

Internationalisation of the curriculum: Blockers and enablers questionnaire

This questionnaire has 4 questions. In total it should take you no more than 15 minutes to complete.

The list of blockers and enablers used in this questionnaire has been generated from scholarly internationalisation literature, as well as from workshops conducted with teaching academics at KI. The questionnaire is adapted and abridged from Leask, B. (2015). *Internationalizing the Curriculum*. Routledge.

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 processes and support services of a program of study (Leask, 2009).

Enablers are any factors in your institutional environment which **support** you in developing and providing an internationalised curriculum to your students. These factors could relate to, for example, official policy; management practices, human resource procedures, professional development, or reward structures; leadership; organisational culture; or provision of training and other opportunities for self-development.

1. What is your role in your institution?

2. Carefully read the definition of internationalisation of the curriculum in the box above. In your view, how important are the following aspects in **enabling** you to internationalise your curriculum and how important are they in enabling internationalisation at KI:

| | To what extent are the following aspects important in enabling you to internationalise your work (at individual level) : | To what extent are the following aspects important for enabling internationalisation at KI (at institutional level) : |
|---|--|--|
| Well-designed, communicated, and managed institutional strategy around internationalisation and its outcomes (deliverables). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Financially supported institutional strategy regarding internationalisation and its outcomes (targets, objectives). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Recognition for effort (such as in professional | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent |

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| development, promotion procedures, recruitment procedures, financial reward). | <input type="checkbox"/> <i>Not applicable</i> | <input type="checkbox"/> <i>Not applicable</i> |
| Appropriate workload allocation for curriculum integration and development | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Academic staff are encouraged and supported to attend international conferences , including interdisciplinary and interprofessional events. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Appropriate support from the Unit for Teaching and Learning (UoL) with practical integration issues (workshops on IoC, tailored training courses and feedback). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Access to expertise in internationalisation within KI (GUA, people responsible for internationalisation of education, educational developers). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Active collaboration with alumni and future employers. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Culturally diverse course/programme teams and the opportunity for them to work together to review and develop curricula (e.g., teacher days). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Leaders who are committed to internationalisation of the curriculum at institutional, study programme and departmental level. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Clear communication around internationalisation in strategic documents (such as strategy 2030, UN Agenda 2030, Swedish Inquiry for Internationalisation of Education and Research). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Clearly communicated actions plans for the internationalisation of education at KI. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |

Blockers are factors that might **inhibit** you in developing and providing an internationalised curriculum.

3. Carefully read the definition of internationalisation of the curriculum in the box above. In your view, how important are the following aspects in **blocking** you from internationalising your curriculum and how important are they in blocking internationalisation at KI:

| | To what extent are the following aspects blocking you from developing an internationalised curriculum at local level: | To what extent do you consider the following aspects to be blockers for internationalisation applicable at KI at institutional level : |
|--|--|--|
| Lack of an action plan to ensure that KI Strategy 2030 is enacted in such a way as to have an impact on the student experience and on student learning . | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Lack of clear communication around internationalisation in strategic documents (such as strategy 2030, UN Agenda 2030, Swedish Inquiry for Internationalisation of Education and Research). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Lack of clearly communicated action plans for the internationalisation of education at KI. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Lack of opportunities to work together with culturally diverse course/programme teams to develop curricula. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Academic staff are not encouraged or supported to attend international conferences , including interdisciplinary and interprofessional events. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Inappropriate workload allocation for curriculum integration and development | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Insufficient funding and support provided to enable staff to attend international conferences, or participate in | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |

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| other international experiences related to their work. | | |
| Lack of support for the process of internationalisation of the curriculum at the program level. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Lack of support/resourcing for academic staff to collaborate and work with professional settings (e.g., hospitals, clinics, laboratories or industry). | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Leaders who are not committed to internationalisation of the curriculum at institutional, study programme and/or departmental level. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Unclear communication of what needs to be done to achieve the goals of internationalisation of the curriculum. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| My own limited understanding of what internationalisation of the curriculum means. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| An internationalisation strategy that in practice is focussed primarily on income generation. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Disciplinary ‘headsets’ – disciplines are themselves culturally constructed, bound and constricted. KI operates within its own cultural framework which feels normal and natural to us. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |
| Internationalisation of the curriculum is a low priority for me personally. | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> | To a very small extent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a very large extent <input type="checkbox"/> <i>Not applicable</i> |

4. Would you be willing to participate in a follow-up interview?

Our team is interested in understanding the needs and opinions of our respondents. If you are interested in participating in a brief (30min) follow-up interview, we will be happy to speak to you. Ahead of the interview, you will be receiving a summary of the results.