

Internationalisation of the Curriculum

The following questions are taken from a questionnaire devised by Betty Leask. The questionnaire can be accessed at

www.ioc.net.au/main/course/view.php?id=2

but, for the purposes of this first workshop, I have modified some of the questions to provoke discussion of the issues.

1. In your college, as far as you are aware, how clearly defined and articulated are any international/intercultural learning goals, aims and outcomes?
2. In your college, to what extent do the teaching and learning arrangements support students to work effectively in cross-cultural groups and teams, encourage intercultural interaction and the development of international and intercultural skills and knowledge?
3. To what extent do the assessment tasks require students to consider issues from a variety of cultural perspectives?
4. To what extent do assessment tasks require students to recognise intercultural issues relevant to their discipline and/or professional practice?
5. To what extent are assessment tasks culturally sensitive?
6. To what extent is the content of the programmes in your college internationalised? For example, does the content reflect only dominant viewpoints and commonly accepted ways of thinking in the discipline? Does it reflect non-dominant viewpoints? Are they acknowledged but not the main focus or are they presented, invited and celebrated?
7. To what extent are students required to apply knowledge and skills in different national and cultural contexts?

8. To what extent do those who teach understand the cultural foundations of knowledge and practice in the discipline and related professions?
9. To what extent do teaching staff understand the international context of the discipline and related professions?
10. To what extent are teaching staff expected to employ strategies that engage students from diverse cultural backgrounds?