

## iKudu project: Appreciative inquiry student survey

Dear Student, your institution is part of the iKudu project. This project aims to build capacity for universities from South Africa and in Europe to offer collaborative online international learning (COIL) opportunities. This will enable students to engage across our South-North institutions, in internationalised and decolonised curricula.

The purpose of the questionnaire is to understand how students at different universities think about aspects regarding internationalisation, decolonisation and transformation of the curriculum.

This will be done through a set of questions posed, for which there are no right or wrong answers.

Please note: You will not be required to provide your name, or any other unique identifiers. It should take between 10 and 15 minutes to complete the survey.

The responses will be downloaded and analysed by the designated person at your own institution, who was also the person who requested you to take part in the study.

This will then be used to write an appreciative narrative report on your institution's unique position.

Should you have any questions, please contact the person at your institution who invited you to take part in the survey.

We appreciate the time that you, as an important stakeholder, will spend responding to the questions.

### 1. Please provide some basic information about yourself and your institution:

1.1 Which institution are you studying at?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Amsterdam University of Applied Sciences (AUAS) | <input type="checkbox"/> Central University of Technology (CUT)           | <input type="checkbox"/> Coventry University (CU)   |
| <input type="checkbox"/> Durban University of Technology (DUT)           | <input type="checkbox"/> The Hague University of Applied Sciences (THUAS) | <input type="checkbox"/> University of Antwerp (UA) |
| <input type="checkbox"/> University of the Free State (UFS)              | <input type="checkbox"/> University of Limpopo (UL)                       | <input type="checkbox"/> University of Siena (US)   |
| <input type="checkbox"/> University of Venda (UNIVEN)                    |   |   |

1.2 In which Faculty or School are you registered in?

## 2. The first question aims to contribute to a particular focus for your institution.

- 2.1 How important is it for you to gain some international experience during your studies? Please indicate your response on the scale represented with the tickboxes, where the left-hand block represents **Not important at all** and the far right represents **Extremely important**
- Not important ☐ ☐ ☐ ☐ ☐ Extremely important  
at all

- 2.2 What is the main benefit of an internationalised learning experience (either during or outside the class) (e.g. for your future career)?

- 2.3 In your view, what would be the best strategy to include all students in experiencing internationalised learning?

## 3. In this section, we want you to appreciate what you have already experienced

- 3.1 To what extent do you agree with the following statement: **"My university has provided me with international experiences during my studies"**. This does not specifically refer to in-class experiences, but could include those. Indicate your agreement on a 5 point scale where 1 means you strongly disagree with the statement, and 5 indicate that you strongly agree with the statement.
- Strongly dis- ☐ ☐ ☐ ☐ ☐ Strongly agree  
agree

- 3.2 What do you appreciate about those experiences? (If applicable, otherwise continue with the next question)

- 3.3 What do you consider as the best international experience that you had during a class? (If not applicable, please continue with 3.4).

- 3.4 What do you consider your best international experience that you had as a student outside formal class time? (If not applicable, please continue with 3.5)

To what extent has your programme allowed you to gain each of the following critical skills for 21st Century learning?  
(Indicate your response on the 4-point scale provided where the first block would be **not at all**, and the last one represents **to a great extent**.)

3.5 Creativity	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.6 Flexibility	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.7 Communication information literacy	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.8 Technology literacy	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.9 Media literacy	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.10 Self-management	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.11 Self-awareness	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.12 Responsible decision-making	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.13 Social awareness	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.14 Critical thinking and problem solving	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.15 Cross-cultural communication skills	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.16 Appreciation of one's own and other cultures	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent
3.17 Divergent thinking	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent

4. In this section we want you to imagine what the best can be at your institution.  
The focus is on internationalisation, decolonisation and transformation. You might not be familiar with all three terms, in which case you can simply focus on those applicable to you.

Do not be held back by possible current challenges, but use this to imagine how you would like your institution to be.

4.1 Provide a maximum of 5 key words that would characterise what a meaningful decolonised, transformed and international curriculum should be like.

- 4.2 Provide a maximum of 5 key words that would describe what you envisage a great, decolonised, transforming, international learning experience would be like.

- 4.3 How do you imagine that your local community can benefit from your exposure to an internationalised curriculum?

- 4.4 Do you think that curriculum transformation is required? If so, in your view, what would a transformed curriculum or even a transformed classroom look like?

## 5. In this section we need your view to help shape the future

- 5.1 How could you as a student more readily contribute to internationalisation in the classroom? Is there a role for student leaders / Student Ambassadors in this regard?

- 5.2 How could students (Including student leadership) transform teaching and learning?

- 5.3 Which commitments do you think are needed to expand internationalised, decolonised and transformed learning experiences for students, and from whom?