

# Questionnaire on Internationalisation of the Curriculum (QIC)

## A Stimulus for Reflection and Discussion

### Abridged version<sup>1</sup>

The purpose of this questionnaire is to stimulate reflection and discussion amongst teams of teaching staff about internationalisation of the curriculum in their own teaching context. It is intended to *begin* a process of internationalising the curriculum, by enabling those teaching into a PROGRAM<sup>2</sup> to identify what is already happening and, where appropriate, point to possible actions that might be taken to further internationalise the UNITS in the PROGRAM. Completing the QIC may identify good IoC practice in individual units initially, but ultimately IoC is best undertaken collaboratively across the PROGRAM of study.

### Definition of internationalisation of the curriculum

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 ACTIVITIES, assessment and support services of a program of study'<sup>3</sup>. 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 and co-curricular activities focussed on the development of intercultural competence and international perspectives

### Scope

The questionnaire looks at the context in which the UNITS are taught, as well as individual elements of the curriculum such as content, assessment and TEACHING AND LEARNING ACTIVITIES. Respondents are asked to locate different aspects of their PROGRAM on a continuum, 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.

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<sup>1</sup> The full version of the original QIC and a second version can be accessed at: <http://ug.edu.au/tediteach/OLT/resources.html>

<sup>2</sup> 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.

<sup>3</sup> 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.

## Instructions

Please complete the QIC individually and be prepared to share & discuss your answers with the group.

Note: there are no right/wrong answers. Arriving at consensus easily is highly unlikely. It is not necessarily desirable or appropriate for all aspects of all UNITS in a PROGRAM to be located at the same place on this continuum. One of the purposes of the collegial 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 UNITS across the PROGRAM.

## Completing the Questionnaire

Program name .....

**For the purpose of this exercise, please select one of the UNITS you teach, and consider it in the context of one PROGRAM. It will be most useful if you select the UNIT, or one of the UNITS for which you have most responsibility for curriculum design and teaching. Where possible, select a UNIT of which you are UNIT COORDINATOR.**

In answering the questions, give the *most appropriate* response, as far as you know, at this time. If you think that your UNIT 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.

Some of the main questions in this Questionnaire are followed by a question 'For further consideration'. These questions relate to the PROGRAM as a whole, and therefore UNIT COORDINATORS typically feel somewhat uncertain about answering them. At this stage please just give your impressions of the PROGRAM. Time permitting, responses to the 'further consideration questions' will be included in the group discussion following completion of the QIC.



## UNIT level – INTENDED LEARNING OUTCOMES

**2. In the UNIT for which you are responsible, how clearly defined and articulated are international/intercultural learning goals, aims and intended learning outcomes (ILOs)?**

- 1.1 No specific international/intercultural goals, aims and ILOs are defined
- 1.2 There are *some desirable* international/intercultural goals, aims and ILOs but they are *not explicitly described* in the UNIT information.
- 1.3 The UNIT has *clearly defined and articulated* goals, aims and ILOs related to the development of international/intercultural perspectives *and these are communicated to students and staff*
- 1.4 The UNIT has clearly defined and articulated goals, aims and ILOs related to the development of international/intercultural perspectives within the context of the discipline *and these are systematically developed and assessed*

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1

2

3

4

**Comments:**

***If you located your UNIT at, or between 2 and 4, describe the relevant ILOs.***













## Glossary of terms used in the QIC

PROGRAM = a set of UNITS of study leading to a qualification offered by the institution; e.g. Bachelor of Arts (Honours) in Product Design, or Higher Diploma in Accountancy.

UNIT = the components of a PROGRAM, e.g. Design Communication & Processes 1, or Taxation 1. In some universities the terminology used is 'subject' or 'module' or course'.

PROGRAM COORDINATOR = the position of administrative and academic leadership of the PROGRAM

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

GRADUATE ATTRIBUTES = formal statement of generic competencies of a 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 ACTIVITIES = 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 PROGRAM; the sequence of UNITS embodying that focus