

TRIP
Training and Realising Innovations in Internationalisation at Home Pedagogies
NEWSLETTER NO. 2: Spring Semester 2022

Dear Reader,

Welcome to the second newsletter in the TRIP Project where we set out the key project goals and outputs we intend to create over the four-year duration of the project and we provide an update on our progress to date. The first key goal of the project was to develop the comprehensive tripartite framework that underpins the TRIP approach to inclusive Internationalisation at Home (IIaH)

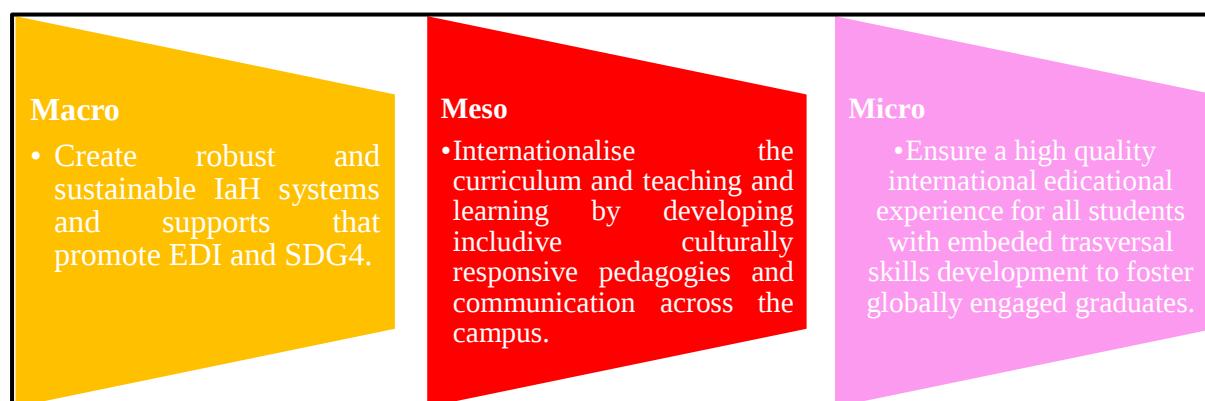


Figure 1: Overview of the TRIP Tripartite Framework and Related Goals

As Figure 1 indicates, the TRIP tripartite framework seeks to operate at the macro, meso, and micro institutional levels, with accompanying training resources, to facilitate the implementation and embedding of inclusive IaH across all aspects at university life. Firstly, at

the macro level, we intend to develop systems that can ensure that IaH is systematically planned for and driven from the top down to ensure maximum impact and efficiencies. Moreover, we have designed and embedded quality assurance mechanisms to ensure that progress can be monitored, and outcomes and success evaluated and rewarded.

The specific outputs that we have started to develop at the macro level are:

- A Charter of values that sets out our definition of a responsible, international university and the underlying principles that shape the TRIP approach;
- An institutional self-evaluation framework and quality assurance toolkit indexed to UNSDG4;
- An inclusive IaH institutional award and certification process.

It is envisaged that these outputs (PR3) can help to address the current lack of a robust and comprehensive IaH approach in our own institutions, and in higher education more widely, and at the same time advance IaH in ways that support the educational values of EDI and the UN SDG4.

Secondly, at the meso level of the curriculum and teaching and learning, we intend to develop innovations in curriculum design and pedagogy that can enable teaching staff to internationalise the curriculum in their own subject discipline in ways that are inclusive and culturally responsive, alongside tailored training to help them to achieve this. Additional training for teaching and professional support staff will also be developed to raise awareness of IaH, and its importance, and to provide them with practical, intercultural upskilling to enable them to communicate in the culturally diverse campus settings in ways that are accessible and appropriate so that all can feel included and can thrive.

The specific outputs that we have started to develop at the meso level are:

- an online professional development programme for professional support staff and teachers (The TRIP Professional Development Programme);
- a series of three ‘train the trainer’ workshops and resources to support the development of an institutional IlaH Community of Practice;
- a best practice guide showcasing the TRIP approach and post-training case studies;
- a staff professional development award in the form of a digital badge.

It is envisaged that these outputs (PR1) will help to address the existing skills deficits amongst teaching and professional support staff in our own institutions, and in higher education more widely, and that it will facilitate and motivate capacity building and the sharing of good practice in areas of relevance to IlaH.

Thirdly, at the micro level, it is our intention to create training resources for students to enable them to engage with any peers whether geographically close by or in overseas partner institutions, including in global south contexts, and to jointly undertake project work with community groups, while at the same time developing key transversal skills in areas such as intercultural communication, media and digital technology, and challenge-based learning.

The specific outputs that we are developing at the micro level are:

- an e-module with embedded virtual exchange (The Intercultural Virtual Societal Challenge);
- an in-person ‘train the trainer’ workshop ;
- a good practice guide and training video to support the implementation of the IVSC; development;
- additional online materials and resources for teachers and students;
- a student engagement award in the form of a digital certificate.

These outputs (PR2) will be designed to create opportunities for high quality international education experiences for all students, and in particular, for those unable to avail of in-person mobility and to foster global citizenship and enhance the employability of our students. Figure 2 highlights the core values and features that the IVSC E-module will seek to embody in terms of its design and how it will be implemented:



Figure 2 Core features and values of IVSC E-module (PR2)

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