

Questions for reflection and discussion at the 1st meeting of the BCM curriculum group¹



Transnational
Teaching
Teams

The purpose of the following questions is to stimulate reflection and discussion about internationalisation of the curriculum and inclusive pedagogies in the Bachelor of Communications and Media Studies (BCM) degree program. Please jot down your answers to the following questions and bring them with you to the meeting/workshop.

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'². 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

1. How important is internationalization of the curriculum in the BCM program?

1	2	3	4
Not important at all			Essential

2. Does the BCM program have articulated course/program level learning outcomes?

Yes

No

I Don't know

¹ These questions are adapted from Leask, B. (2011) Questionnaire on Internationalisation of the Curriculum available at www.ioc.net.au

² 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.

3. How clearly articulated are the international/intercultural learning goals, aims and outcomes of the BCM program?

- 2.1 No BCM PROGRAM specific international/intercultural goals, aims and learning outcomes or graduate attributes are defined for the BCM program
- 2.2 There *are* BCM PROGRAM specific international/intercultural goals, aims and learning outcomes and/or graduate attributes but *no SUBJECTS specifically focus on* their development and assessment
- 2.3 The BCM PROGRAM *has clearly defined and articulated* learning outcomes and/or graduate attributes related to the development of international/intercultural perspectives within the context of the discipline *and these are communicated to students and staff*
- 2.4 The BCM PROGRAM has clearly defined and articulated learning outcomes and/or graduate attributes related to the development of international/intercultural perspectives within the context of the discipline *and these are systematically developed and assessed across the BCM PROGRAM*

1	2	3	4
A localised curriculum			An internationalised curriculum

3. To what extent is the content of the BCM program internationalised?

- 3.1 The content of the BCM 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
- 3.2 The content of the BCM 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
- 3.3 The content of the BCM 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*
- 3.4 The content of the BCM 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	2	3	4
A localised curriculum			An internationalised curriculum

7. To what extent are teaching staff in the BCM program expected to understand the international context of the discipline and related professions?

- 7.1 Teaching staff are *not encouraged or required* to have a good understanding of the discipline and related professions internationally
- 7.2 *Some* teaching staff are *encouraged* to have a good understanding of the discipline and related professions internationally
- 7.3 *Some* teaching staff are *required* to have a good understanding of the discipline and related professions internationally
- 7.4 *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

8. To what extent are teaching staff in the BCM program expected to employ teaching strategies that engage students from diverse cultural backgrounds?

- 8.1 Teaching staff are *not encouraged or assisted in or rewarded* for employing teaching strategies that will engage students from diverse cultural backgrounds
- 8.2 Teaching staff are *encouraged* to develop teaching strategies that will engage students from diverse cultural backgrounds
- 8.3 Teaching staff are *assisted &/or supported* to develop teaching strategies that will engage students from diverse cultural backgrounds
- 8.4 Teaching staff are *encouraged, assisted and supported* in the employment of teaching strategies that engage students from diverse cultural backgrounds

1	2	3	4
A localised curriculum			An internationalised curriculum

9. To what extent are teaching staff expected to embed inclusive learning, teaching, assessment and curriculum practices in the BCM program?

- 9.1 Teaching staff are *not encouraged or assisted in or rewarded* for designing and delivering teaching and learning, curricula and assessment practices that engage students in learning that is meaningful, relevant and accessible to all.
- 9.2 Teaching staff are *encouraged* to design and deliver teaching and learning, curricula and assessment practices that engage students in learning that is meaningful, relevant and accessible to all.
- 9.3 Teaching staff are *assisted &/or supported* to design and deliver teaching and learning, curricula and assessment practices that engage students in learning that is meaningful, relevant and accessible to all.
- 9.4 Teaching staff are *encouraged, assisted and rewarded* for the design and delivery of teaching and learning, curricula and assessment practices that engage students in learning that is meaningful, relevant and accessible to all.

