

International and intercultural learning outcomes

Course coordinator self-assessment

Dear course coordinator,

First off, the International Classroom Taskforce team would like to thank you for your time and cooperation on this project. The taskforce is currently trying to optimize the course manuals, with a focus on the international and intercultural aspects in the course manuals. We find that many course coordinators do a good job on trying to show that the course manuals have good international and intercultural learning outcomes (IILO). However, a certain number of the course manuals do not have these aspects, or do contain these aspects, but do not clearly mention them. In fact, during the preparation for the CeQuInt certification we found that international or intercultural intended learning outcomes are often only present at the program level, but not at the course level. We need to align both levels and want to help you to easily include IILOs in your course manual.

Why is it valuable to have IILOs outlined in the course materials? For example, they can guide you when...:

1. ...trying to find appropriate case studies and examples (are they local or global; are they socially acceptable for all attendees),
2. ...thinking about means of content delivery (how best to reach all members of your audience, is asking direct questions appropriate),
3. ...setting tasks (group activities versus individual work, how should work be presented, how will different students respond to deadlines)

To improve the international and intercultural aspects of the course manuals, we prepared a self-assessment questionnaire for you, in your function as the course coordinator or program director. With this tool, you should be able to assess whether your or any course manual is on par with the standards the UM is trying to achieve. Please fill in this questionnaire which will indicate whether your course manual is fine as is, or if it needs small changes. According to your own answers, you get an overview on what could be improved and what is fine as is.

There are certain words in the assessment with which you are maybe not familiar. To clear up any unclarities regarding these words, we made an overview in table 1. This table contains words and definitions we thought could be confusing.

Good luck with the self-assessment !

Kind regards,

The International Classroom taskforce

Table 1: Definitions of words

Word	Definition
International learning outcome	An international learning outcome should refer to an ability to function in a certain discipline with and in other contexts and other regional settings of the world.
Intercultural learning outcome	An intercultural learning outcome should refer to an ability to value cultures without judging enabling effective and appropriate communication and cooperation with people of all cultures.
IILO	International/intercultural learning outcome

Part 1

Please rate your most recent course materials. To fill in the matrix, please do not just tick the box, or write “yes”, but qualify your answer. If the question does not apply, enter N/A.

Question	Yes, they are clearly mentioned		They are present, however not clearly mentioned		No, they are not present and not mentioned
<i>Are there (hidden) intended learning outcomes mentioned in the course description</i>					
<i>Are ILOs mentioned in the coursebook? If yes, please list</i>					
<i>Are there any international or intercultural elements present? If yes, please list</i>					
<i>Would it be possible to add or explicate international or intercultural elements in the coursebook?</i>					
<i>Are there any international or intercultural elements present in the cases? If yes, please list</i>					
<i>Would it be possible to add or to explicate them?</i>					
<i>Please rate your general evaluation of the international and intercultural learning elements of the course, for example, are they explicated?</i>	1 - inadequate	2	3	4	5 – fully adequate
<i>Please rate your general evaluation of the international and intercultural learning outcomes of the course, for example are they formulated adequately?</i>	1 - inadequate	2	3	4	5 – fully adequate
<i>Please provide your general evaluation of the ILO of the course. Please make a distinction between the international and intercultural learning as part of an ILO (object of learning) and the context in which learning takes place</i>					

Thanks for filling in the first part of the self-assessment tool - Part 1!

You can take a quick view on what you filled in. If you answered 'No, they are not present and not mentioned', this means you are recommended to revise the ILOs in your course manual and add these in a clear form, so they are present. In this case, also work through Part 2 of the self-evaluation on the next page.

If you answered 'They are present, however not clearly mentioned', this would mean that you're recommended to make the already available learning outcomes more present by reformulating them and bringing the intended learning outcomes out more clearly.

We have asked you to rate the presence of international and intercultural learning elements and outcomes. If your score between the two scales differs, this is an indication that the elements are not adequately reflected at the learning outcome level.

In general, if you scored ≤ 2 on any of these scales, you are recommend to revise the course manual. If you scored ≤ 4 , you're course manual is already in a good state, however it needs some small improvements. If you scored 5 on this question, your course manual is already on par.

Part 2

In the second part of the self-assessment tool we want to assist you in finding ways to integrate ILOs in your course

Please answer the following questions:

	I agree	I don't agree	Explain?
My course is qualifying students for a field of work/profession that is not impacted significantly by international or intercultural aspects			
My course is about rather technical aspects (e.g., lab work, statistics, programming)			
Other parts of the study program sufficiently cover ILO			
My course is so dense that I do not have room to add additional aspects			

How often did you say AGREE: _____? Do you feel comfortable with your explanation?

Thanks for filling in the second part of the self-assessment tool!

We fully believe that you have reflected well about the content of your course and that you want to achieve the best learning outcomes for your students.

If you said AGREED 2 or more times, we would invite you to think about the following aspects regarding your course, even if your explanation seems to make your position warranted.

- 1) Although your course is part of a study program that qualifies students for a national labour market or profession with little or low intercultural and international elements, we would like to ask you to reconsider if,
 - a. There is the possibility that students will be confronted with international elements later (think of clients or patients coming from a different cultural background)
 - b. There is the possibility that students want to move abroad as part of their career (think of teaching in international contexts)

If you say yes to this, it may be worthwhile to think about ILOs. When you do so, please be careful not to perpetuate certain ethnic or cultural stereotypes. Please consider the TEAC teachers' handbook – especially the ICC section on choosing appropriate case studies, examples, etc.

- 2) Although your course is about rather technical aspects of the study program, we would like to ask you to reconsider if,
 - a. There is the possibility that adding intercultural and international elements could actually be “fun” and lighten the course (think of talking about the cultural background of the scientists who provided the foundations of your course, or that certain lab routines would be different under different levels of pressure or temperature)
- 3) Although you believe that other parts of the study program adequately cover ILOs, we would ask you to reconsider if,
 - a. There shouldn't be a coherent stream of ILOs throughout the study program
 - b. More is actually really more
 - c. Your course can contribute to ILOs in a specific way that other parts of the study program cannot
- 4) Although you believe that your course is already so dense and does not leave room for new elements, we would ask you to reconsider if,
 - a. A moment of “de-cluttering” would be helpful anyway to make room for new element that you and your students would find fascinating
 - b. You haven't changed the course in years because it is so convenient, but this would be a nice moment to do so
 - c. More or new course planning group members could add a relevant new content including ILOs to the course

Maybe these aspects could inspire you a bit to re-think your course and hopefully there is room for ILOs now!