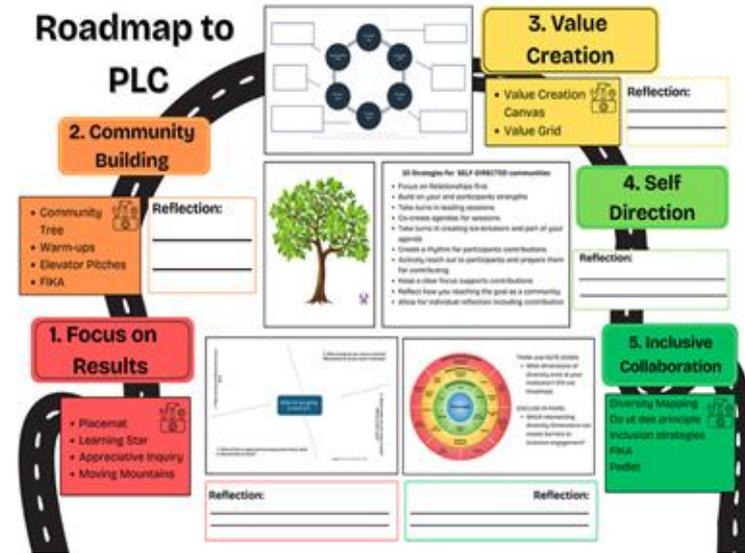Welcome to workshop 14

Building learning communities for the Internationalisation of the Curriculum at Home

13:30 - 17:00, Sept. 9th, 2025

Today's programme

1. Internationalization of the Curriculum (IoC)
2. Professional Learning Communities (PLCs)
3. 5 PLC Essentials
4. Your ROADMAP to a PLC with Tools

Before we begin: Mapping the landscape by body voting

Who are we?

- What is your **role**?
- Do you have **experience** with PLCs?
- How **important** is Internationalization of the curriculum at home for your institution?
- What is your **understanding** of internationalization for all students?

BODY VOTING 1

What is your role?

1. Academic
2. Leadership
3. Administrative
4. Other

BODY VOTING 2

Do you have experience with Professional Learning Communities?

1. Yes
2. No
3. Somewhat
4. Not sure

BODY VOTING 3

How important is Internationalization of curriculum for your institution?

1. Top Priority
2. One of the priorities
3. Not sure
4. Low priority

BODY VOTING 4

To internationalise learning for all students, do we:

1. send them all abroad

2. send all our staff abroad to have international experience

3. hire staff from abroad

4. internationalise our teaching and learning

"The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

— *Jos Beelen and Elspeth Jones*

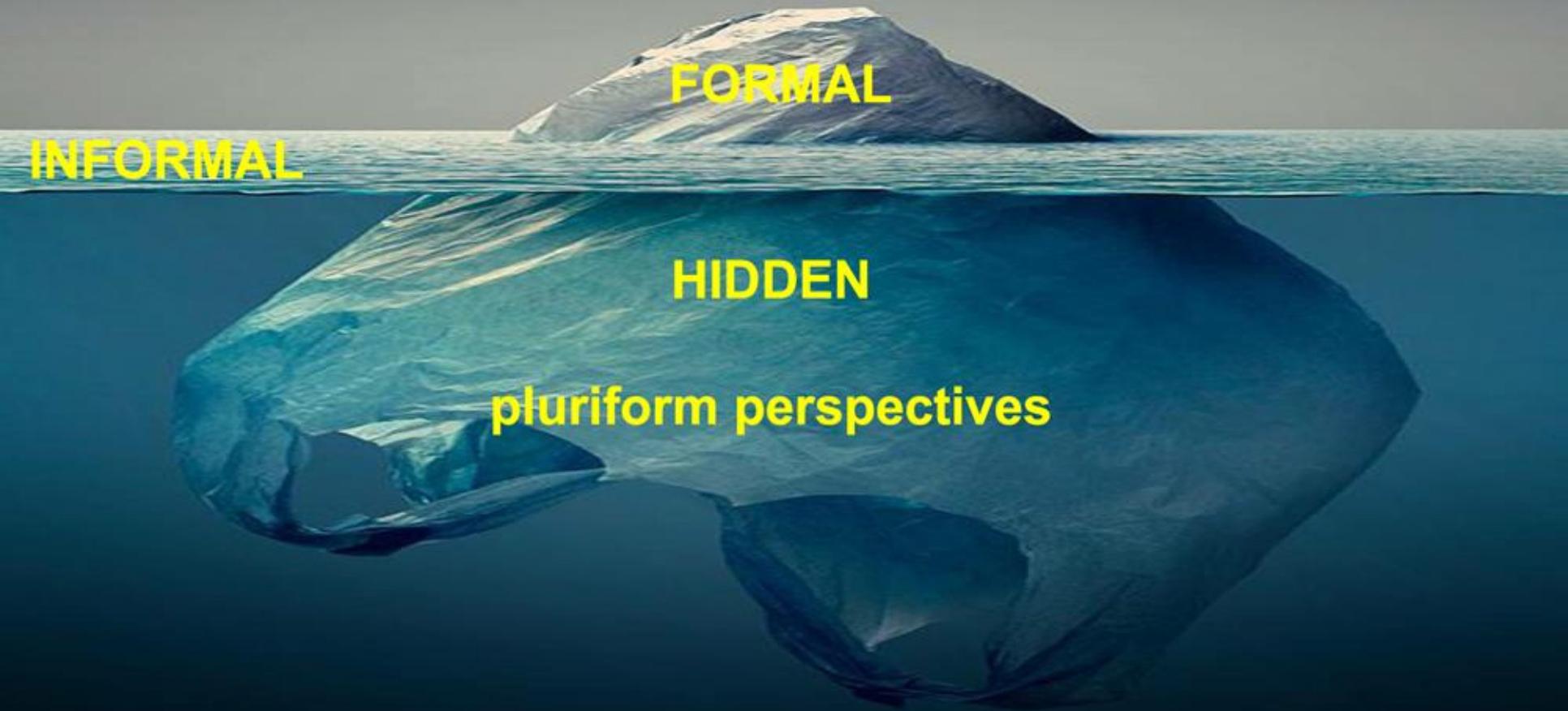EAIE
Internationalisation at Home

Compare: A Journal of Comparative and International Education ›
Latest Articles
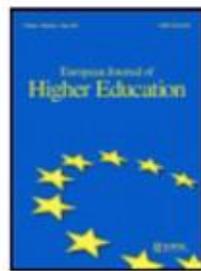
Submit an article   Journal homepage

Research Article

Towards a typology of internationalisation at home activities in academic disciplines: a study conducted at a Dutch university of applied sciences

Claudia Bulnes ✉ & Eveke de Louw

66 Download citation   🔗 https://doi.org/10.1080/03057925.2022.2108376   Check for updates

📄 Full Article   📊 Figures & data   # References   66 Citations   📊 Metrics   🖨 Reprints & Permissions   Get access

Through the eyes of the disciplines – student perspectives and positionings towards internationalisation-at-home

Nafsika Alexiadou, Zoi Kefala & Linda Rönnberg

Inclusive internationalisation or inclusive mobility?
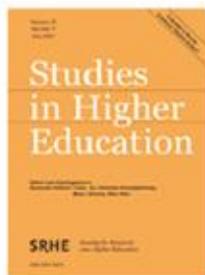
Studies in Higher Education

Routledge
Taylor & Francis Group

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/cshe20

Inclusive internationalisation: do different (social) groups of students need different internationalisation activities?

Christof Van Mol & Adriana Perez-Encinas

iKUDU

Co-funded by the
Erasmus+ Programme
of the European Union

Why is internationalization so relevant?

21st century skills
Global citizenship
Inner Development Goals
Wicked problems
Decolonisation of the curriculum
Diversity and inclusion

Implementing IoC at home

IoC can be added on…infused….. or be tranformative
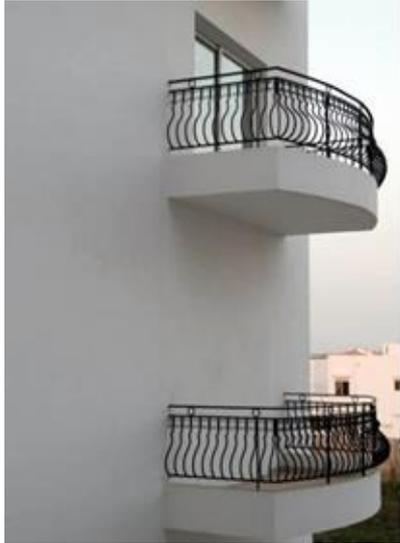
Virtual Exchange and Collaborative Online International Learning (COIL)

An increasingly important component of an internationalised curriculum

- Why COIL is not the same as Internationalisation at home

- Aligning COIL with the rest of the curriculum

- A suitable topic for a PLC?

IaH Resources in the EAIE library

Blog   22 Aug 2017   by Jos Beelen

International officers finding their role in internationalisation at home

Pathways to practice: Implementing Internationalisation at Home for international officers

Pathways to practice: Getting started with virtual exchange/COIL

Fishbowl Activity: IoC at home

What are the institutional drivers for internationalisation of the curriculum at your university?

Who is in charge of the drivers?

What is your personal driver for engaging with internationalising teaching and learning for all students?

What is the main challenge at your institution?

Four Articulations of Internationalization-CRITIQUE

Stein, S., et al. (2016). Towards Different Conversations About the Internationalization of Higher Education. Comparative and International Education, 45;1

	Global Knowledge Economy	Global Public Good	Anti-Oppressive	Rational Translocalism
Main Goal	Improve individual and national economic advantage	Democratic access to modern institutions; expand social mobility	System change toward social justice; Anti-colonial Anti-racist	Centre independence Expand imaginaries of existence beyond what is possible
Secondary Goals	Income generation (particularly to address deficits generated by public defunding)	Make the dominant/existing system fairer and more inclusive	Theorize links between different systemic oppressions; problematize and contest "inclusion"	Decentre and disarm; contextualize and deprioritize the logic of modernity and global capitalism; pluriversality
Institutional Driver	Branding and prestige	Equitable balance between international / local students; advancing liberal democratic ideals	University as critic and conscience of society, enactment, and protection of academic freedom	Protect spaces of dissent; revitalize marginalized knowledge; experiment with alternatives; trace existing patterns of violence
Main Personal Motivation	Improve CVs develop differential human capital for success in global labour market	Self-betterment; benevolent/well-meaning social entrepreneurship and public responsibility	Act in solidarity with marginalized people, and groups in pursuit of social justice; affirm critical hope	Disillusion and disenchantment with existing imaginaries, relationships, existence
Educational Aims	Develop human capital and competencies for innovation; leadership and entrepreneurship in the global market	Develop values, skills for altruism, democracy, equality, inclusion, social cohesion, consensus on ends and means of progress globally	Transform oppressive structures and politics of knowledge through empowerment, voice, activism, framed by critical pedagogy	Political, existential questions and commitments kept in tension; interrupt enchantment with modernity; uncoercively rearrange desires; unlearn, with or without guarantees

Framing and assessing IoC

OECD LEARNING COMPASS 2030

Creating new value

Reconciling tensions and dilemmas

Taking responsibility

Traditional strategies are not working for IoC

- Internationalisation policy is written by leadership but strategies are lacking

- Strategy is communicated to stakeholders after being published

- Stakeholders are not connected or engaged in creating a change

- Academics are living in their disciplines

- Students are not part of the curricular change (who else is missing?)

Traditional training is not working for IoC

- Traditional training attracts mainly the 'converted'
- Educational developers are often not involved in IoC
- Addresses the narrow context of disciplines and programmes
- Collaboration is ad hoc rather than intentional
- Alternatives such as action research work better
- Does not provide temporary collegiate community for support (alone in a change)

An Answer: Professional Learning Communities (PLCs)

Professional learning communities (PLCs)

What are PLCs?

- A group of people who share a **concern** (**challenge**), or a **passion** about a certain topic and who wish to deepen their knowledge and expertise in this area by interacting on an **ongoing basis** (Wenger 2002).

- PLCs need to have a clear **focus**, a clearly defined **community** that is in regular **contact** and together they create a **transformative value**.

Why use professional learning communities?

Research points towards the advantages of **informal learning** and **innovative problem solving** to address emerging questions/problems in the workplace, and is increasingly taking place in **networks.**

Benefits include:

- connecting people across roles/functions of an organisation or across different organisations (Stakeholders Model)
- helping those who are early career to mix with peers
- multidisciplinary, bringing together people from across fields in order to focus on new challenges

Foot note on PLC: Clearing the conceptual fog

- **Many terms around**

    learning network
    professional learning network
    professional learning community
    community of practice
    community of innovation practice
    community of learning practice
    network of practice
    learning & innovation lab
    innovation ecosystem
    peer learning network
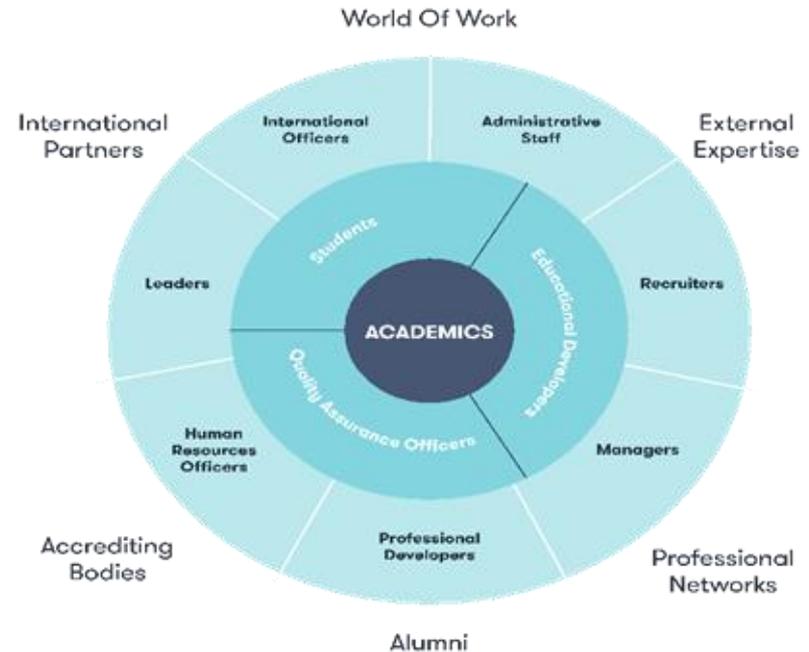
- **But they share some commonalities:**

People with a shared **passion** and **purpose**, who meet because they find **value in their interaction**

THINK-PAIR-SHARE (Handout):

1. Where are you in the model?

2. Who else is actively working on internationalisation of the home curriculum?

_____

3. How could Professional Learning Communities (PLC) contribute to engaging other stakeholders?

Stakeholders in the implementation of internationalisation at home

World Of Work

International Partners

International Officers

Administrative Staff

External Expertise

Leaders

Students

Educational Developers

Recruiters

ACADEMICS

Quality Assurance Officers

Human Resources Officers

Managers

Accrediting Bodies

Professional Developers

Professional Networks

Alumni

Jos Beelen, 2015

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Examples of Stakeholders in PLCs for IoC:

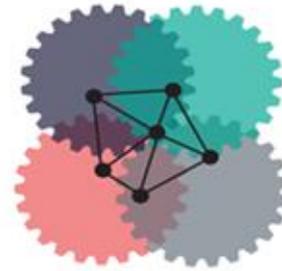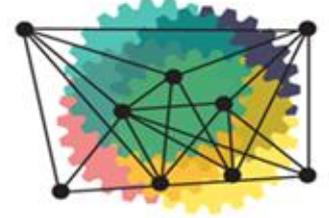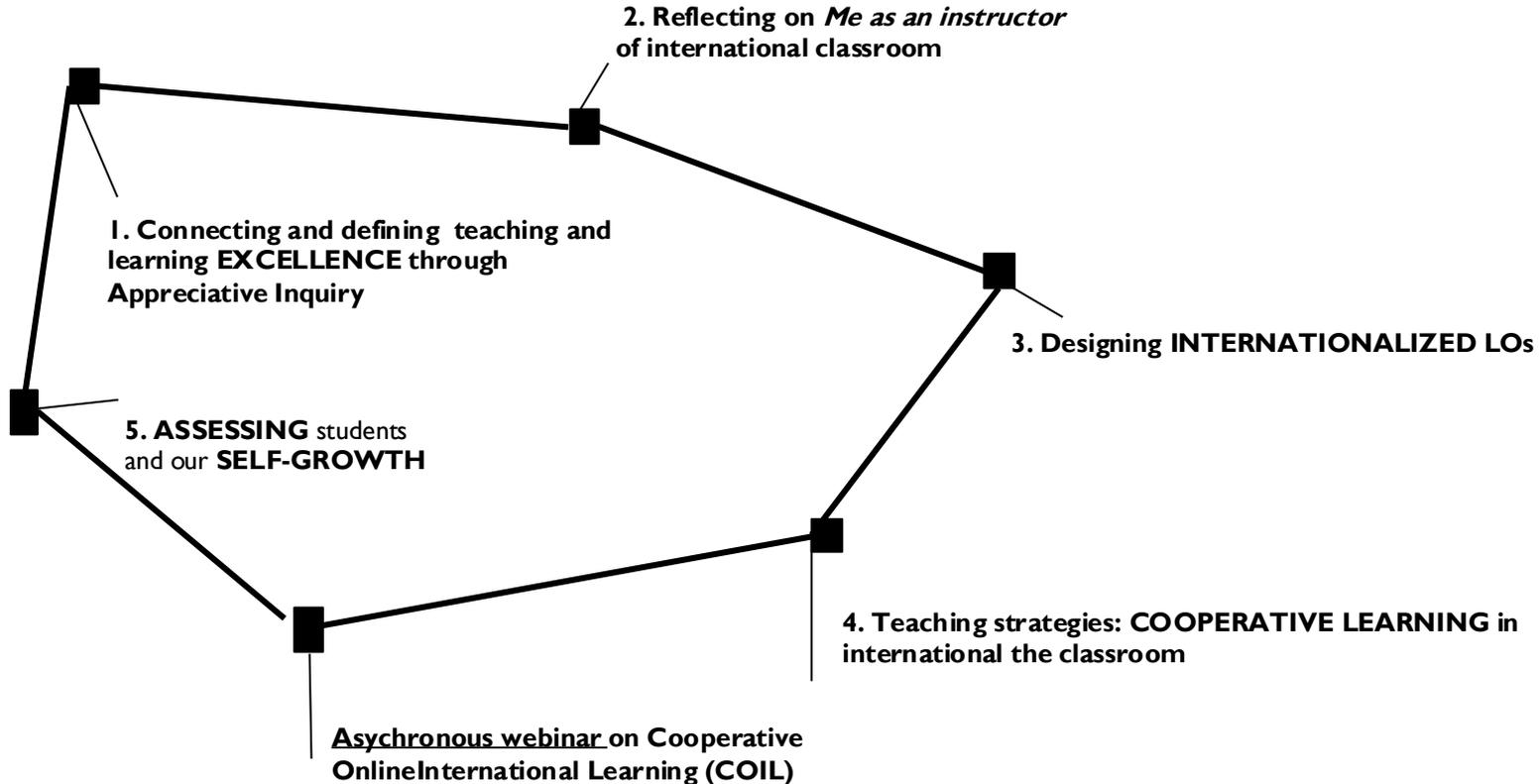| INTRAdisciplinary	MULTIdisciplinary	CROSSdisciplinary	INTERdisciplinary	TRANSdisciplinary
Entirely within a single academic field	Several academic fields adjacent to one another	A single academic field used as a lens to understand other academic fields	Multiple academic fields interacting	Multiple academic and non-academic fields interacting and co-mingling
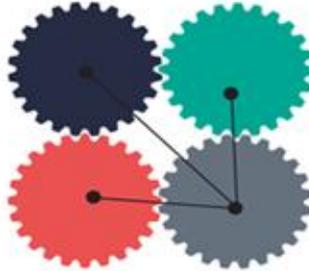
1. Transnational online(hybrid) PLCs

Our triplet PLC in practice

- **Why do we learn?**
  - Need for professional development for lecturers related to "internationalisation" (inclusive, diverse, multicultural classrooms)
- **What do we want to learn?**
  - Year 1: the hidden curriculum, multiperspective education, fostering interculturality and diversity, emerging trends in higher education
  - Year 2: subteams on AI in HE, hidden voices, intercultural supervision and deep & collaborative learning
- **How do we learn?**
  - 6 cross-institutional online meetings
  - Institutional "fika" sessions between online meetings
  - In-person, cross-institutional learning events (Ostrava June 2023 & The Hague February 2024)
- **What roles do we have?**
  - Approx. 10 participants (lecturers) per institution & 2-3 facilitators per university
  - Shifting ownership
- **How do we recognise learning?**
  - Certificates
  - Institutional recognition (media, management, professional development, etc.)

2. Mixed Community at Charles University

2. Reflecting on *Me as an instructor* of international classroom

1. Connecting and defining teaching and learning EXCELLENCE through Appreciative Inquiry

3. Designing INTERNATIONALIZED LOs

5. ASSESSING students and our **SELF-GROWTH**

4. Teaching strategies: COOPERATIVE LEARNING in international the classroom

<u>Asychronous webinar</u> on Cooperative OnlineInternational Learning (COIL)

3. Youth-focused Community

- **Youth**

- **researchers**

- **academics**

- **curriculum developers**

- **administrators**

- **NGOs**

- **professional organizations**

- **policymakers**

Visionary Roadmaps: Crafting an Inclusive and Participatory European
Democracy with Youth and Communities – Youth for Europe /
YOUROPE
Project Reference: 101178794

5 Essentials
of designing and facilitating PLCs

Focusing on Results

Building a Community

Value Creation

Self Direction

Inclusive Collaboration

PLC Essential 1: Focus on Results

☑ Which stakeholders do you want to engage?

☑ How can you engage stakeholders into this?

❏ What change do you want to achieve?

❏ What products do you want to develop?

Reflection on the Fishbowl

1. What was your experience of the Fishbowl activity for IoC?

1. What did the Fishbowl help you to realize about the change that you want to achieve?

Mini Toolbox for Focusing on Results

Discuss Handouts of Tools

☑ Fishbowl

❏ Placemat

❏ Learning Star

❏ Appreciative Inquiry

❏ Moving Mountains

Placemat Tool (Roadmap/bigger Handout)

1. Map your professional issue here?

2. What change do you want to achieve? What products do you want to develop?

What are you going to work on?

3. Which stakeholders do you want to engage?

4. How can you engage stakeholders?

Adapted from Aangenendt and Wallner, 2019

Reflection: Focus on Results

1. How easy was it for you to pin down the change you want to achieve and products you want to develop?

2. How could you work with the Placemat (other than individual thinking activity)?

Placemat tool

1. Map out your professional issue here

2. What of this is urgent and necessary (must have), what is desired (nice to have)?

3. What change do you want to achieve? What products do you want to develop?

4. Which steps do you want to take? What comes next?

What are you going to work on?
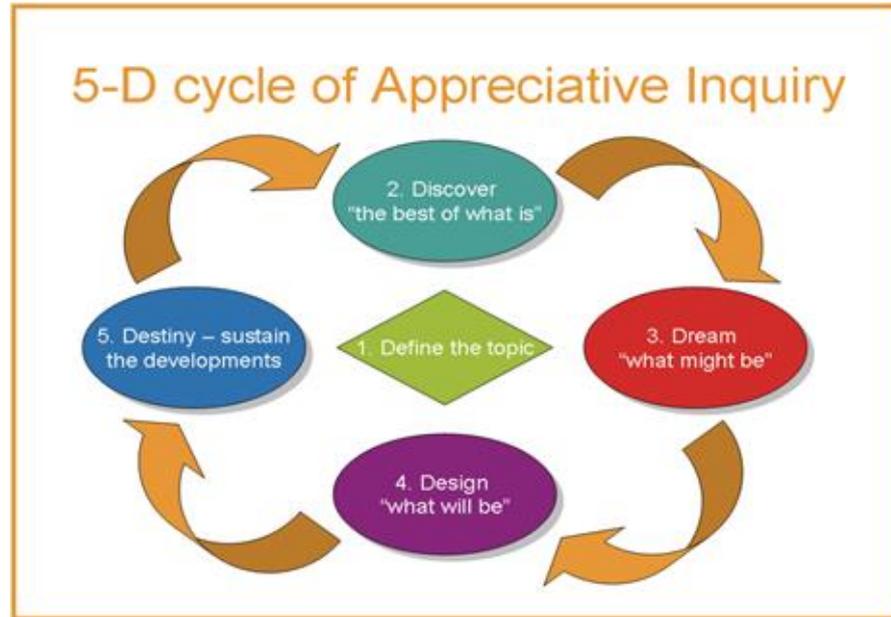
Adapted: (Aangenendt & Wallner, 2019)
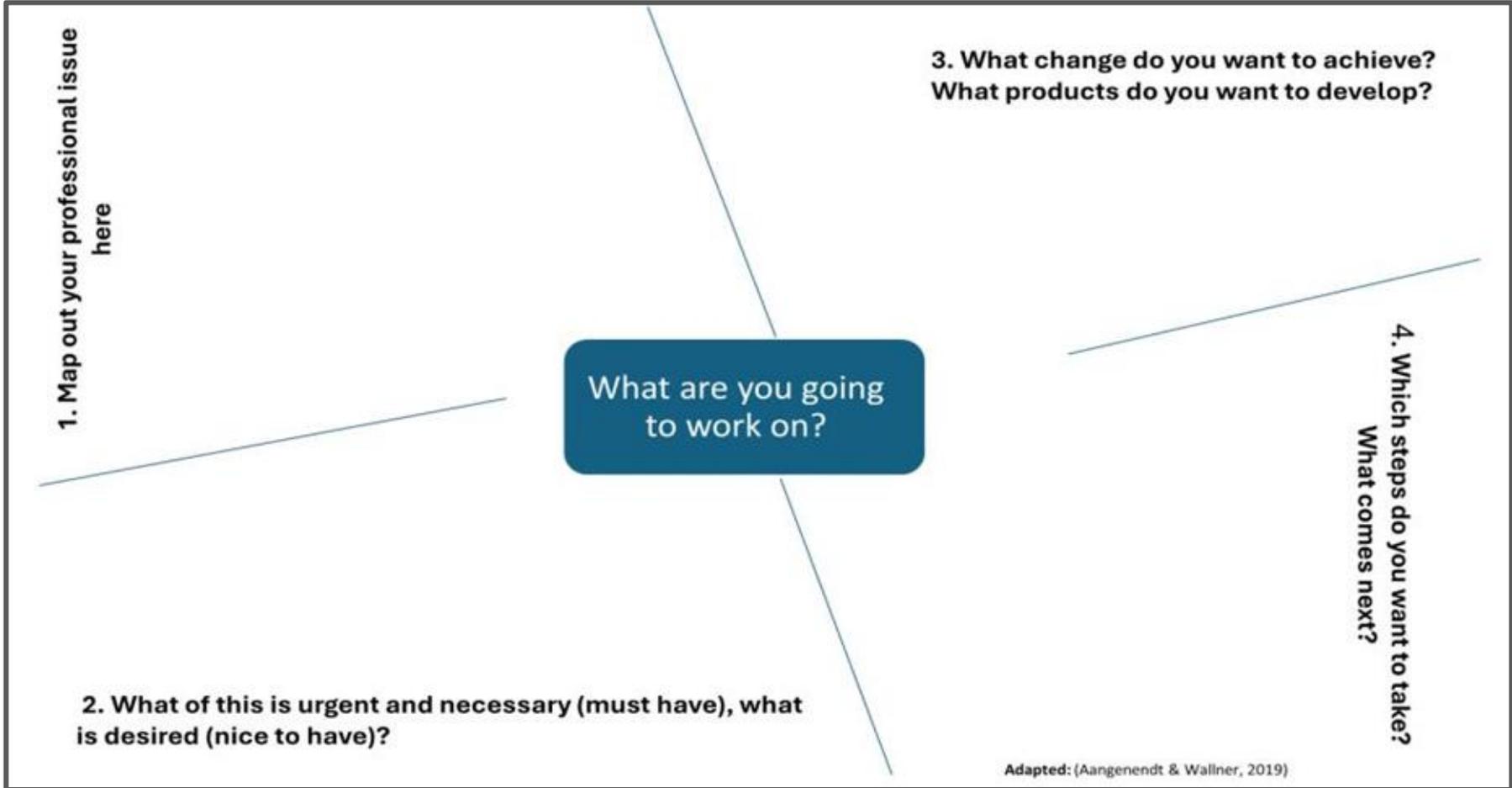
Learning Star

Appreciative Inquiry Workshop (2 Examples)

Appreciative Inquiry is a technique where change is achieved by people discovering, then building on, the root cause of success rather focusing on the problems.

5-D cycle of Appreciative Inquiry

1. Define the topic
2. Discover "the best of what is"
3. Dream "what might be"
4. Design "what will be"
5. Destiny – sustain the developments

Moving mountains with big hairy goals: imagining internationalised teaching & learning for excellence in education

How do we perceive excellence in education and how can internationalised teaching & learning practices to excellence?

Complete the bubbles in the landscape by thinking of newly imagined ambitions and ways to reach the summits.

Reflection: Focus on Results

1. Which of the tools (Fishbowl/Placemat/Learning Star/AI/Moving Mountains) would fit my institution, my purpose and why? (Add to Roadmap)

Where are we in PLC Essentials?

Focusing on Results | Building a Community

PLC Essential 2: Building a community

Tool: Community Tree
- expertise is our strength if we make use of it

We invite you to think what experience you can share with others in ….

Today on Post-it Notes (or on Padlet).

Building Relationships:

The Role of Warm-Ups/Icebreakers

In Pairs:
We invite you to share at least one idea of a warm-up/Icebreaker and post-it on the *Community Tree*

Don't forget to sign

Tips for PLC Facilitators to consider

- How have you used warm-ups and icebreakers as a way to generate excitement?

- What have you found to be most effective?

- What should be avoided?

- Which ice breakers (do not) fit in an intercultural setting?

Tool for inviting stakeholders: The Elevator Pitch

Reflecting on Community Building (2 groups)

1. Given my experience and skills, how do I feel about building a community?

1. Balancing time and my institutional culture, what are some takeaways for me on building relationships? (Add to Roadmap)

Where are we in PLC Essentials?

Focusing on Results | Building a Community | Value Creation

BREAK TIME
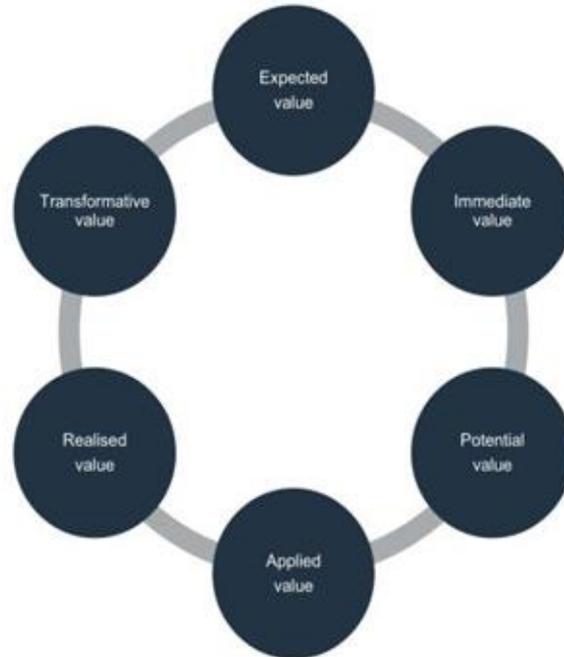
Where are we in PLC Essentials?
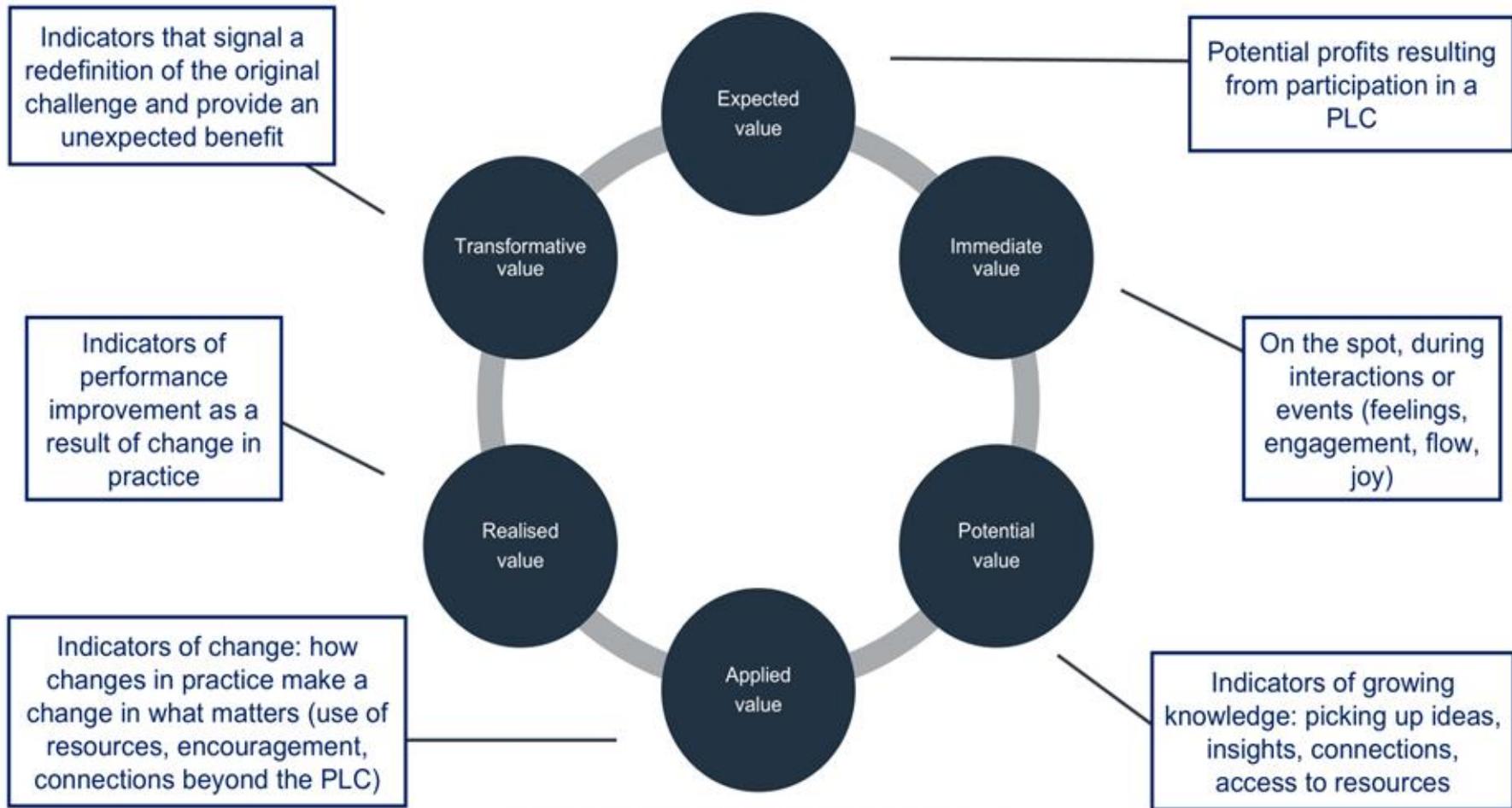
Focusing on Results → Building a Community → Value Creation

PLC Essential 3: Value creation

Conceptual model of Value Creation in Networks
Adopted from Kirkpatrick (1994), Dingyloudi et al. (2015) and Wenger et al. (2011, 2019)

Indicators that signal a redefinition of the original challenge and provide an unexpected benefit

Potential profits resulting from participation in a PLC

Indicators of performance improvement as a result of change in practice

On the spot, during interactions or events (feelings, engagement, flow, joy)

Indicators of change: how changes in practice make a change in what matters (use of resources, encouragement, connections beyond the PLC)

Indicators of growing knowledge: picking up ideas, insights, connections, access to resources

Expected value

Immediate value

Transformative value

Potential value

Realised value

Applied value

Conceptual model of Value Creation in Networks
Adopted from Kirkpatrick (1994), Dingyloudi et al. (2015) and Wenger et al. (2011, 2019)

Values in feedback from PLC participants

PEOPLE and relationships

SAVE Learning culture: collegial SUPPORT

New teaching IDEAS and RESOURCES!

International Connections and Perspectives

Passion and COMMITMENT

A great way to share and IMPROVE university TOGETHER!

REFLECT on my teaching - stay committed to the grow!

Internationalization of curricula

(Em)Power to make a CHANGE
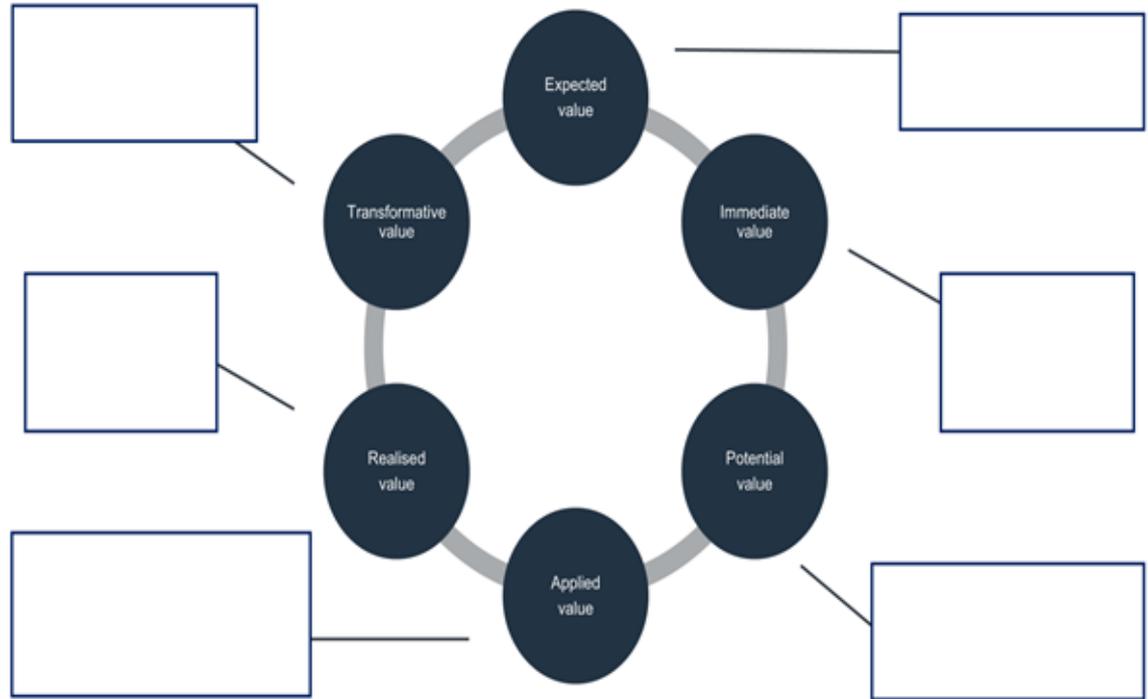
Bottom up internationalization

Being GLOBAL

Participation = Belonging

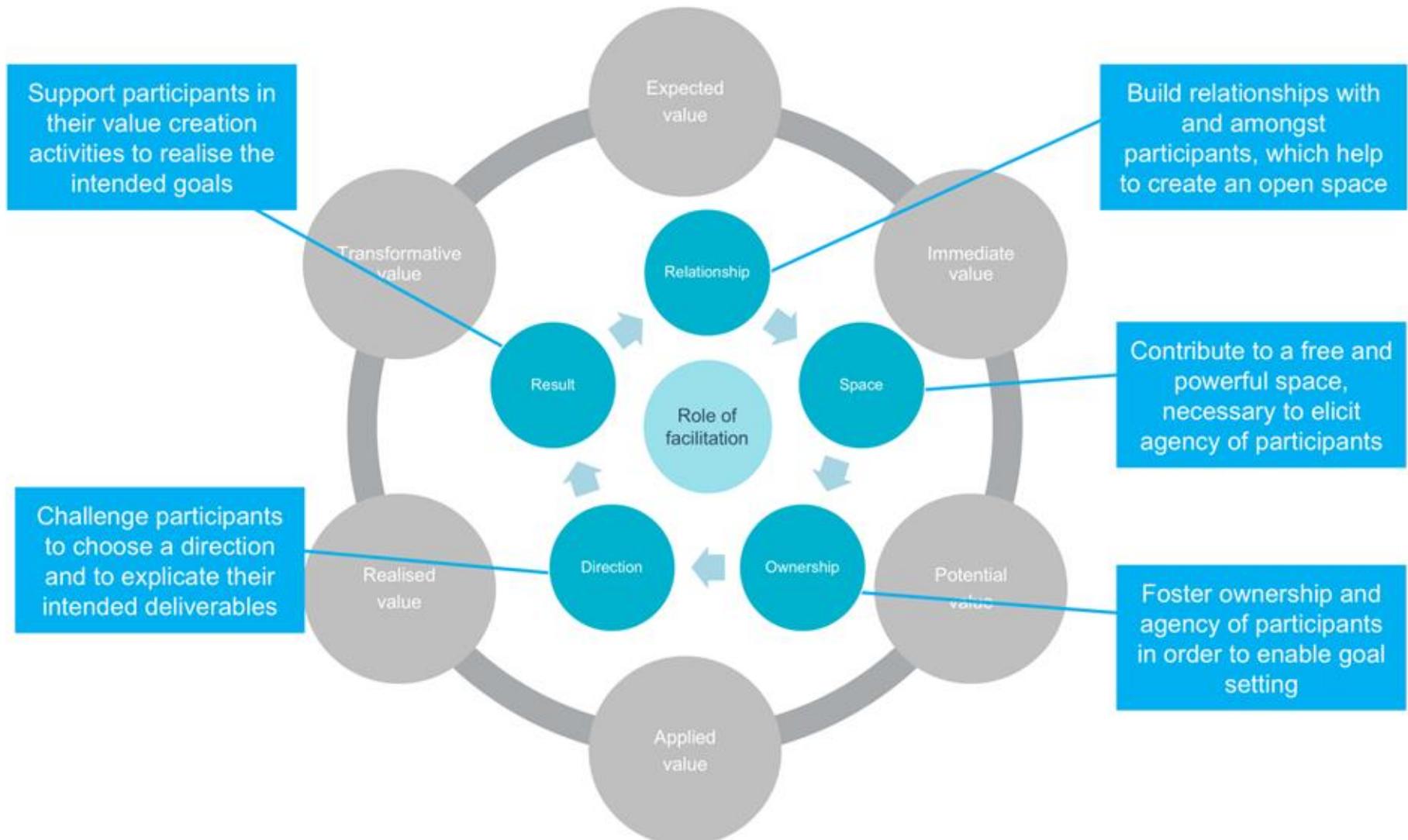Interconnecting across disciplines within institutions
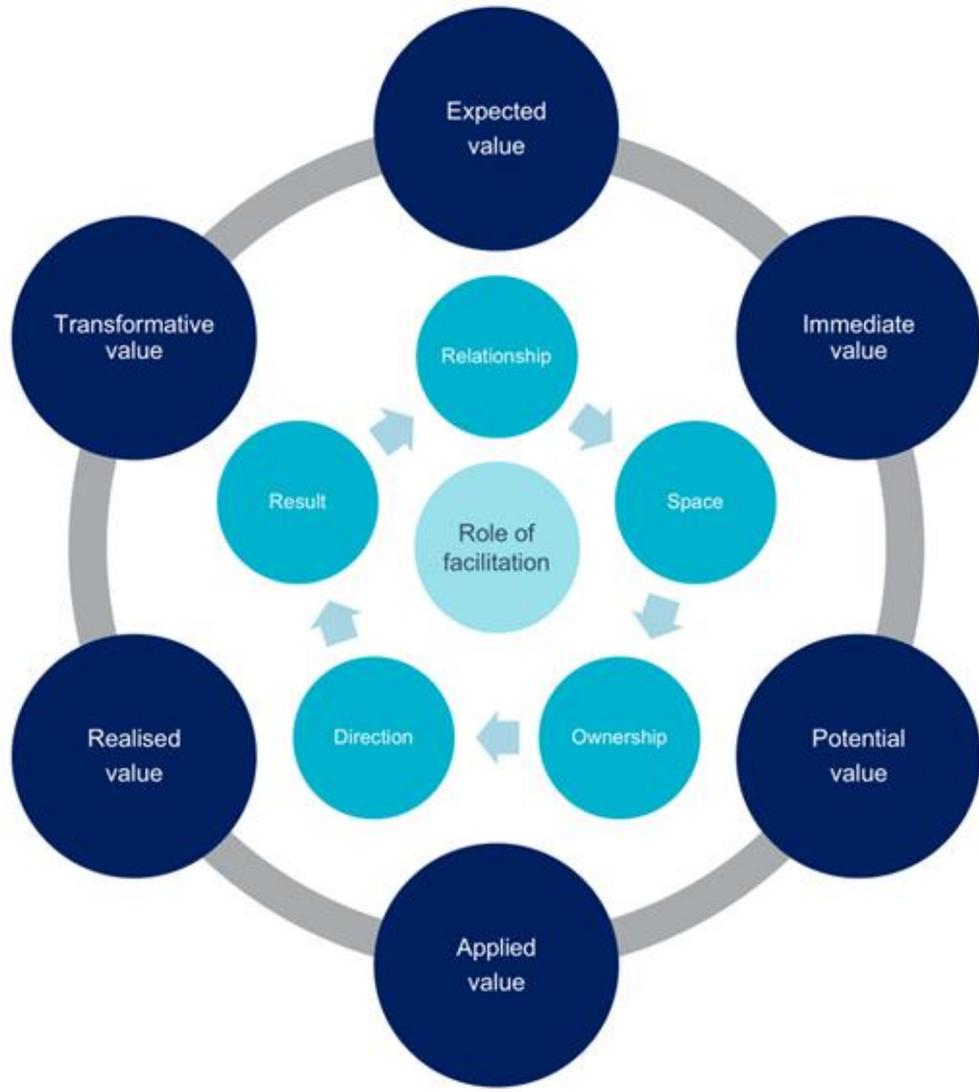
Small group discussion: Value Grid Tool

Individually:

What would be the values for your potential PLC (Add to your Roadmap)

Expected value

Immediate value

Transformative value

Potential value

Realised value

Applied value

Conceptual model of Value Creation in Networks
Adopted from Kirkpatrick (1994), Dingyloudi et al. (2015) and Wenger et al. (2011, 2019)

Support participants in their value creation activities to realise the intended goals

Build relationships with and amongst participants, which help to create an open space

Contribute to a free and powerful space, necessary to elicit agency of participants

Challenge participants to choose a direction and to explicate their intended deliverables

Foster ownership and agency of participants in order to enable goal setting

Expected value

Immediate value

Potential value

Applied value

Realised value

Transformative value

Relationship

Space

Ownership
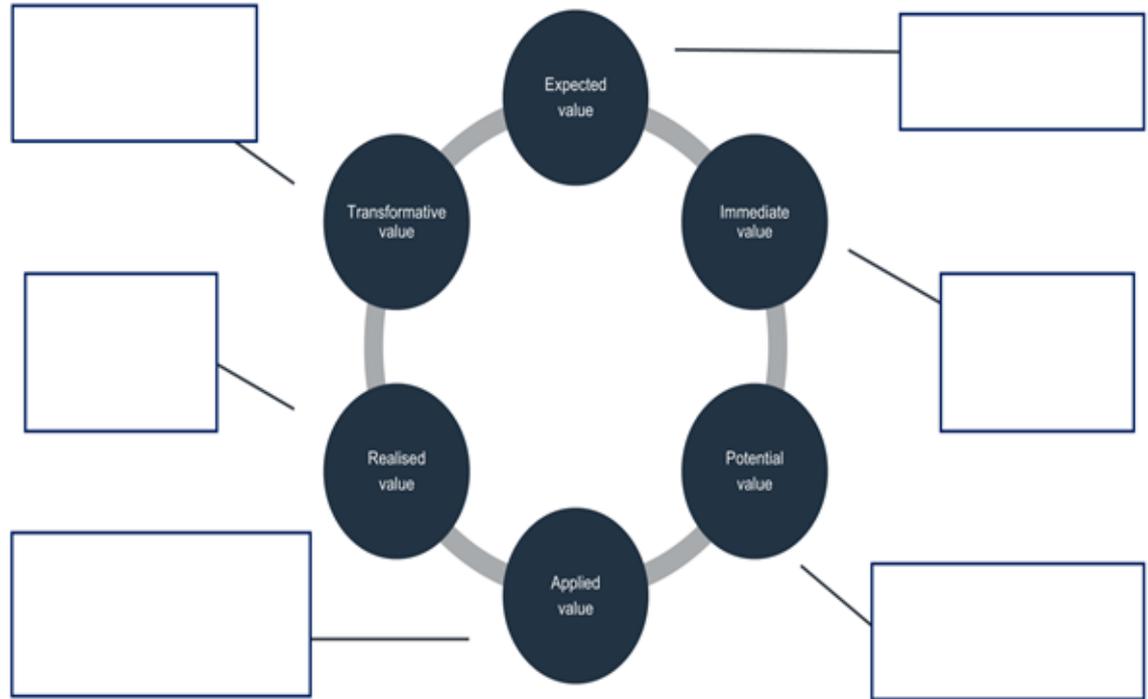
Direction

Result

Role of facilitation

Small group discussion: Value Grid Tool

In small groups:

Which values might be most important in your institutional setting and why?

Which values might be difficult/easy to create?

Conceptual model of Value Creation in Networks
Adopted from Kirkpatrick (1994), Dingyloudi et al. (2015) and Wenger et al. (2011, 2019)

Team work Tool:

Value Creation Canvas

Aim and composition of the PLC?			
What are the desired outputs?	**What will be their value?**	**What will be the process?** Actors (who) Activities (what) Locations (where)	**How will you put them into practice?**

Hoppen, Wallner & Aangenendt (2021)

Reflection on Value Creation

Given your institutional context and PLC aim which of the value dimension is **most important for you to create** in a PLC? (Add to Roadmap)

Where are we in PLC Essentials?
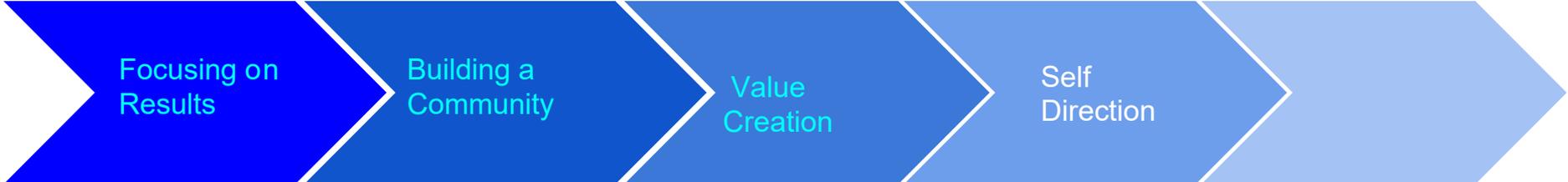
Focusing on Results → Building a Community → Value Creation → Self Direction →

Misconceptions about Self-Direction in Communities

- We meet over different themes without a specific output and decide "on the go" what is the goal

- If we meet regularly we become a community

- We are too busy to meet about who will prepare what for next session

- I am in charge of the group, so I have decided on the themes of the upcoming sessions

- Others do not want to be engaged in leading the sessions

10 (Empowering) Strategies for moving from directed to SELF-DIRECTED communities

- ☑ Focus on Relationships first
- ☑ Build on your and participants strengths
- ❏ Take turns in leading sessions
- ❏ Co-create agendas for sessions
- ❏ Take turns in creating Ice-breakers and parts of the agenda
- ❏ Create a rhythm for participants' contributions
- ❏ Actively reach out to participants and prepare them for contributing
- ❏ Keep a clear focus, support contributions
- ❏ Reflect how you are reaching the goal as a community
- ❏ Allow for individual reflection on **personal trajectory**

TOOL: Self-reflective trajectory

Start of Community	
How would I describe the current situation regarding my teaching?	
What are the most important goals I would like to reach in community participation?	

| 4 Sessions	Reflection	Action	Contribution
	What did I realize in this session about my teaching?	What action(s) do I want to take?	What can I share wit/do for others (resources, tips, etc.)
1st Session			
2nd Session			
3rd Session			
4th Session			

Outcomes of Community	
How has your participation in the PLC impacted my teaching and learning?	
Did I reach the goals I set at the start of the PLC? Why/why not?	

(Adapted from Bulnes & de Louw, 2023)

"On the Road to PLC"

"The fact that the PLC ran online means that it takes longer for participants to take **ownership**. It was not until the last two sessions where we felt that colleagues were more proactive and in charge of the discussions, formulating their own discussion questions and sustaining the flow of conversation."
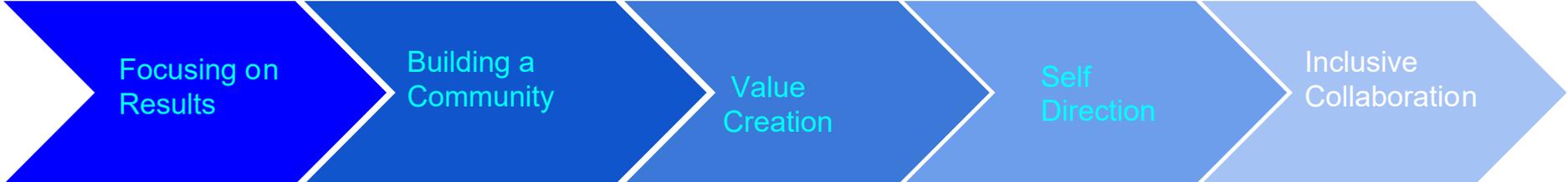(Eveke de Louw)
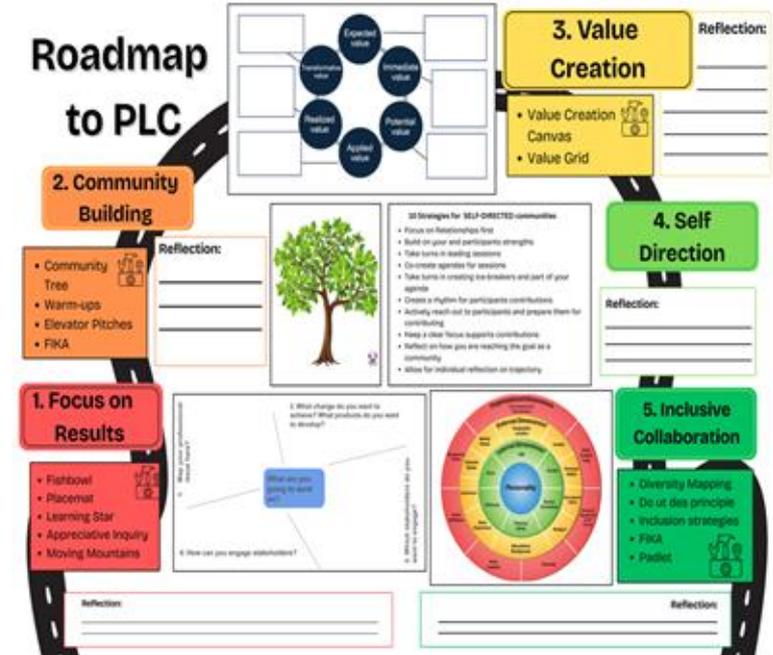
Reflection on Self-Direction

1. What do I currently do for encouraging participation of others?

1. Which strategy(s) will I use to support shared responsibility and equal engagement in PLC? (Add to Roadmap)

Where are we in PLC Essentials?

Essential 5: Inclusive Collaboration

What it is:

What it isn't:

Tool: 4 Phases of CO-CREATION of a PLC

connect & challenge

collect & conceptualise

concieve & create

construct & change
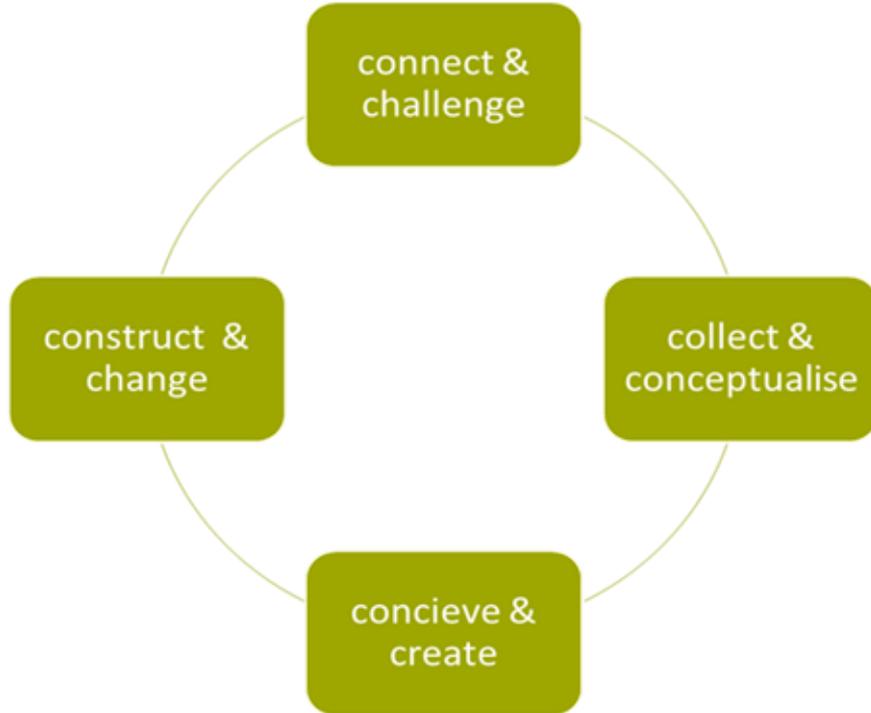
4X4 Pitstop Model for Pop-up Professional Networks (Aangenendt & Wallner, 2019)

Shared Ownership and joint responsibility

Collaboration is a two way street

PLC Principle: Do ut des (*I give so you give me*)

What to bring in:

Willingness to share own professional experience

Support others as they develop their skills

Willingness to be open and perhaps vulnerable

Bring other colleagues, students, and education developers, outside experts

Good mood and smiles!

What to get out:

Enhanced personal networks

New and innovative teaching/professional tips

Teamwork and Reflective skills

Open-minded conversations on innovation

Advice from senior colleagues, fresh look from junior

Encouragement from others!

Diversity challenges to inclusive collaboration

- Hesitation to communicate (students v. leadership), hierarchy

- Communication styles, language barriers

- Different backgrounds, disciplines

- Different interpretation and experience with PLC concept

- Different needs, different expectations

- Hidden assumptions, values, and messages, resistance to change

- Language barriers, time zones

- Partnership hierarchy and inequities

The four layers of diversity (Gardenswartz , L. et al., 2010)

THINK-PAIR-SHARE

1. THINK and NOTE DOWN: Circle which dimensions of diversity are important to consider at your institution? (Add to Roadmap)

1. DISCUSS IN PAIRS: Which intersecting diversity dimensions can especially create barriers to inclusive collaboration in PLC?

Lessons learned by facilitators to tackle DIVERSITY Challenges

- ❏ Rumble and plan well logistics and content
- ❏ Encourage inclusivity through role-modeling and support
- ❏ Promote (cultural) sensitivity, ask intentionally for plural perspectives
- ❏ Foster a reflective practice by including individual and group reflections
- ❏ Address language barriers (terminology)

- ❏ Provide additional support where needed
- ❏ Define facilitator's role clearly
- ❏ Embrace vulnerability
- ❏ Foster safety and encourage courage
- ❏ Intentionally maximize collaboration
- ❏ …and sit back!

TOOL for Nurturing Collaboration

Have FIKAs as part of your community meetings

Online TOOL for Including and staying in touch

Reflection on Inclusive Collaboration

- Which ideas supporting inclusion resonate with me and why?

- How will I support inclusive collaboration in the context of the potential diversity of stakeholders in my PLC?
(Notes on Roadmap)

Reflection: 10 Building Blocks of a PLC

1. Building relationships ("I give, so you may give")
2. Goal (action) focused
3. Joint value creation
4. Self direction
5. Grow together

6. Collaboration and common understanding
7. Shared passion and ownership
8. Collegial exchange, support and feedback
9. Co-created powerful space
10. Embrace vulnerability

TOOL BOX for PLC Essentials

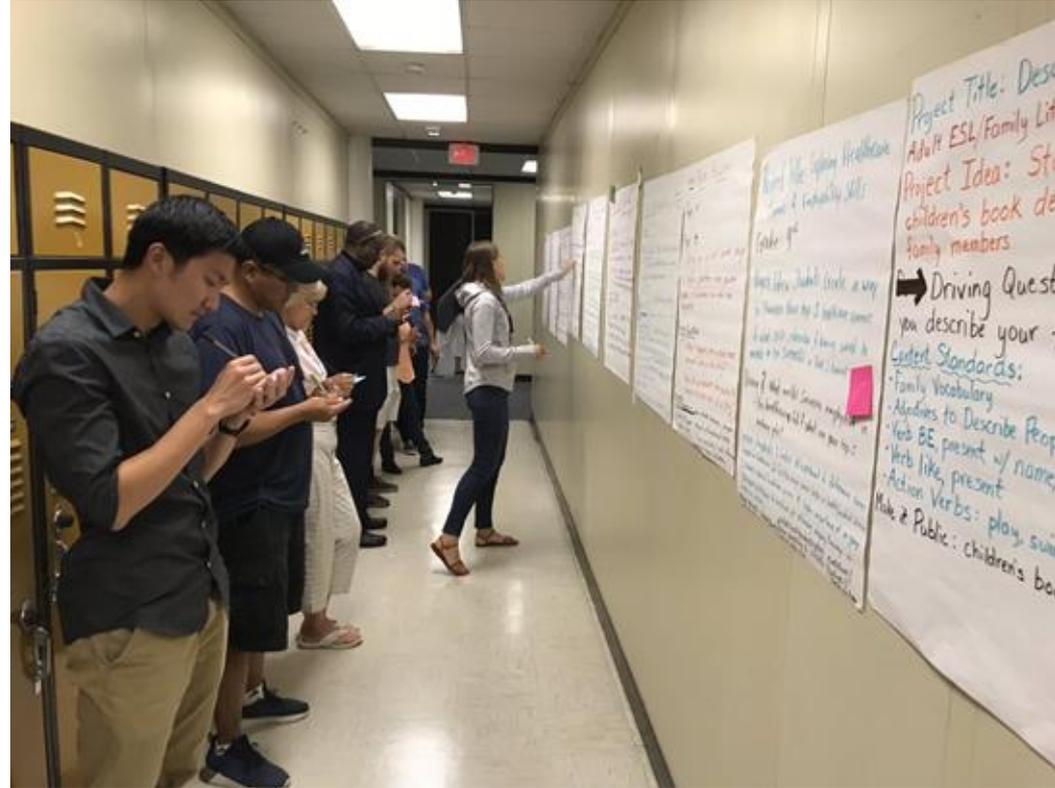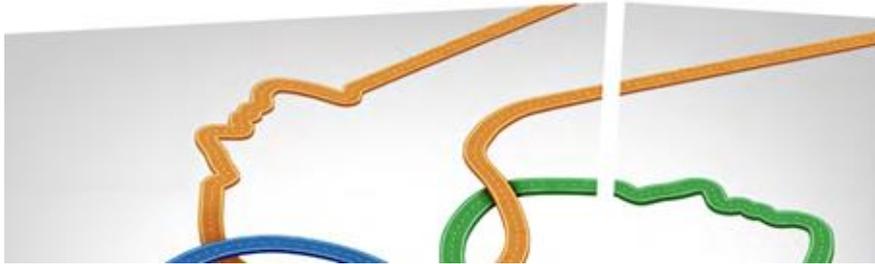| Focusing on Results	Building a Community	Value Creation	Self Direction	Inclusive Collaboration
Placemat Learning Star Appreciative Inquiry Moving Mountains	Community Tree Warm-ups Elevator Pitches	Value Creation Canvas Value Grid	Misconceptions Strategies Reflective Trajectory	Diversity Mapping Do ut des principle Inclusion strategies FIKA Padlet

Roadmap to PLC

3. Value Creation

- Value Creation Canvas
- Value Grid

Reflection: _____

2. Community Building

- Community Tree
- Warm-ups
- Elevator Pitches
- FIKA

Reflection: _____

10 Strategies for SELF-DIRECTED communities

- Focus on Relationships First
- Build on your and participants strengths
- Take turns in leading sessions
- Co-create agendas for sessions
- Take turns in creating Ice-breakers and part of your agenda
- Create a rhythm for participants contributions
- Actively reach out to participants and prepare them for contributing
- Keep a clear focus supports contributions
- Reflect how you reaching the goal as a community
- Allow for individual reflection including contribution

4. Self Direction

Reflection: _____

1. Focus on Results

- Placemat
- Learning Star
- Appreciative Inquiry
- Moving Mountains

Reflection: _____

5. Inclusive Collaboration

Diversity Mapping
Do ut des principle
Inclusion strategies
FIKA
Padlet

THINK and NOTE DOWN:
- What dimensions of diversity exist at your institution? (Fill out Roadmap)

DISCUSS IN PAIRS:
- Which intersecting diversity dimensions can create barriers to inclusive engagement?

Reflection: _____

WRAP UP:
Gallery walk

Resources:

4x4 pitstop and roadmap

4*4 PitStop method for pop-up professional (learning) networks
Introduction & guide for facilitators

Let's see our journey
SABIO PROJECT

Share Your Feedback!

What's one thing that would have made this workshop even more valuable to you?

Thank you for sharing our passion for PLCs!

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