

Pre-workshop activity

Questions for reflection and discussion at the 1st teaching team meeting¹



The purpose of the following questions is to stimulate reflection and discussion amongst members of the teaching team about internationalisation of the curriculum in COMM331 – Simulation of a socially innovative enterprise. 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’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 structuring learning to encourage creative and critical 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?

1	2	3	4
Not important at all			Essential

2. To what extent is the curriculum of COMM 3111 internationalised?

- 2.1. COMM331 has only limited scope for internationalisation of the curriculum.
- 2.2. COMM331 is currently internationalised to a limited extent, but I can see scope for further internationalisation.
- 2.3. COMM331 is currently internationalised to a significant degree, but I can still see scope for further internationalisation.
- 2.4. COMM331 already internationalised to a high degree and I can see only limited scope for further internationalisation.

1	2	3	4
A localised curriculum			An internationalised curriculum

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. In COMM331 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.

1	2	3	4
A localised curriculum		An internationalised curriculum	

4. In COMM331, 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.

1	2	3	4
A localised curriculum		An internationalised curriculum	

5. To what extent is the content of COMM331 internationalised?

- 5.1 The content of COMM331 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 COMM331 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 COMM331 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 COMM331 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	

6. In COMM331, 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.

1	2	3	4
A localised curriculum		An internationalised curriculum	

7. How much interaction is encouraged between students enrolled in COMM331 in other countries?

- 7.1 Students would be unaware that there are students enrolled in COMM331 in other countries
- 7.2 Students are aware that there are students enrolled in COMM331 in other countries but there is little or no interaction between them.
- 7.3 Students are sometimes encouraged to interact with students enrolled in COMM331 in other countries
- 7.4 Students are expected and supported to interact with students enrolled in COMM331 in other countries.

1	2	3	4
No interaction at all			Regular interaction