

## Pre-workshop activity

### Questions for reflection and discussion at the 1<sup>st</sup> teaching team meeting<sup>1</sup>



The purpose of the following questions is to stimulate reflection and discussion amongst members of the teaching team about internationalisation of the curriculum in BCM110 – Introduction to Communication and Media Studies. Please answer 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’<sup>2</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 structuring learning to encourage critical and creative thinking.
- Be supported by services focussed on the development of intercultural competence and international perspectives

#### 1. How important is internationalisation of the curriculum in this subject?

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1	2	3	4
Not important at all			Essential

#### 2. To what extent is the curriculum of BCM110 internationalised?

- 2.1. BCM110 has only limited scope for internationalisation of the curriculum.
- 2.2. BCM110 is currently internationalised to a limited extent, but I can see scope for further internationalisation.
- 2.3. BCM110 is currently internationalised to a significant degree, but I can still see scope for further internationalisation.
- 2.4. BCM110 already internationalised to a high degree and I can see only limited scope for further internationalisation.

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1	2	3	4
A localised curriculum			An internationalised curriculum

<sup>1</sup> These questions are adapted from Leask, B. (2011) Questionnaire on Internationalisation of the Curriculum available at [www.ioc.net.au](http://www.ioc.net.au)

<sup>2</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.

**3. In BCM110 how clearly articulated are any international/intercultural learning outcomes?**

- 3.1 No subject specific international/intercultural learning outcomes are articulated.
- 3.2 There are some desirable and intended international/intercultural learning outcomes but they are not explicitly described in the subject outline.
- 3.3 The subject has clearly articulated learning outcomes related to the development of international/intercultural perspectives and these are communicated to students and staff
- 3.4 The subject has clearly articulated learning outcomes 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
A localised curriculum		An internationalised curriculum	

**4. In BCM110, to what extent are assessment tasks culturally inclusive?**

- 4.1 Patterns of assessment task completions and results are never analysed for signs of any difficulties for particular groups of students.
- 4.2 Patterns of assessment task completions and results are rarely analysed for signs of any difficulties for particular groups of students.
- 4.3 Patterns of assessment task completions and results are sometimes analysed for signs of any difficulties for particular groups of students.
- 4.4 Patterns of assessment task completions and results are systematically analysed for signs of any difficulties for particular groups of students.

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1	2	3	4
A localised curriculum		An internationalised curriculum	

**5. To what extent is the content of BCM110 internationalised?**

- 5.1 The content of BCM110 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
- 5.2 The content of the BCM110 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
- 5.3 The content of the BCM110 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*
- 5.4 The content of the BCM110 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*

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1	2	3	4
A localised curriculum		An internationalised curriculum	

**6. In BCM110, to what extent are the teaching team expected to understand the international context of the discipline and related professions?**

- 6.1 Teaching staff are not encouraged or required to have a good understanding of the discipline and related professionals internationally.
- 6.2 Some teaching staff are encouraged to have a good understanding of the discipline and related professionals internationally.
- 6.3 Some teaching staff are required to have a good understanding of the discipline and relation professions internationally.
- 6.4 All teaching staff are encouraged and required to continually develop their understanding of the discipline and related professions internationally.

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1	2	3	4
A localised curriculum		An internationalised curriculum	

**7. How much interaction is encouraged between students enrolled in BCM110 in other countries?**

- 7.1 Students would be unaware that there are students enrolled in BCM110 in other countries
- 7.2 Students are aware that there are students enrolled in BCM110 in other countries but there is little or no interaction between them.
- 7.3 Students are sometimes encouraged to interact with students enrolled in BCM110 in other countries
- 7.4 Students are expected and supported to interact with students enrolled in BCM110 in other countries.

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1	2	3	4
No interaction at all			Regular interaction