cultural contexts?

- 11.1 The PROGRAM focuses *only* on the application of knowledge and skills within local contexts in ways that *do not require engagement* with the perspectives of those from other national and/or cultural backgrounds
- 11.2 The PROGRAM focuses *mainly* on the application of knowledge and skills within local contexts, but some COURSES within the PROGRAM *give students the option to engage* with the perspectives of those from other national and/or cultural backgrounds
- 11.3 The PROGRAM focuses *mainly* on the application of knowledge and skills within local contexts, but some COURSES within the PROGRAM *require students to engage* with the perspectives of those from other national and/or cultural backgrounds
- 11.4 The PROGRAM focuses on the application of knowledge and skills *within a range of different national and cultural contexts and requires students to engage* with multiple perspectives and points of view

1	2	3	4
A localised curriculum			An internationalised curriculum

Comments:

For further consideration

What is the appropriate balance in this PROGRAM between the application of knowledge and skills within different national and cultural contexts? Why?

13. To what extent are teaching staff in this PROGRAM expected to understand the international context of the discipline and related professions?

- 13.1 Teaching staff are *not encouraged or required* to have a good understanding of the discipline and related professions internationally
- 13.2 *Some* teaching staff are *encouraged* to have a good understanding of the discipline and related professions internationally
- 13.3 *Some* teaching staff are *required* to have a good understanding of the discipline and related professions internationally
- 13.4 *All* teaching staff are *encouraged and required to continually develop* their understanding of the discipline and related professions internationally

1	2	3	4
A localised curriculum			An internationalised curriculum

Comments:

For further consideration

*What types of **support and assistance** are most effective in developing the understanding of teaching staff of the international context of the discipline and related professions?*

*How should/are teaching staff **rewarded** for continually developing their understanding of the international context of the discipline and related professions?*

Step 4: Developing the Action Plan

This plan should be developed by the PROGRAM Director in consultation with the nominated team after the QIC has been completed and the responses discussed by the team. The focus of this step is to consider, given the individual responses of the team to the QIC and the resulting team discussion, what should be done, why, by whom and by when? Additional resources to support the development and implementation of the Action Plan are available from www.ioc.net.au.

Internationalisation of the Curriculum Action Plan

What needs to be done?	Why does this need to be done? What will be the benefit?	Who will do this?	By when?

Glossary of terms used in the QIC

PROGRAM = a course of study leading to a qualification offered by the university, e.g. Bachelor of Nursing. In some universities the terminology used is 'course'.

COURSE = the components of a PROGRAM, e.g. Nursing 1, Anatomy and Physiology 1. In some universities the terminology used is 'subject' or 'unit'.

COURSE COORDINATOR = the academic position with administrative and academic leadership of the COURSE, often the lecturer

GRADUATE ATTRIBUTES = formal statement of generic competencies of a university graduate, usually associated with a formal process of ensuring the PROGRAM curriculum contributes towards the development of these competencies

SCHOOL = the second level of subdivision of the academic function of the university, e.g. Faculty of Business, School of Management

TEACHING AND LEARNING ARRANGEMENTS = the combination of face-to-face and online delivery of content and development of skills including for example use of lectures and tutorials and opportunities within those for group work and discussion; the use of online tools such as discussion groups and simulations; opportunities for practical experience

ACADEMIC MAJOR = the primary focus of a degree; the sequence of COURSES embodying that focus