| Question | Chi-squared | Interpretation |
| --- | --- | --- |
| Integrates subject matter relating to international and intercultural perspectives (e.g. international case studies, examples, practices | χ(1) = 5.015, p = .171 | Very strong overall agreement. No statistically significant differences between programmes. |
| Incorporates real-life or simulated tasks which examine cross-cultural communication, negotiationand conflict resolution | χ(1) = 4.575, p = .206 | General agreement overall except for slight disagreement from hospitality students, but differences between programmes were not statistically significant.  |
| Explains how knowledge may be constructed and acquired differently across cultures | χ(1) = 1.049, p = .789 | Generally even agreement/disagreement. No statistically significant differences between programmes. |
| Compares and contrasts international and cross-cultural research findings | χ(1) = 10.652, p = .014, http://yatani.jp/mimetex/mimetex.cgi?\small%20\phi=.338 | Much stronger agreement than disagreement in hospitality, much stronger disagreement than agreement in tourism, slightly more agreement than disagreement for both IBM programmes. Differences between programmes were statistically significant, but weak. |
| Provides students with the opportunity to learn a foreign language as part of the programme | χ(1) =7.822, p = .050, http://yatani.jp/mimetex/mimetex.cgi?\small%20\phi=.307 | Overall strong agreement that opportunities were given, although surprising levels of disagreement for what seems a simple point of fact. Differences between programmes were statistically significant, but weak. |
| Encourages students to study abroad and accredit their international learning experience | χ(1) = 6.034, p = .110 | Complete agreement for IBM with languages, but very strong agreement for the other programmes means that these differences are not statistically significant. |
| Draws on cross-cultural databases and sources of information (e.g. journals, websites, blogs) | χ(1) = 1.967, p = .579 | Mild overall agreement with no statistically significant differences between programmes. |
| Overall toolkit goal 1: Curriculum content and design should include diverse perspectives on social, economic, political, environmental and professional issues across cultures | χ(1) =42.878, p = .010, http://yatani.jp/mimetex/mimetex.cgi?\small%20\phi=.378 | Overall moderate agreement, slightly less agreement for IBM. |
| Integrates global issues and cross-cultural perspectives into learning activities at all stages of the programme | χ(1) = 1.857, p = .603 | Strong overall agreement with no statistically significant differences between programmes. |
| Asks students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives | χ(1) = 0.752, p = .861 | Moderate to strong overall agreement with no statistically significant differences between programmes. |
| Encourages students from different backgrounds to contribute relevant examples from their home country or community | χ(1) = 1.886, p = .596 | Moderate to strong overall agreement with no statistically significant differences between programmes. |
| Uses fieldwork with local organisations working on international projects  | χ(1) = 4.455, p = .216 | Mild overall disagreement with no statistically significant differences between programmes. |
| Creates a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff | χ(1) = 6.385, p = .094 | Very strong overall agreement with no statistically significant differences between programmes. |
| Facilitates collaborative learning activities between students from different cultural backgrounds | χ(1) = 2.705, p = .439 | Moderate to strong overall agreement with no statistically significant differences between programmes. |
| Uses team tasks which require students to work with peers from different countries or cultures either face to face or by using technology and/or blended learning | χ(1) = 4.840, p = .184 | Very strong overall agreement with no statistically significant differences between programmes. |
| Overall toolkit goal 2: Staff should use a wide range of learning and teaching strategies that are specifically designed to incorporate the knowledge and understanding of students from diverse cultural backgrounds and to develop graduates who demonstrate international perspectives as professionals and citizens | χ(1) =29.166, p = .659 | Strong overall agreement with no statistically significant differences between programmes. |
| Offers assessment tasks that specifically relate to the development of global and cross-cultural perspectives | χ(1) = 0.774, p = .856 | Moderate overall agreement with no statistically significant differences between programmes. |
| Makes the criteria for such assessment explicit to the students | χ(1) = 4.043, p = .257 | Moderate overall agreement with no statistically significant differences between programmes.  |
| Uses assessment tasks early in the programme to give students early feedback on their progress | χ(1) = 10.644 p = .014, http://yatani.jp/mimetex/mimetex.cgi?\small%20\phi=.346 | Mild agreement for tourism and very strong agreement for the other programmes, though differences were fairly weak statistically. |
| Includes assessment that draws on cultural contexts as well as disclipinary knowledge (e.g. comparative exercises) | χ(1) = 1.340 p = .720 | Moderate overall agreement with no statistically significant differences between programmes.  |
| Includes tasks that assess students' ability to work with peers from other cultures | χ(1) = 3.999 p = .262 | Moderate overall agreement with no statistically significant differences between programmes. |
| Overall toolkit goal 3: Assessment tasks should measure the students’ specific knowledge, skills and attitudes related to global citizenship and cross-cultural competency | χ(1) =21.823, p = .746 | Strong overall agreement with no statistically significant differences between programmes. |