Karolinska Institutet

MAPPING OUT INTERNATIONALISATION AT KI

How internationalised are we at KI?

The purpose of this questionnaire is to explore the extent to which international, intercultural and global health perspectives are incorporated into the curriculum of all our first and second cycle programmes and courses at Karolinska Institutet (KI).

Internationalisation of education is a central component of Karolinska Institutet's objectives for Strategy 2030 which explicitly states that "Internationalisation shall pervade everything we do and we shall endeavour to rise the level of internationalisation of first- and second-cycle education, clinical research and operational support." Our education and research at KI shall be defined by a richness of perspectives and characterized by a global commitment to human health. As a global university, KI has a responsibility to prepare our students for global citizenship. This requires that global health and intercultural competencies are well-integrated in our teaching and learning activities that also align with the United Nations' Goals for Sustainable Development Goals (SDGs).

The questions invite you to critically consider the context in which your programme and its individual courses and units are taught, as well as individual elements of the curriculum such as content, assessment, learning spaces and teaching styles. The time required to complete the questionnaire is approximately 20 minutes.

Thank you for your feedback!

The Internationalisation Team

Please give us the names and codes of the courses you teach (one line for each course).

Please select your role from the list below:

- [ ] Course leader
- [ ] Course facilitator
- [ ] Examinator
- [ ] Program director
- [ ] Administrator
- [ ] If other, please specify

List any study programme level intended learning outcomes (ILOs) related to international, intercultural and global health perspectives and skills as you understand them to be. (one line per learning outcome).

How do you understand international, intercultural and global dimensions of teaching and learning?

The Sustainable Development Goal 4 on Quality Education, will be monitored through the extent to which global citizenship education [is] mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment. We would therefore like to ask you about your opinion/experience/perspective on how this concept is covered in your course/programme today.

What does "international perspectives" in teaching and learning mean to you?

What does "intercultural perspectives" in teaching and learning mean to you?

What does "global health perspectives" in teaching and learning mean to you?

What does "global citizenship" in teaching and learning mean to you?

The following attributes have been shown to be core components of intercultural competence.
In your experience, which of these attributes are your students encouraged to develop within your study programme?
Check as many boxes as you think apply.

☐ Non-judgmental
☐ Tolerance for ambiguity
☐ Resilience
☐ Stress management
☐ Open-mindedness
☐ Empathy
☐ Self-awareness
☐ Social flexibility
☐ Sense of adventure
☐ Interpersonal engagement
☐ See commonalities in people
☐ Self-management
☐ Optimism
☐ Self-confidence
☐ Emotional intelligence
☐ Curiosity

In your opinion, which of these attributes do you consider the most important for your students to develop? Check as many boxes as you think apply.

☐ Non-judgmental
☐ Tolerance for ambiguity
☐ Resilience
☐ Stress management
☐ Open-mindedness
☐ Empathy
☐ Self-awareness
☐ Social flexibility
☐ Sense of adventure
☐ Interpersonal engagement
☐ See commonalities in people
☐ Self-management
☐ Optimism
☐ Self-confidence
☐ Emotional intelligence
☐ Curiosity

Thinking of your courses

This section explores how do you perceive the role of **teaching** in developing students' competencies and skills regarding social interaction and intercultural communication associated with global health perspectives.

Using the scale, select the response that most accurately reflects your understanding.

How important is it to develop students':

	No at all important				Extremely important	*Don't know*
capacity for social interaction across different cultural groups?	○	○	○	○	○	○
appreciation for cultural diversity?	○	○	○	○	○	○
ability to relate to others?	○	○	○	○	○	○
ability to collaborate with others?	○	○	○	○	○	○
knowledge of other cultures?	○	○	○	○	○	○

To what extent do(es) your course(s) intentionally contribute to the development of students':

	To a very small extent				To a very large extent	Don't know
capacity for social interaction across different cultural groups?	○	○	○	○	○	○
appreciation for cultural diversity?	○	○	○	○	○	○
ability to relate to others?	○	○	○	○	○	○
ability to collaborate with others?	○	○	○	○	○	○
knowledge of other cultures?	○	○	○	○	○	○

In your courses, to what extent do you:

	To a very small extent				To a very large extent	*Don't know*
consider how your own cultural background influences your teaching?	○	○	○	○	○	○
consider how your students' cultural backgrounds influence their learning?	○	○	○	○	○	○
take account of student diversity?	○	○	○	○	○	○

This section concerns the **learning outcomes** related to the development of global perspectives and intercultural competence in the course/courses you teach.

Using the scale, select the response that most accurately reflects your understanding.

To what extent do(es) your course's ILOs include:

	To a very small extent				To a very large extent	*Don't know*
international perspectives?	○	○	○	○	○	○
intercultural perspectives?	○	○	○	○	○	○
global health perspectives?	○	○	○	○	○	○

In your courses, to what extent are :

	To a very small extent				To a very large extent	*Don't know*
the international ILOs related to those in the other courses across the study programme?	○	○	○	○	○	○
the intercultural ILOs related to those in the other courses across the study programme?	○	○	○	○	○	○
the ILOs regarding global health perspectives related to those in the other courses across the study programme?	○	○	○	○	○	○

This section concerns your **teaching and learning activities** that support the development of global health perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects your understanding.

In your courses to what extent are the learning activities constructively aligned to:

	To a very small extent				To a very large extent	*Don't know*
focus on group work?	○	○	○	○	○	○
organise students to work in culturally mixed groups and teams?	○	○	○	○	○	○
reflect on group working processes?	○	○	○	○	○	○
involve opportunities for international experiences?	○	○	○	○	○	○
include content informed by research from international, non-Western contexts?	○	○	○	○	○	○
include a broad range of non-dominant disciplinary viewpoints?	○	○	○	○	○	○
intentionally encourage students' global health perspectives?	○	○	○	○	○	○
support the development of students' interpersonal skills?	○	○	○	○	○	○
support the development of students' intercultural interaction skills?	○	○	○	○	○	○

This section concerns the **assessment activities (formative and summative)** you employ in your course(s) to measure and evaluate the development of global health perspectives and intercultural competence.

Using the scale, select the response that most accurately reflects your understanding.

In your course(s), to what extent do assessment tasks require students to:

	To a very small extent				To a very large extent	*Don't know*
consider issues from a variety of cultural perspectives?	○	○	○	○	○	○
consider issues from a variety of international perspectives?	○	○	○	○	○	○
consider issues from a variety of global health perspectives?	○	○	○	○	○	○
recognise the influence of their own socio-cultural perspectives in the context of their discipline?	○	○	○	○	○	○

Reflecting on your programme's Intended Learning Outcomes (ILOs)

This section concerns the extent to which your programme as a whole supports the development of global health perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects your understanding of your programme.

How important is it to develop students' ability to:

	Not at all important				Extremely important	*Don't know*
explain how specific aspects of professional practice impact upon the lives of people locally and in diverse global contexts?	○	○	○	○	○	○
critically review current Swedish professional practice through reference to practice in other countries?	○	○	○	○	○	○
present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	○	○	○	○	○	○
make a significant positive contribution as a member of a multicultural/international team?	○	○	○	○	○	○
develop effective solutions to problems which demonstrate consideration of other cultural contexts?	○	○	○	○	○	○
critically reflect on the themes presented in this major/profession from alternative international perspectives?	○	○	○	○	○	○
understand the cultural underpinning of ethical practice in the profession?	○	○	○	○	○	○
present a critically reasoned and respectful argument in favour of one specific socio-cultural response to a debate in your discipline?	○	○	○	○	○	○
critically reflect on cultural bias in published material and media?	○	○	○	○	○	○

To what extent do you develop students' ability to:

	To a very small extent				To a very large extent	*Don't know*
explain how specific aspects of professional practice impact upon the lives of people locally and in diverse global contexts?	○	○	○	○	○	○
critically review current Swedish professional practice through reference to practice in other countries?	○	○	○	○	○	○
present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	○	○	○	○	○	○
make a significant positive contribution as a member of a multicultural/international team?	○	○	○	○	○	○
develop effective solutions to problems which demonstrate consideration of other cultural contexts?	○	○	○	○	○	○
critically reflect on the themes presented in this major/profession from alternative international perspectives?	○	○	○	○	○	○
understand the cultural underpinning of ethical practice in the profession?	○	○	○	○	○	○
present a critically reasoned and respectful argument in favour of one specific socio-cultural response to a debate in your discipline?	○	○	○	○	○	○
critically reflect on cultural bias in published material and media?	○	○	○	○	○	○

According to your programme's ILOs, to what extent are students expected to:

	To a very small extent				To a very large extent	*Don't know*
develop international understandings and skills?	○	○	○	○	○	○
develop intercultural understandings and skills?	○	○	○	○	○	○
share their international experiences as a valuable learning resource?	○	○	○	○	○	○
consider the informal curriculum, or co-curricular activities, as a resource to facilitate intercultural learning experiences?	○	○	○	○	○	○

To what extent, across the study programme:

	To a very small extent				To a very large extent	*Don't know*
is the content and subject matter informed by research and practice from a non-Swedish/Western European context?	◯	◯	◯	◯	◯	◯
do the knowledge and skills draw from a range of different cultural contexts?	◯	◯	◯	◯	◯	◯
are students required to demonstrate knowledge of professional practices and understandings outside their own cultural context?	◯	◯	◯	◯	◯	◯
are students provided with opportunities for workplace learning and community engagement that support the development of intercultural and global health perspectives, understandings and skills?	◯	◯	◯	◯	◯	◯

In your study programme, to what extent do you:

	To a very small extent				To a very large extent	*Don't know*
incorporate intercultural dimensions in the teaching and learning activities (such as reflect on critical incidents etc.)?	◯	◯	◯	◯	◯	◯
support the development of student's global health perspectives?	◯	◯	◯	◯	◯	◯
support the development of student's international perspectives?	◯	◯	◯	◯	◯	◯

In your study programme, to what extent:

	To a very small extent				To a very large extent	*Don't know*
are you supported to develop teaching strategies and learning activities that support students' intercultural skills?	○	○	○	○	○	○
are you supported to develop teaching strategies and learning activities that support students' international skills?	○	○	○	○	○	○
are you supported to develop teaching strategies and learning activities that support students global health perspective skills?	○	○	○	○	○	○
are you incentivised for curriculum innovation and design for internationalisation?	○	○	○	○	○	○
do you consider internationalisation of the curriculum to be an important aspect of curriculum design and development ?	○	○	○	○	○	○

To what extent does your programme curriculum (utbildningsplan) have ILOs (lärandemål) dedicated to:

	To a very small extent				To a very large extent	*Don't know*
Intercultural competence	○	○	○	○	○	○
Language competence	○	○	○	○	○	○
Global engagement	○	○	○	○	○	○
International disciplinary learning	○	○	○	○	○	○

To what extent do(es) your course(s) have teaching and learning activities (TLAs) where students are intentionally exposed to:

	To a very small extent				To a very large extent	*Don't know*
International research	○	○	○	○	○	○
International research from non-dominant viewpoints	○	○	○	○	○	○
Cultural diversity	○	○	○	○	○	○
Linguistic diversity	○	○	○	○	○	○

To what extent does the content of your programme integrate:

	To a very small extent				To a very large extent	*Don't know*
Matters related to global health	○	○	○	○	○	○
Practices from different income levels	○	○	○	○	○	○
Human rights	○	○	○	○	○	○
Gender equality	○	○	○	○	○	○

To what extent does your programme help students develop:

	To a very small extent				To a very large extent	*Don't know*
Cultural self-awareness (the self-analysis of own culture and its influences on own identity)	○	○	○	○	○	○
Constructive ways of managing critical incidents	○	○	○	○	○	○
The ability to learn from conflict due to different perspectives	○	○	○	○	○	○
The ability to think creatively	○	○	○	○	○	○
The ability to think critically	○	○	○	○	○	○
The ability to communicate appropriately across cultures	○	○	○	○	○	○
Appreciation of cultural diversity	○	○	○	○	○	○

To what extent does your programme help students:

	To a very small extent				To a very large extent	*Don't know*
Develop a broader understanding of events shaping the world.	○	○	○	○	○	○
Form well-rounded opinions based on a wide breadth of knowledge.	○	○	○	○	○	○
Understand that they have the power to act on those opinions, and to influence others.	○	○	○	○	○	○
Become active in communities on local, national and international levels.	○	○	○	○	○	○

To what extent does your programme encourage students to be:

	To a very small extent				To a very large extent	Don't know
Open-minded	○	○	○	○	○	○
Well-informed	○	○	○	○	○	○
Adaptable & flexible	○	○	○	○	○	○
Curious	○	○	○	○	○	○
Engaged as a local citizen	○	○	○	○	○	○
See challenges as opportunities, not threats	○	○	○	○	○	○
Learn more about other cultures.	○	○	○	○	○	○
Embrace new cultures	○	○	○	○	○	○

Considering the above questions, what are your top priorities that you need support with in order to develop inclusive and equitable education?

[   ]

Thinking about your teaching team

Section 4. Thinking about how well your teaching team functions to support the development of intercultural and global attributes

This section asks you to reflect and think about the **teaching team** and their level of shared understandings concerning graduate attributes of social interactions, intercultural communication, relationship dimensions and global perspectives.

Using the scale, select the response that most accurately reflects your understanding of your programme.

In your view, to what extent does the teaching team in your program have a shared/common understanding of:

	To a very small extent				To a very large extent	Don't know
the importance of incorporating intercultural dimensions of teaching and learning throughout the programme?	○	○	○	○	○	○
the support services and activities that focus on intercultural competence and international perspectives.	○	○	○	○	○	○

To what extent does the teaching team:

	To a very small extent				To a very large extent	*Don't know*
ensure their shared understanding is reflected in the curriculum design?	○	○	○	○	○	○
discuss incorporating the intercultural and global dimensions in their teaching?	○	○	○	○	○	○
discuss strategies to engage students from diverse cultural backgrounds?	○	○	○	○	○	○

How can we support you in your teaching role?

From the list below, choose the three options that you consider most valuable to you:

☐ Writing a course syllabus

☐ Aligning learning outcomes, teaching and learning activities and examination to support student learning

☐ Implementing student active learning techniques in a course

☐ Learning about ongoing educational innovations and research at KI

☐ Conducting course evaluations and use the results to improve your course

☐ Aligning your course with the sustainable development goals

☐ Working with internationalization in your course

Comment

What format would best suit your needs? Choose as many options as you like.

☐ Webinar

☐ Workshops

☐ Online courses

☐ Courses on campus

☐ A series of face to face seminars

☐ A full day seminar

☐ Individual coaching or mentoring (ie an experienced partner to discuss your ideas and teaching with)

☐ Peer to peer mentoring (ie a discussion partner)

Comment

In what way can we support you in working with the objectives included in KI's <u>strategy 2030</u>?

Self-reflection

The following questions are intended to provide you with an opportunity to reflect and record your rationale for addressing the international, intercultural and global perspectives in your teaching practice and comment on what hinders or supports you in this endeavour.

To you, what is <u>the most important reason</u> to incorporate international, intercultural and global health perspectives and skills into your study programme?

In your opinion, what are <u>the main obstacles</u> to incorporating international, intercultural and global health perspectives and skills across the study programme?

What types of <u>support</u> would you like to see provided to teaching staff to assist the development of strategies that engage students from diverse cultural backgrounds?

Thank you for your feedback!