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Internationalising the curriculum
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Why use this tool?

This questionnaire aims to stimulate reflection and discussion about internationalisation of the curriculum in your own, and your team’s, teaching context.

It is helpful to complete this during annual planning and the revalidation process.

How should it be used?

Each member of the course team should complete the questionnaire individually.

You can consider this at a course or a unit level. Circle the answer which best fits.

Discuss the responses with the group in a face to face workshop/team meeting, and agree on actions to further internationalise the course and/or individual units.

Opposite is an evaluation questionnaire for you to complete.

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"It has made the team talk more together about the ways of tackling the problem of attainment rather than blaming it on international recruitment and IELTS scores not reflecting reality.

Course tutor

This tool has been developed by Liz Bunting, adapting the questionnaires of Leask (2009) and Tangney (2017))

Teaching Delivery and Content

1 To what extent does the course/unit promote a global perspective? (Examples could include international case studies, comparative studies, articles or texts.)
   a The programme is informed by local, regional or national contexts only.
   b Some global examples are included, but these don’t necessarily promote a global perspective.
   c The programme integrates a range of international case studies that progressively promote a global perspective.
   d In addition to the above, students are rewarded for including such perspectives in their own work.

2 To what extent does course content acknowledge and value a range of international perspectives?
   a Students are not exposed to international perspectives.
   b Students can undertake comparative studies, however teaching and assessment centres around the dominant cultural perspective.
   c Alternative cultural perspectives (and ways of thinking about the discipline itself) are clearly articulated.
   d Alternative cultural perspectives are clearly articulated, and are systematically developed and assessed throughout the programme.

Teaching And Learning Activities

3 To what extent are students supported to work effectively in cross-cultural groups?
   a The teaching and learning activities do not encourage students to work in cross-cultural groups.
   b The teaching and learning activities encourage students to work in cross-cultural groups.
   c Students are frequently encouraged to work in cross-cultural groups, and to reflect on these experiences.
   d Students are given extensive opportunities, training and support to develop skills and confidence in working effectively in cross-cultural situations.
4 To what extent does the course/unit enable students to develop intercultural skills and/or knowledge?
   a There are no activities designed to develop students’ intercultural skills and knowledge.
   b There are some activities, but no constructive feedback is provided.
   c There is a range of activities, and constructive feedback is provided.
   d There is a wide range of activities integrated into the unit and constructive feedback is provided.

Learning Outcomes

5 How clearly defined are international learning goals, aims and intended learning outcomes (LOs)?
   a N/A - There are no specific international goals, aims and LOs.
   b International goals, aims and LOs are not explicitly described in the unit information.
   c Goals, aims and LOs are clearly defined and communicated to students and staff.
   d Goals, aims and LOs are clearly defined, and are systematically developed and assessed.

Assessment Tasks

6 To what extent do assessment tasks require students to recognise intercultural issues and values relevant to their discipline and/or professional practice?
   a There is no requirement in relation to intercultural issues/values.
   b Students are sometimes given the option to consider intercultural issues/values.
   c Students are sometimes required to engage with intercultural issues/values. Students in this unit are always required to explore intercultural issues/values.

7 To what extent are assessment briefs accessible? (e.g. language, format, diverse projects, etc.)
   a This is not explicitly considered.
   b There are some attempts to use inclusive projects or clear and accessible language in briefs, but this is not done systematically.
   c The course team purposefully and explicitly examines unit briefs with the aim of making them more accessible, and key terminology is unpacked.
   d A concerted effort is made to ensure assessment briefs are accessible, key terminology and expectations are unpacked dialogically in class, and students are offered different ways to respond to a brief.

If your answers are mostly:

   a You should work towards modifying your curriculum to ensure all students feel included and valued. Start with your Learning Outcomes. Consult with people working in this area within your institution to discuss an approach to internationalising your curriculum.
   b You have made a good starting point from which to enhance your practice. You could explore further modifications to your curriculum in discussion with colleagues and others. Consider if and how your existing internationalisation practice can be systematically developed within the course/programme structure.
   c Well done for the commitment your staff have made to internationalising the curriculum. The next step is to explore ways you can support students to continue developing as global citizens. Explore opportunities to share practices with others to reflect on how you can achieve this.
   d This is a great achievement. You may wish to consider how you will maintain this level of commitment in the future. Please share your practice and the challenges you have overcome to implement an internationalised curriculum with others, and consider how you can help colleagues internationalise their curricula.

Take this completed questionnaire to your workshop/meeting where you will discuss the responses and reflect on possible actions to further internationalise the course and/or individual units.
List of resources:


• UAL International Student Experience Community of Practice Blog: http://internationalexperience.myblog.arts.ac.uk/

Academic Enhancement Model

Toolbox

Internationalising the curriculum is one of a series of worksheets brought together by the Academic Enhancement Model (AEM) team, part of the UAL Teaching and Learning Exchange. The current series includes:

• Creating inclusive briefs
• De-biasing strategies
• Eliminating inequality in formative assessment
• Internationalising the curriculum
• Reducing referrals and resubmissions
• Rethinking industry engagement

To request digital versions of the worksheets email AEMsupport@arts.ac.uk

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