Questionnaire on Internationalising the Curriculum: Version 2 (QIC2)

A stimulus for reflection and discussion about incorporating intercultural and global perspectives and skills for life and work in the 21st Century across a program of study

Preamble to the Questionnaire on Internationalising the Curriculum: Version 2 (QIC2)

The purpose of this questionnaire is to help stimulate reflection and discussion among teams of academics teaching a program of study (degree program or major within a degree program) about the incorporation of intercultural and global perspectives, understandings and skills into their curriculum. The questions are intended to help such teams identify how well their program develops intercultural and global understandings and skills. This in turn will form the basis for informed discussion about what actions might be taken to further address the intercultural and global dimensions considered important to their discipline.

A program or major designed to prepare graduates to live and work effectively and ethically in a global society characterised by rapid change and increasing diversity will:

- engage students with internationally informed research and cultural and linguistic diversity
- purposefully develop
  - students' critical awareness of local and global issues on professional, political, environmental and social significance
  - students' capabilities and confidence in communicating respectfully and effectively with people from cultural and linguistic backgrounds other than their own
  - students' ability to deal with uncertainty by moving beyond traditional disciplinary boundaries, questioning dominant paradigms and developing their ability to think both creatively and critically
- be supported by services focused on the development of intercultural competence and international perspectives.

What is meant by 'intercultural competency'?

There has been considerable research and debate about how to define and how to build the capacity for intercultural communication. Many definitions have been proposed for terms such as 'intercultural competency', 'intercultural capability' and 'intercultural effectiveness'. Intercultural

competency, as the most commonly used term across several disciplines, has been defined in many ways, and some disciplines have their own well established definitions of what this might mean and how it can be demonstrated. However, Darla Deardorff (2006, p. 247) has identified common elements in the definitions of intercultural competence across several disciplines. Based on a review of the literature and data collected from a panel of internationally known intercultural scholars and international education administrators, her study is the first to document consensus in the field. She found:

The top three common elements [of cultural competency] were the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture. These common elements stress the underlying importance of cultural awareness, both of one's own as well as others' cultures[1].

How to use this questionnaire

This questionnaire is expressly designed to support a critical, reflexive review of the teaching and learning approaches and the content of the program of study to ascertain how well the intercultural and global dimensions are developed.

The questions in the QIC invite you to thoughtfully and critically consider the context in which the program and its individual units are taught, as well as individual elements of the curriculum such as content, assessment, learning spaces and teaching styles.

It is important that all program team members complete the questionnaire individually and that they are then involved in a collegial discussion about the responses. The primary purpose of the follow-up discussion is to develop shared understandings of current practice, identify current strengths and, if relevant, key areas for improvement, and to develop a plan of action in relation to internationalisation of the curriculum for the program.

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[1] See Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10 (3), 241–266.

In trialling this process in many disciplines, it was found that this process is most productive if a skilled facilitator who is not a member of the program team facilitates the collegial discussion after individual team members have completed the QIC.

The time required to complete the questionnaire is approximately 30 minutes.

Glossary of terms used in this questionnaire

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'.

Unit = the components of a program, e.g. Nursing 101, Anatomy105. In some universities the terminology used is 'subject' or 'course'.

Major = the primary focus of a degree; the sequence of units within a discipline or field of study which must be taken to complete a degree, e.g. a history major within a Bachelor of Arts, or a marketing major within a Bachelor of Business.

Program or **Major Coordinator** = the academic position with administrative and academic leadership responsibilities for the program or major.

Unit Coordinator = the academic position with administrative and academic leadership of the unit, 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.

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Preliminary details

Name of the program/major:

Names and codes of the units you teach (one line for each unit):

How many units do you generally teach in the degree/major?

Please select your role from the list below:

Program/major level learning outcomes:

List any major/program level learning outcomes related to intercultural and global perspectives and skills as you understand them to be:

Section 1. The meaning of intercultural and global dimensions of teaching and learning

Before commencing the questionnaire, take a few moments to reflect on your understanding of 'intercultural' and 'global perspectives and understandings'. Please use the space provided to record your answers.

1. What do you understand 'intercultural' to be in relation to teaching and learning?

2. What do you understand 'global perspectives, understandings and skills' to be in relation to teaching and learning?

3. The following attributes have been shown to be core components of intercultural competency. Please check any attributes which students are encouraged to develop within the major/program (check as many boxes as you think apply)[2].

- a) Non-judgmental ☐
- b) Inquisitiveness ☐
- c) Tolerance of ambiguity ☐
- d) Cosmopolitanism ☐
- e) Resilience ☐
- f) Stress management ☐
- g) Broadmindedness ☐
- h) Relationship interest ☐
- i) Emotional sensitivity ☐
- j) Self-awareness ☐

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[2] Adapted from: Bird, A., Mendenhall, M., Stevens, M.J., & Oddou. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology*, 25 (8), 810–828.

k) Social flexibility ☐
l) Sense of adventure ☐
m) Interpersonal engagement ☐
n) See commonalities in people ☐
o) Self-management ☐
p) Optimism ☐
q) Self-confidence ☐
r) Self-efficacy ☐
s) Emotional intelligence ☐
t) Interest flexibility ☐

4. Which of the above attributes do you see as being the three most important for your graduates from your major? Use the letters in the list above and rank in order of importance.

1.
2.
3.

	1 Little	2 Low	3 Moderate	4 High	5 Great	? Not sure
5. How important is the development of the attributes listed above within the university context?	☐	☐	☐	☐	☐	☐

Section 2. Thinking about your units

1. Your approach to teaching

This section asks you to reflect on your individual understanding of the value of teaching and learning that is directed at developing graduate attributes and skills that fall within the social interaction and intercultural communication and relationship domains, and those associated with the development of global perspectives.

Using the scale, select the response that most accurately reflects your understanding.

How important is it to develop students':

	Little	Low	Moderate	High	Great	Not sure
	1	2	3	4	5	?
6. capacity for social interaction across different cultural groups?	☐	☐	☐	☐	☐	☐
7. understanding of the interdependence of global life?	☐	☐	☐	☐	☐	☐
8. appreciation of cultural diversity?	☐	☐	☐	☐	☐	☐
9. ability to relate to and collaborate with others?	☐	☐	☐	☐	☐	☐
10. knowledge of other cultures?	☐	☐	☐	☐	☐	☐

How well do the units you coordinate support the development of students':

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
	1	2	3	4	5	?
11. capacity for social interaction across different cultural groups?	☐	☐	☐	☐	☐	☐
12. ability to relate to and collaborate with others?	☐	☐	☐	☐	☐	☐
13. appreciation of cultural diversity?	☐	☐	☐	☐	☐	☐
14. understanding of the interdependence of global life	☐	☐	☐	☐	☐	☐
15. knowledge of other cultures?	☐	☐	☐	☐	☐	☐

In the units you coordinate, to what extent do you:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
	1	2	3	4	5	?
16. encompass a broad range of knowledges, experiences and processes?	☐	☐	☐	☐	☐	☐
17. encourage critical evaluation of the cultural foundations of knowledge in your discipline?	☐	☐	☐	☐	☐	☐
19. consider how your cultural background influences your approach to teaching?	☐	☐	☐	☐	☐	☐
20. consider how your students' cultural backgrounds influence their approaches to learning?	☐	☐	☐	☐	☐	☐

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
21. adapt your teaching to take account of student diversity in your classes?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
22. adapt your assessment of learning to take account of student diversity in your classes?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

2. Aims, goals and learning outcomes

This section concerns the aims, goals, learning opportunities and outcomes related to the development of global perspectives and intercultural competency in the units you teach.

Using the scale, select the response that most accurately reflects your understanding or perspectives.

In the units you coordinate how clearly articulated are any:

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
18. intercultural perspectives, aims, goals and outcomes?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
19. global perspectives and understandings aims, goals and outcomes?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☒

In the units you coordinate, how well do:

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
20. the stated intercultural learning outcomes of the unit relate to those in the other units across the major/degree program?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
21. the stated learning outcomes of the unit regarding global perspectives relate to those in the other units across the major/degree program?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
22. the unit materials explicitly define and articulate how the intercultural and global learning outcomes of the unit relate to those of the major/degree program?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

3. Learning activities

This section concerns your learning and teaching activities that support the development of global perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects you understanding.

In the units you coordinate, to what extent:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
23. are the learning activities focused on group learning?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
24. are students organised to work in culturally mixed groups and teams?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
25. are students provided with structured learning opportunities for international experiences?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
26. is the content of the units informed by research and practice from international, non-Western contexts?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
27. is a broad range of non-dominant disciplinary viewpoints and ways of thinking in the discipline presented, invited, debated and rewarded?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
28. are the learning experiences intentionally designed to encourage, foster and develop students' global perspectives, understandings and skills?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

	1 Not at all	2 Very Little	3 Moderate amount	4 Considerable extent	5 Great extent	? Not sure
29. are the teaching and learning activities and modes of instruction supportive of the development of students' interpersonal and relational understandings and skills?	☐	☐	☐	☐	☐	☐
30. are students supported to learn together in culturally mixed groups and teams?	☐	☐	☐	☐	☐	☐
31. are the learning experiences intentionally designed to encourage, foster and develop students' intercultural interaction skills and knowledge?	☐	☐	☐	☐	☐	☐
32. are the units' contents culturally mindful and respectful?	☐	☐	☐	☐	☐	☐
33. are the modes of instruction and learning activities culturally mindful and respectful?	☐	☐	☐	☐	☐	☐

4. Assessment tasks

This section concerns the assessment activities (formative and summative) you employ in your units to measure and evaluate the development of global perspectives and intercultural competency.

Using the scale, select the response that most accurately reflects your unit.

To what extent do assessment tasks in the units you coordinate:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
34. require students to consider issues from a variety of cultural perspectives?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
35. require students to consider issues from a variety of global/international perspectives?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
36. require students to recognise the influence of their own socio-cultural perspectives in the context of their discipline (and professional practice, if relevant)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
37. undergo systematic analysis of answers and grades for signs of any difficulties across particular student cohorts?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
38. draw on the student cohort as a culturally mixed group and use as a resource in assessment design?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

5. Graduate attributes

This section asks you think reflect on the nature of the graduate attributes you aim to develop in your students.

Using the scale, select the response that most accurately reflects you understanding.

How important is it to develop students' ability to:

	Little	Low	Moderate	High	Great	Not sure
	1	2	3	4	5	?
39. explain how specific aspects of professional practice impact upon the lives of people locally and in diverse global contexts?	☐	☐	☐	☐	☐	☐
40. critically review current Australian professional practice through reference to practice in other countries?	☐	☐	☐	☐	☐	☐
41. present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	☐	☐	☐	☐	☐	☐
42. make a significant positive contribution as a member of a multicultural/international team work project?	☐	☐	☐	☐	☐	☐
43. develop effective solutions to problems which demonstrate consideration of other cultural contexts?	☐	☐	☐	☐	☐	☐
44. critique the themes presented in this major/profession from alternative international perspectives?	☐	☐	☐	☐	☐	☐
45. understand the cultural underpinning of ethical practice in the major/profession?	☐	☐	☐	☐	☐	☐
46. present a critically reasoned and respectful argument in favour of one specific socio-cultural response to a debate in your discipline?	☐	☐	☐	☐	☐	☐
47. critique cultural bias in published material and media?	☐	☐	☐	☐	☐	☐

Using the scale, select the response that most accurately reflects your teaching practice.

To what extent are:

	Little	Low	Moderate	High	Great	Not sure
48. your university's graduate attributes related to intercultural understandings and skills which are explicitly communicated to students and staff?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
49. your university's graduate attributes related to intercultural understandings and skills which are systematically developed, sequenced and assessed across the major?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
50. students' enabled to share their international experiences as a valuable learning resource for the development of graduate attributes in your unit?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
51. the informal curriculum, or co-curricular activities viewed as a resource to facilitate intercultural learning experiences?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

Section 3. Thinking about the program

This section concerns how well the program/major supports the development of global perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects your understanding of the program/major.

To what extent, across the program/major,:	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
52. is the content and subject matter informed by research and practice from a non-Anglo/Western European context?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
53. do the knowledge and skills draw from a range of different national and cultural contexts?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
54. are students required to demonstrate knowledge of professional practices and understandings outside their own cultural?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

In this major/program, how:	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
55. important is the incorporation of intercultural dimensions of teaching and learning?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
56. clearly understood by students is the rationale for the incorporation of intercultural dimensions of teaching and learning?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

	1 Not at all	2 Very Little	3 Moderate amount	4 Considerable extent	5 Great extent	? Not sure
57. important is the development of students' global perspectives and understandings?	☐	☐	☐	☐	☐	☐
58. clearly does the major/program articulate the rationale for the development of global perspectives and understandings?	☐	☐	☐	☐	☐	☐

To what extent in the program/major:

	1 Not at all	2 Very Little	3 Moderate amount	4 Considerable extent	5 Great extent	? Not sure
59. are students provided with opportunities for workplace learning and community engagement that support the development of intercultural and global perspectives, understandings and skills?	☐	☐	☐	☐	☐	☐
60. are you supported by your school to develop teaching strategies and learning activities that foster, support and nurture students, intercultural skills and global perspectives and understanding?	☐	☐	☐	☐	☐	☐
61. are you rewarded for curriculum innovation and design for internationalisation?	☐	☐	☐	☐	☐	☐
62. do you consider internationalisation of the curriculum to be an important aspect of curriculum design and development as communicated through university correspondence, communications and activities?	☐	☐	☐	☐	☐	☐

Section 4. Thinking about how well your teaching team functions to support the development of intercultural and global attributes

This section asks you to reflect and think about the teaching team and their level of shared understandings concerning graduate attributes of social interactions, intercultural communication and relationship dimensions and global perspectives.

To what degree does the teaching team in the program/major have a shared understanding of:	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
63. the influence the cultural foundations of knowledge and practice in the discipline?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
64. the rationale for the incorporation of intercultural dimensions of teaching and learning in this program/major?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
65. the support services and activities that focus on intercultural competence and international perspectives.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
To what degree does the teaching team:						
66. ensure their shared understanding is reflected in the curriculum design?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
67. discuss and share approaches to incorporating the intercultural and global dimensions in their teaching?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
68. discuss and share strategies to engage students from diverse cultural backgrounds?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

The following questions are intended to provide you with an opportunity to reflect and record your rationale for addressing the intercultural and global domains in your teaching practice and comment on what impedes or supports you in this endeavour.

69. What, for you, is the most compelling reason to incorporate intercultural and global perspectives, understandings and skills into this program/major?

70. What are the main obstacles to incorporating intercultural and global perspectives, understandings and skills across the program/major?

71. What types of support would you like to see provided to teaching staff to assist the development of strategies that engage students from diverse cultural backgrounds?

72. Are there any other questions, issues, considerations or discussion topics related to internationalisation of the curriculum that you would like to raise?

73. Reflecting on all of the above, what would you like to see changed or developed within the program/major?

The End

Thank you for taking the time to complete this questionnaire.