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**Training and Realising Innovations
in Internationalisation at Home Pedagogies**

[TRIP Professional Development Program](#)

TRIP
Training and Realising Innovations
in Internationalisation at Home Pedagogies

**The TRIP Professional Development Programme
for Teaching and Professional Support Staff**

Erasmus+

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UNIVERSITY OF LIMERICK
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**BEST PRACTICE USER GUIDE FOR TEACHING AND
SUPPORT STAFF TO PROMOTE INCLUSIVE
INTERNALISATION AT HOME (IIaH) IN HIGHER EDUCATION**

Contents

| | |
|--|----|
| Preface: The TRIP Project Context and Rationale | 1 |
| Structure and Content of Guide | 8 |
| Section One: Overview of the TRIP Approach to Internationalisation at Home | 10 |
| 1.0 Introduction..... | 10 |
| 1.1 The TRIP Project Values and Goals | 10 |
| 1.2 Overview of the TRIP Tripartite Framework and Outputs | 11 |
| 1.3 Interim Summary | 13 |
| Section Two: Designing the TRIP Professional Development Programme..... | 14 |
| 2.0 Introduction..... | 14 |
| 2.1 Methodology | 14 |
| 2.2 Institutional Mapping and Findings | 14 |
| 2.3 IaH Institutional Level Unit/Team..... | 15 |
| 2.4 Needs Analysis and Findings..... | 17 |
| 2.5 Interim Summary | 19 |
| Section Three: Benchmarking of Existing IaH Practices to SDG4 | 20 |
| 3.0 Introduction..... | 20 |
| 3.1 Findings | 20 |
| 3.2 Interim Summary | 27 |
| Section Four: The TRIP Professional Development Programme | 28 |
| 4.0 Introduction..... | 28 |
| 4.1 Online Training Modules..... | 28 |
| 4.2 ‘Train the Trainer’ IaH Workshops | 29 |
| 4.3 The TRIP Training Platform..... | 30 |
| 4.4 TRIP Professional Development Certification and Digital Award..... | 31 |

| | |
|---|----|
| 4.5 The Plus One Approach and Task..... | 31 |
| 4.6 Ensuring Sustainability via the ‘Train the Trainer’ Workshops..... | 32 |
| 4.7 Piloting of the TRIP Professional Development Programme..... | 33 |
| 4.8 Summary of Section | 37 |
| Section Five: The TRIP Pedagogical Approach..... | 38 |
| 5.0 Introduction..... | 38 |
| 5.1 Realising Innovations in ILaH Pedagogies..... | 38 |
| 5.2 The Constructive Alignment Model of Curriculum Design..... | 38 |
| 5.3 Overlapping Universal Design for Learning and Culturally Responsive Teaching .. | 39 |
| 5.4 Features and Goals of Universal Design for Learning | 40 |
| 5.5 Features and Goals of Culturally Responsive Teaching | 42 |
| 5.6 Interim Summary | 45 |
| Section Six: The TRIP Approach to Intercultural Skills Development | 46 |
| 6.0 Introduction..... | 46 |
| 6.1 Key Concepts and Theories | 46 |
| 6.2 Application to the TRIP Professional Development Programme | 49 |
| Section Seven: Post-Training Case Studies..... | 51 |
| 7.1 Introduction..... | 51 |
| 7.2 Methodology: Case Studies | 51 |
| 7.3 Case Studies: Professional Support Staff | 52 |
| <i>Case Study No. 1: Andrea, Student Community Liaison Officer, University of Limerick.</i> | 52 |
| <i>Case Study No. 2: Padraig, Student Engagement Officer, University of Limerick.....</i> | 53 |
| <i>Case Study No. 2: Learning and Impact</i> | 54 |
| <i>Case Study No. 3: Darragh, Information and Technology Division Officer, University of Limerick</i> | 54 |
| <i>Case Study No. 3: Learning and Impact.....</i> | 56 |

| | |
|--|----|
| <i>Case Study No. 4: Margarita, Administrative Staff, Europa-Universität Flensburg</i> | 57 |
| <i>Case Study No. 4: Learning and Impact</i> | 58 |
| 7.4 Case Studies: Teachers/Curriculum Developers..... | 58 |
| <i>Case Study No.5 : Finbar, Lecturer in Mathematics, University of Limerick</i> | 58 |
| <i>Case Study No.5: Learning and Impact</i> | 60 |
| <i>Case Study No. 6: Carmen, Language Teacher, Universidad Complutense de Madrid</i> | 60 |
| <i>Case Study No. 6: Learning and Impact</i> | 62 |
| <i>Case Study No. 7: Elena, Lecturer in Cultural Studies, Universidad Complutense de Madrid</i> | 62 |
| <i>Case Study No. 7: Learning and Impact</i> | 63 |
| <i>Case-study No. 8: Johanna, Lecturer in German Philology, Universidad Complutense de Madrid</i> | 64 |
| <i>Case Study No. 8: Learning and Impact</i> | 65 |
| <i>Case Study No. 9: Lucia, Lecturer in Romance Languages, Matej Bel University</i> | 65 |
| <i>Case Study No.9: Learning and Impact</i> | 66 |
| <i>Case Study No. 10: Birgit, German Language Teacher, Europa-Universität Flensburg</i> ... | 67 |
| <i>Case Study No: 10: Learning and Impact</i> | 68 |
| <i>Case Study No. 11 Jana, Lecturer in Life-long learning, Matej Bel University</i> | 68 |
| <i>Case Study No. 11: Learning and Impact</i> | 69 |
| 7.5 Interim Summary | 70 |
| Section Eight: Reflections and Closing Comments | 71 |
| References | 73 |
| APPENDIX A: ‘Train the Trainer’ Workshops | 79 |
| APPENDIX B: The TRIP IIaH Professional Development Badges..... | 86 |
| APPENDIX C: The TRIP IIaH Professional Development Award | 87 |

Preface: The TRIP Project Context and Rationale

Our aim in writing this best practice guide is to provide insights into innovations in Internationalisation at Home pedagogies and professional development training which we have developed for the higher education context by means of the TRIP project. The acronym TRIP stands for *Training and Realising Innovations in Internationalisation at Home Pedagogies* and the outputs and training that we will highlight in this guide form part of a series of intellectual outputs that have been developed by the EU funded Erasmus + TRIP Project (2021-1-IE02-KA220-HED-000032151) (<https://www.trip-project.eu/>) over the course of the four year duration of the project from 2020 to 2024.

The broad context and rationale for the TRIP project is the growing global phenomenon of internationalisation in higher education which has become a key strategic priority for universities in many parts of the world over the past three decades, including in EU member state countries (Crăciun 2018). As elsewhere, this is bringing increasing numbers of international students and staff to university campuses and with this growing cultural diversity and a new intercultural dynamic. While this has created new and exciting opportunities for intercultural learning and skills development within our institutions, this potential has not yet been adequately recognised or harnessed. For instance, while many European universities acknowledge the need to prepare students for the global world and improve the quality of education, IaH for all students has been less commonly undertaken as a strategic activity. Moreover, internationalisation has also brought new and complex challenges to home campuses, not least how to ensure the successful integration of students and staff from diverse cultural backgrounds into our campus communities and the wider society. In response to these new opportunities and challenges, the need for higher education institutions to turn their attention towards Internationalisation at Home (IaH) as a parallel area for strategic development and planning alongside outward internationalisation has become more pressing.

The development of IaH agendas in higher education must also be understood in relation to the growing academic debate about the values, purposes and means of internationalisation of higher education. Hence, it is seen to offer a more equitable approach to internationalisation with the goal of producing inclusive internationalized university experiences that benefit all

students, or ‘internationalisation for all’ (De Wit and Jones 2018) . As such, it represents an alternative discourse to the traditional, market-driven agendas underpinning higher education. The attachment of equity and access to the notion of IaH can be traced back to concerns that emerged in the 1990s that the internationalisation of higher education was excluding the non-mobile majority, that is those who were unable or lacked the means to avail of outbound student and staff mobility. Since then, the concept has received growing attention especially since it was incorporated in 2013 into the first EU Commission European Higher Education strategy- European Higher Education in the World (COM/2013/499) and its earlier limited scope has been expanded. For instance, in 2015, Beelen and Jones (2015: 69) redefined it as ‘the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. Meanwhile, in their definition, de Wit et al (2015:2) aligned IaH to the social mission of universities to the betterment of society more widely whereby it involves “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students, staff, and to make a meaningful contribution to society”.

However, despite the growing political and academic interest in more inclusive internationalisation practices in higher education, there has been a lack of clarity as to what this means in practice and how it can be sustainably achieved, with a number of key obstacles identified which have thwarted progress in this area to date. Accordingly, the EAIE Barometer (2018) highlighted an overall lack of familiarity in relation to IaH within institutions, the ad hoc development of IaH activities by a limited number of champions rather than systematic planning and coordination at the institutional level, the need for incentives to encourage academics and curriculum developers as key stakeholders to engage in initiatives to internationalise the curriculum to embed this approach more widely across all subject discipline areas. It also highlighted the need to involve professional support staff across the university to ensure that IaH is integrated into all systems, services and supports, and for institutions to invest in professional development to upskill all members of staff in areas of relevant knowledge and skills to facilitate this goal. A further area of challenge has been a lack of quality assurance in relation to IaH with calls for the development of mechanisms at the institutional level that can effectively monitor the inclusivity and success of IaH as it is being rolled out.

Over the course of the TRIP project we have endeavoured to respond to these challenges by developing a comprehensive and systematic approach to IaH which can strengthen our institutional commitments to EDI and the UN SDGs, and at the same time offer innovations in pedagogies and training as well as in-built quality assurance. To this end, we have designed a tripartite IaH framework that operates at the macro, meso and micro institutional levels with the ultimate goal of ensuring an inclusive and high quality international education experience for all students, domestic and international alike, and in particular those who have been disadvantaged in this area previously for whatever reasons. Moreover, the scope of our approach extends not only to students but to all members of the campus community and society more widely in terms of its potential impact and benefits.

Our approach to IaH is therefore *inclusive* in its broadest sense as it offers the means to integrate the global and intercultural dimensions identified by de Wit et al. (2015) into our educational programmes and to tailor our institutional supports and services in ways that can ensure that the diverse perspectives and needs of *all* students and staff, domestic and international, are recognised and appropriately addressed. By developing a values-based approach to IaH which has inclusion at its heart, we seek to actively contribute to widening accessibility to higher education. Moreover, by creating opportunities for students to hone key transversal skills, we can at the same time foster global citizenship for the wider good of society. The TRIP approach therefore seeks to reflect and support the ethos for a ‘responsible international university’¹ which has the social mission of promoting the common good for all, both in its outward, global ambition and in its IaH goals and practices. In this regard, we define a responsible international university (RIU) as “one which should have, at its core, a will to proactively integrate a global dimension to achieve a ‘common good’ for the benefit of society’, while recognising the global community as a key stakeholder and beneficiary of any output. This integration should be: intentional in teaching, learning and research activities at home ; seek to be in alignment with the UNSDGs, as well as the institution’s strategic goals; be considered as a key aspect of the institution’s social responsibility; and be operationalised sustainably on local, national, and international levels”. In this way, our approach to IaH responds to the need for a reimagined

¹ See *TRIP Quality Assurance Framework – Project Result Three* for the TRIP definition of a responsible international university and the related TRIP IaH Charter.

IaH that is framed within the United Nations Sustainable Development Goals, as has been called for by Ramaswamy et al. (2021) and by a growing number of academics since. This includes the members of the ATIAH², EQUiP³, and FRAMES⁴ Erasmus + K2 Projects whose work we recognise and have sought to build on in the TRIP project.

To help advance this vision, the TRIP project members have developed a range of intellectual outputs that we will present in this guide, including innovations in IaH pedagogies. These outputs have been informed by the growing body of published research in the area of IaH in the higher education context, and by our own institutional mapping, needs analysis and benchmarking exercises, and can be accessed here (<https://www.trip-project.eu/>). Listed below are details of the universities which have participated in the TRIP project, either as full or associate partners⁵. This guide reflects the collective expertise, experiences and engagement of the TRIP project members:



University of Limerick (Ireland)

Overall Project Coordinator

The University of Limerick (UL) is a comprehensive, public research university located in Limerick, on the west coast of Ireland. The university employs over 2,000 academic and professional support staff and currently has over 18,000 undergraduate and postgraduate students enrolled. Approximately 20% of the students attending the University of Limerick come from an international background.

² See: <https://research.ncl.ac.uk/atiah/>

³ See: <https://equiip.eu/>

⁴ See: <https://frames-project.eu/>

⁵ For more information on the TRIP Project partners, please see the TRIP website (<https://www.trip-project.eu/>)



Université Rennes 2 (France)

Co-coordinator of Intercultural Virtual Societal Challenge E-MODULE

University Rennes 2 (UR2) is a public university situated in Upper Brittany, France. Employing 1,740 academic and administrative staff, Rennes 2 provides education for 21,445 students at the undergraduate and postgraduate levels. The student body includes over 3,000 students with international backgrounds, accounting for approximately 14% of the student body.



Universidad Complutense Madrid (Spain)

Co-coordinator of Intercultural Virtual Societal Challenge E-MODULE

The Universidad Complutense de Madrid (UCM) is a public research university located in Madrid, Spain. The nearly 80,000 students enrolled at UCM are served by over 11,100 academic and professional support staff. 10.2% of the students at UCM are international.



Europa-Universität Flensburg (Germany)

Full Partner Member

The Europa-Universität Flensburg (EUF) is a public university in Flensburg, Germany. More than 660 academic and support staff are employed at the university, serving 5,775 students. Of the student body, 8.2% come from an international background.



Matej Bel University (Slovakia)
Full Partner Member

Matej Bel University (UMB) is a public research university located in Banska Bystrica, Slovakia. The 450 academic and support staff at UMB provide education for nearly 7,000 students. About 10% of students enrolled at UMB are international.



University of Tlemcen (Algeria)
Associate Partner Member

The University of Belkaïd Abou Bekr Tlemcen is a public university in Tlemcen, Algeria. More than 2,000 academic and support staff work at the University of Tlemcen, providing education for nearly 49,000 students of whom about 400 come from international backgrounds.



University of the Western Cape (South Africa)
Associate Partner Member

The University of the Western Cape (UWC) is a public research university in Bellville, South Africa. Approximately 5,200 academic and professional support staff are employed by UWC, with over 23,000 students enrolled. More than 1,400 of these students are international.

Figure 1 illustrates the geographical locations of the five, full partners and two associate partners who participated in the Erasmus + TRIP project.



Figure 1: The TRIP Project Full and Associate Partners by Geographical Location

Structure and Content of Guide

This guide is comprised of the following eight sections:

[Section One](#) provides essential contextual information to enable readers to gain an understanding of the scope and focus of the TRIP project. It begins with an outline of the goals and values that underpin our approach to IaH followed by an overview of the tripartite framework and the key intellectual outputs we have developed to advance the project goals and vision.

[Section Two](#) focuses on the design of the TRIP Professional Development Programme, highlighting the considerations and challenges it took into account and sought to address. It further connects our proposed solutions to evidence from the academic literature as well as the mapping and needs analysis exercises undertaken at the outset of the project in our own institutional contexts to determine areas of strength and need.

[Section Three](#) highlights the benchmarking exercise that further helped to inform the design of the training we have designed, and it makes recommendations as to how the various activities IaH related activities identified can be enhanced in support of UNSG4.

[Section Four](#) provides a detailed account of the content of the TRIP Professional Development Programme and highlights the delivery platform. It also presents and rationalizes the related digital award, as well as the additional ‘train the trainer’ workshops that were created to accompany the online training modules.

[Section Five](#) provides an overview of the pedagogical approach featured in the TRIP Professional Development Programme highlighting the innovations it offers and how it can be embedded to advance inclusive IaH at the level of the curriculum and teaching and learning.

[Section Six](#) sets out the approach to intercultural upskilling promoted in the TRIP Professional Development Programme highlighting key related concepts and theories and how they can be applied to promote culturally and linguistically sensitive communication skills across our campuses in the pursuit of IIaH.

[Section Seven](#) presents case studies of emergent good practice in IIaH viewed from the perspective of teaching and support staff who have engaged in the TRIP Professional Development Programme, highlighting adaptations made to existing practices and the key learning gained. The choice of method and case studies are presented in this section.

[Section Eight](#) offers some final reflections and comments on the TRIP Professional Development training with recommendations made for future directions.

Section One: Overview of the TRIP Approach to Internationalisation at Home

1.0 Introduction

In this section, we provide an overview of the TRIP approach to IaH highlighting the tripartite framework and outputs we have developed together with the processes involved in their design. We begin by reaffirming the values and goals we have sought to advance throughout the project.

1.1 The TRIP Project Values and Goals

Our overriding goal in this project has been to develop a comprehensive, values-based approach to IaH that could address the new challenges and opportunities that arising in higher education institutions in our diverse national contexts, and more widely still, due to on-going internationalisation and the increasing cultural diversity to be found on our campuses. Core to our approach is our commitment to advancing the values associated with EDI and the UNSDGs, and in particular SDG4, which speaks to ensuring ‘inclusive and equitable quality education and promoting lifelong learning opportunities for all.’ This goal is a key driver for positive change and emphasises the radical and transformative power of education in fostering sustainability and equity.⁶ Our approach to IaH thereby supports recent calls to reimagine internationalisation in higher education through the UNSDGs (Ramaswamy et al. 2021) and it has the principle of *inclusion* at its heart.

It has also been our intention to develop an IaH approach that can actively contribute to the advancement of the social mission of universities to contribute to ‘the common good’ of society. Here, we support the argument made by Brandenburg (2020, p.12) for “internationalisation in higher education for society” whereby international or intercultural education, research, service and engagement result in benefits for the wider community (see also Jones et al. 2021; Leask and de Gayardon 2021). Hudzik and Stohl (2009, p.9) tell us that, “internationalisation must permeate the missions and ethos of institutions to be successful [and] it should not be merely a sideshow or an appendage to the institution’s main objectives.”. The TRIP approach is driven

⁶ For more information on UNSDG4, see <https://sdgs.un.org/goals/goal4>

by these higher goals and principles which we seek to advance in practical ways through the outputs we have developed over the course of the project.

1.2 Overview of the TRIP Tripartite Framework and Outputs

For this purpose, we have designed an all-encompassing IaH framework that operates 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 have developed policies and 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 produced at the macro level to address these goals 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 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 have developed 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 has also been 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 we have developed 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 IIaH Community of Practice;
- a best practice guide showcasing the TRIP approach and post-training case studies (herein);
- a staff professional development award in the form of a digital badge

It is envisaged that these resources 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 IaH.

Thirdly, at the micro level, we have created training resources for students to enable them to engage with any peers whether geographically closeby 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 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 resources were 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 illustrates the TRIP Tripartite Framework and the goals and outputs at each level

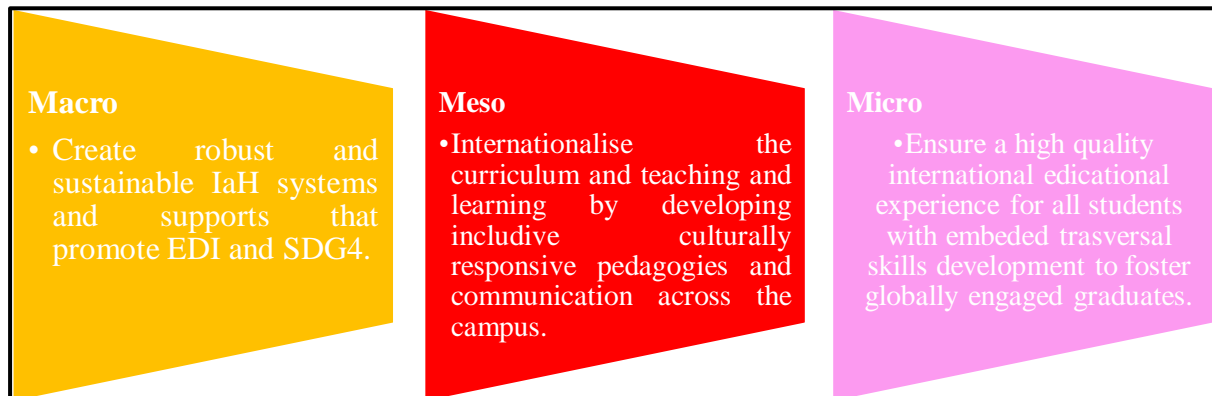


Figure 2: The TRIP Tripartite Framework, Goals and Outputs

1.3 Interim Summary

In the previous discussion, we have presented an overview of the TRIP approach to IaH and the outputs we have designed to help realise the project vision and goals.

In Section Two which will follow, our focus turns specifically to the TRIP Professional Development Programme which was designed to address the professional needs of support staff and teachers in key areas of relevance to the development and implementation of inclusive IaH taking into account the current lack of skills in this area in our own institutions and in higher education more widely.

Section Two: Designing the TRIP Professional Development Programme

2.0 Introduction

In this section, we describe how the TRIP Professional Development Programme was designed and piloted from the initial mapping and needs analysis exercises undertaken to the subsequent stages of piloting and refinement of the content. We begin with an overview of the methodology that was used to determine the status quo in our own institutions and relevant areas of strength and need.

2.1 Methodology

The methodological procedure comprised of four stages of data collection between September 2022 and August 2024. This took the form of: (i) an institutional mapping exercise, (ii) a needs analysis involving focus groups with teachers and curriculum developers from a wide range of subject discipline areas, and focus groups with professional support staff from key university service and support agencies (iii) a preliminary piloting stage, and (iv) a final piloting stage. These elements and the findings which emerged are discussed over the course of this section.

2.2 Institutional Mapping and Findings

An initial mapping exercise was undertaken to gain an understanding of whether any infrastructure, policies, services or supports of relevance to IaH was in existence within the TRIP partner institutions. It also sought to establish how EDI and the UN SDGs were being addressed to gain a sense of the institutional culture and ethos in each case. This information was considered essential to ensure that the training resources we were planning would be appropriate in terms of our own institutional strategic goals, values, priorities and needs, and to determine the mechanisms by which the training would be delivered to ensure maximum uptake and impact. For the initial institutional mapping exercise, the criteria and tools developed by the ATIAH Erasmus+ Project (<https://research.ncl.ac.uk/atiah/>) were employed with online surveys administered to key stakeholders within the various institutional agencies and academic units. In this way, those who were best placed to provide the information could report in each of the required areas.

2.3 IaH Institutional Level Unit/Team

The mapping revealed that only one of the project partners had an established unit/team that was specifically tasked with developing and overseeing IaH initiatives at the institutional level. This took the form of a committee that was chaired by the institutional lead for internationalisation in the institution. As far as its membership was concerned, this included representatives from all service and support agencies across the university including academic registry, the library, health, counselling and disabilities services, as well as officers from centralised EDI and quality assurance units, and senior academics from the various academic units across the university. By contrast, in the four remaining TRIP partner institutions, IaH was dealt with as part of the remit of the International Offices within the institutions rather than by a unit with responsibility for overseeing only this particular area of internationalisation.

IaH Institutional Policy/Strategic Plan

As far as IaH related policy/ies and/or strategic plans were concerned, the mapping revealed that while all five partner institutions had developed internationalisation policies, only three had explicit policies in place for IaH or references to IaH within other existing policy or strategic plans. A further key finding was that the specific rights and needs of international staff and students were only mentioned in some of the partner institutions and that the focus of EDI policy was mostly gender and disabilities, with less frequent reference to other elements of identity that are central to IaH policy that aims to be inclusive such as race/ethnicity and political status (e.g. asylum seeker/ refugee). Moreover, explicit reference in related policies to the UN SDGs was only made by two partner institutions, with SDG 4 specifically mentioned in both cases. It is worth noting that in some cases the staff involved reported a complete lack of awareness of any IaH related units and policy and that overall, there was a limited understanding across all of the TRIP partner institutions of the goals of IaH and its relationship with internationalisation more widely. These findings suggested that there was a lack of visibility around IaH and that only a limited number of staff were actively involved in IaH related activities.

Institutional Level IaH Supports and Services

The initial mapping exercise also sought to identify the types of services and supports that were being provided for students and staff and whether they were being tailored in culturally responsive ways in support of IaH. For example, was there a disabilities or counselling service

that took into account the additional needs of international students? Was intercultural training being offered to students and staff and were designated language supports available to support the academic and social integration of international students? The mapping exercise indicated that while all of the TRIP partner institutions provided some services and supports that were specifically designed for international students and staff, there was a great deal of variance in terms of the range of supports offered and how they were delivered. Meanwhile, there was little evidence that university-wide health, counselling or disability services were being tailored to meet the additional cultural needs of international students and staff.

As far as intercultural supports for students and staff was concerned, this was found to be mostly in its infancy with all five partner institutions indicating that it was in the planning stages or early stages of implementation across the university for teachers/ curriculum developers, support staff and students. In all institutions, where intercultural training had been developed, it was targeted only to international students and staff and was not also offered to domestic students and staff although in one institution joint supports of this kind were being planned in recognition of the need to bring together the two groups to maximize opportunities for intercultural encounters and learning. Meanwhile, designated language supports for international students was at the planning, beginning or partial implementation stage for all members of their campus communities rather than being fully implemented, and that where it existed it was mostly offered on an additional basis rather than being embedded into academic programmes as electives. Language support also more often took the form of workshops in academic language use, with only two of the five institutions also offering general language supports in the language of instruction to all international students from a different first language background to facilitate the social integration of international students and language supports for international staff were offered only in two of the five partner institutions. These findings suggested that the additional needs of international students and staff in the partner institutions were only partially understood and being catered for centrally.

Institutional Level Professional Development

The institutional mapping also investigated whether and how professional development was provided in the partner institutions and if any professional development training existed in areas of relevance to IaH. It was found that while all five partner universities had well-established institutional level /centres that were responsible for professional development training, and that

this kind of training was available for both teachers/ curriculum developers, and support staff, none provided specific IaH related training although this had been planned in one institution but had been delayed due to the Covid-19 pandemic. Meanwhile, in only one of the partner institutions was professional development training in EDI available. While it was offered to all staff, the uptake to date was less than ten percent. The same partner university also offered training in inclusive pedagogy (specifically Universal Design for Learning) to all teachers/curriculum developers, and the uptake for this was around fifty percent. As to the mechanisms and systems for professional development in the partner institutions, in two cases it was offered via classroom-based courses while in the remaining three, it took the form of online courses/webinars which was considered a more efficient delivery mode. A further key finding was that in all five partner institutions, the professional development training available was optional rather than mandatory. The optional nature of the training being offered and the overall low uptake figures suggested that staff professional development was not an area that was being sufficiently incentivised, monitored or taken into account in institutional promotion and progression processes.

Conclusions from Institutional Mapping

The findings from the institutional mapping exercise indicated that the five partner institutions were at different stages of the IaH journey and that it was taking place in varying ways. This suggested that as a crucial starting point to the training we were seeking to develop, there needed to be a strong awareness raising focus in relation to IaH as a concept, its relevance for all members of staff and its benefits. Moreover, the training should be offered to both professional support staff and teachers/curriculum developers, and incentivized, to ensure high levels of uptake across our institutions at all levels. These findings informed the decision to extend the scope of the TRIP professional training to all members of staff, and not only teachers/curriculum developers as had originally been conceived. Having gained valuable insights into how IaH was being approached and developed within the TRIP partner institutions, a more finely-nuanced needs analysis was undertaken which involved focus groups which were organised in the partner institutions with representatives from each target group.

2.4 Needs Analysis and Findings

The purpose of the needs analysis amongst staff members was three-fold: 1) to gauge existing IaH related awareness, knowledge and skills 2) to uncover any existing IaH practices and 3) to determine gaps and priorities to inform the training being planned for each target group (i.e.,

support staff and teachers/curriculum developers). The needs analysis yielded a number of important insights and findings which were instrumental in helping to fine tune the content of the TRIP Professional Development Programme.

Awareness /Knowledge / Skills

The needs analysis confirmed that there was considerable variation in the awareness, knowledge and skills relating to IaH within each target group. Amongst professional support staff, awareness was greatest where staff were directly employed in international divisions or in units providing supports for international students and it was often considerable lower amongst staff who were employed in other institutional agencies. Moreover, professional support staff working in areas such as academic registry and information technology often perceived IaH as an area that was not part of their remit or of relevance to their professional role and practices. In the case of teachers/ curriculum developers, variable levels of IaH awareness were also observed with those engaged in the teaching of foreign languages and cultural studies found to be most knowledgeable about IaH as a concept and also in relation to the types of supports or services being provided for international students and staff by their university, or that they felt should be provided to facilitate the successful academic and social integration of these groups.

Amongst teachers/curriculum developers, three key areas of concern were raised most frequently in the needs analysis; these related to how to internationalise the curriculum in their own subject discipline area, how to engage international students from particular cultural backgrounds who they felt were less able or willing to contribute in the classroom, and the additional workload they felt was involved in teaching and assessing international students from a different first language background as a result of their lack of familiarity with the academic norms of the host institution, and their lack of proficiency in the language of instruction, and in academic writing in particular, seen to be a major area of challenge.

The levels of intercultural knowledge and skills reported by teaching and professional support staff in the partner institutions also varied considerably. Once again, it was teaching staff who worked in the areas of foreign language teaching and cultural studies who reported being most competent while academics in other subject discipline areas and professional support staff generally felt they were lacking in these skills. A wide and recurrent theme raised in the needs

analysis, were challenges relating to intercultural communication which suggested the need for specialised training in this area. These findings confirmed the need for an introductory module in IaH for both professional support staff and teachers and it also highlighted the value of including a module on intercultural communication for all members of staff.

Existing IaH Initiatives and Practices

The needs analysis further revealed that an overall wide range of IaH related initiatives were either being planned or had started to be implemented across the TRIP partner institutions. These initiatives were in most cases being developed by professional support staff working in a centralised international education division, or they had been designed within a designated professional development unit, or by small groups of academics working in a limited range of subject discipline areas. A further key finding was that relevant knowledge and skills were also being developed in some of the partner institutions through the engagement of teaching staff in Erasmus + projects. This included the EQUIIP and ATIAH projects which were concerned with designing approaches and tools to promote IaH at the level of the curriculum and teaching and learning, and the FRAMES project which focused on innovations in the area of virtual exchange. The needs analysis also uncovered expertise in language sensitive pedagogies which had been developed in one of the partner institutions via the ESTA (<https://esta-project.eu/>) and MaMLise Erasmus + projects (<http://mamlise.home.amu.edu.pl/>) This suggested that pockets of related knowledge and skills existed which could be shared and built on by means of the TRIP professional development programme. In the following section, we present the findings of the benchmarking exercise that was undertaken subsequently in relation to our existing IaH related practices.

2.5 Interim Summary

With these insights gained from the mapping and needs analysis exercises, we turn next to the benchmarking exercise that was undertaken subsequently in relation to our existing IaH related practices.

Section Three: Benchmarking of Existing IaH Practices to SDG4

3.0 Introduction

Further to identifying the range of IaH related practices that were in place in the TRIP partner institutions, it was also important to benchmark them in relation to their accessibility and inclusivity in accordance with UNSDG4, as well as making recommendations as to how they could be enhanced to better align with and support the TRIP project goals and vision. The findings are presented in the following sub-section.

3.1 Findings

Table 1a) and b) set out the range of a) IaH related services and supports, and b) pedagogically-oriented initiatives that were identified in the needs analysis together with their current limitations and the changes needed to enhance their accessibility and inclusivity in support of SDG4.

Table 1a) Findings of Benchmarking of Existing IaH Services and Supports in the TRIP Partner Institutions

| IaH Services and Supports | Current Limitations | Recommended changes needed to support SDG4 |
|--|---|--|
| <ul style="list-style-type: none"> • Intercultural training for students. | <ul style="list-style-type: none"> • Training offered to international students but not domestic students. • Limited quality assurance. | <ul style="list-style-type: none"> • Expand training to domestic students and offer to both groups jointly to maximize opportunities for intercultural encounters and to harness these for intercultural learning. • Build in mechanisms to monitor uptake and student feedback loop. • Offer a student award to incentivize and reward students. |
| <ul style="list-style-type: none"> • Intercultural training for staff. | <ul style="list-style-type: none"> • Training offered in lunchtime seminars or in | <ul style="list-style-type: none"> • Build on this by means of the TRIP professional development training. |

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| | <p>webinar mode but poorly attended.</p> <ul style="list-style-type: none"> • No formal review or quality assurance of training. | <ul style="list-style-type: none"> • Promote and incentivize by creating a TRIP staff professional development award and digital badge. • Introduce external review and mechanisms for staff feedback. • Advocate for recognition of the TRIP staff professional development training and award in institutional progression and promotion processes. |
| <ul style="list-style-type: none"> • Intercultural buddies (students). | <ul style="list-style-type: none"> • Good uptake by international students but limited uptake amongst domestic students. | <ul style="list-style-type: none"> • Promote and incentivize by linking to TRIP award for students. |
| <ul style="list-style-type: none"> • Intercultural buddies (staff). | <ul style="list-style-type: none"> • Limited to only one TRIP partner institution and low uptake by staff. | <ul style="list-style-type: none"> • Raise awareness by means of the TRIP professional development programme. • Link to TRIP professional development award for staff to incentivize uptake. |
| <ul style="list-style-type: none"> • Designated space for intercultural activities and training. | <ul style="list-style-type: none"> • Available in only one TRIP partner institution. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. • Hold optional TRIP related intercultural training events in designated space to raise awareness and visibility. |
| <ul style="list-style-type: none"> • Academic language supports for international students. | <ul style="list-style-type: none"> • Mostly offered as additional modules which increases workload of | <ul style="list-style-type: none"> • Embed in academic programmes across all subject disciplines as electives and link to TRIP student award to incentivize uptake and increase value in the eyes of students. |

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| | <p>students and reduces appeal.</p> <ul style="list-style-type: none"> • Uneven uptake by international students across all academic discipline areas. • Lack of awareness of course directors and teachers as to the availability of these resources and their value. | <ul style="list-style-type: none"> • Raise awareness amongst course directors and teachers through TRIP professional development programme so they better understand the value and can guide students to these resources. |
| <ul style="list-style-type: none"> • General language supports for international students. | <ul style="list-style-type: none"> • Uneven uptake by international students in some academic disciplines as value not understood. | <ul style="list-style-type: none"> • Raise awareness and incentivize students by linking uptake to TRIP student award. |
| <ul style="list-style-type: none"> • Professional language supports for staff. | <ul style="list-style-type: none"> • Limited offering across TRIP partners. • Low uptake amongst international staff. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. • Incentivize uptake by linking to TRIP staff award. |
| <ul style="list-style-type: none"> • Academic L1 and L2 writing centre. | <ul style="list-style-type: none"> • Limited focus on L2 related challenges in | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. |

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| | academic writing. | <ul style="list-style-type: none"> • Incentivize uptake by linking to TRIP student award. • Make service more culturally responsive by hiring peer tutors from different L1 backgrounds. |
| <ul style="list-style-type: none"> • Supports for international students in academic norms and culture. | <ul style="list-style-type: none"> • Offered by only some TRIP partners. • Limited and uneven uptake amongst international students across academic subjects. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme • Promote and incentivize by offering as elective across all academic subject areas • Raise awareness of students, course directors and teaching staff in relation to its value. • Link to TRIP student award to further raise value in eyes of international students. |
| <ul style="list-style-type: none"> • Induction to academic norms and culture for international staff. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. | <ul style="list-style-type: none"> • Promote and incentivize by linking to TRIP staff professional development award. |
| <ul style="list-style-type: none"> • Schemes to support the entry to university programmes of international asylum seekers and displaced persons. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. |
| <ul style="list-style-type: none"> • Schemes to support international scholars at risk. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. |

| | | |
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| <ul style="list-style-type: none"> • Schemes to upskill teachers in a displaced person situation. | <ul style="list-style-type: none"> • Offered only by one TRIP partner. | <ul style="list-style-type: none"> • Raise awareness through TRIP professional development programme. |
| <ul style="list-style-type: none"> • Community-based language classes for asylum seekers and displaced persons. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. | <ul style="list-style-type: none"> • Raise awareness by means of the TRIP professional development programme. |
| <ul style="list-style-type: none"> • Professional development training in EDI/SDGs. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. | <ul style="list-style-type: none"> • Raise awareness in all TRIP partners as part of the TRIP Professional Development Programme. |
| <ul style="list-style-type: none"> • Professional development training in trauma informed practice. | <ul style="list-style-type: none"> • Offered only by some TRIP partners. • No explicit link made to IaH. | <ul style="list-style-type: none"> • Raise awareness of in all TRIP partners highlighting the relevance to IaH and incentivize uptake by linking to the TRIP staff professional development award. |
| <ul style="list-style-type: none"> • Communities of Practice for professional support staff, and for teachers. | <ul style="list-style-type: none"> • Limited uptake in membership of CoPs in TRIP partners for each target group. | <ul style="list-style-type: none"> • Create CoPs in IaH and incentivize teachers to become members by linking to TRIP Professional Development training and TRIP staff award. |
| <ul style="list-style-type: none"> • Internationally-oriented cultural events/celebrations organised for the whole campus community. | <ul style="list-style-type: none"> • Limited participation by staff and domestic students. | <ul style="list-style-type: none"> • Link to TRIP student and staff awards to incentivise participation. |

Table 1b) Findings of Benchmarking of Existing IaH related Pedagogically-oriented Practices

| IaH Pedagogical Practices | Limitations | Areas for improvement |
|---|---|---|
| <ul style="list-style-type: none"> • Virtual exchange initiatives. | <ul style="list-style-type: none"> • Offered only in some TRIP partner institutions. • Limited range of modules and discipline areas involved. | <ul style="list-style-type: none"> • Raise awareness in all TRIP partners. • Promote in all discipline areas including STEM. • Develop teacher expertise in this area by means of the TRIP professional development training. • Develop TRIP virtual exchange model with flexibility to be embedded into existing modules or be offered as a stand alone offering to incentivize and facilitate implementation across curriculum. • Incentivize uptake by students by linking to TRIP student award. |
| <ul style="list-style-type: none"> • Alternative to Erasmus suite of modules with embedded intercultural training. | <ul style="list-style-type: none"> • Offered only by one TRIP partner institution. | <ul style="list-style-type: none"> • Raise awareness by means of the TRIP professional development programme. • Expand offering in TRIP partner institutions. |
| <ul style="list-style-type: none"> • Professional development training in inclusive pedagogies. | <ul style="list-style-type: none"> • Offered only by one TRIP partners. • Does not take sufficient account of growing cultural diversity in the | <ul style="list-style-type: none"> • Raise awareness in all TRIP partners by means of the TRIP professional development programme. • Add a culturally responsive dimension to enhance the relevance to IaH. |

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| | classroom and how it can be harnessed for intercultural learning and to enhance the quality of the international education offering. | |
| <ul style="list-style-type: none"> Community based teaching projects with adults and children from marginalised ethnic groups (domestic and international). | <ul style="list-style-type: none"> Offered only by some TRIP partners. | <ul style="list-style-type: none"> Raise awareness by means of the TRIP professional development programme. Expand in TRIP partner institutions. |

The benchmarking exercise provided a wealth of valuable insights in relation to how our existing services and supports for international students and staff could be expanded and tailored to better address their academic, cultural and social needs. It also highlighted the need for greater opportunities to be created for intercultural learning across the campus and how this could be advanced by bringing together domestic and international students and staff in intercultural encounters and by providing intercultural training that involved groups from both backgrounds. Additionally, it indicated how the development of add-on intercultural modules and tailored alternative to Erasmus offerings could contribute to the intercultural upskilling of all students.

Meanwhile, at the meso level of the curriculum and teaching, it provided useful insights into emergent IaH practices in areas such as inclusive pedagogies, linguistically and culturally

sensitive teaching, virtual exchange, community outreach projects with marginalised groups and trauma informed practice as areas which could be mainstreamed across the curriculum in support of SDG4. In these ways, it was useful in indicating how relevant knowledge and skills that were being developed in the TRIP partner universities could be built on and shared, but these are not always feasible or applicable in the institutions and therefore options allow for flexibility in applicability. The analysis also confirmed where innovations in pedagogy and training were needed to address existing limitations and gaps and the form these should take.

3.2 Interim Summary

Having established the current status quo in relation to IaH practices in our own institutions, in the next section we highlight how the insights gained were taken into account in the design of the training modules we created for teaching and support staff which took the form of the TRIP Professional Development Programme.

Section Four: The TRIP Professional Development Programme

4.0 Introduction

The findings from the review of the literature, the institutional mapping, and the needs analysis exercises led to the development of an initial suite of three online training modules which are described over the course of this section together with the ways they were enhanced through piloting.

4.1 Online Training Modules

The online training component of the TRIP training comprises of three e-modules, each with an expected completion time of one hour, making a total of three hours for the entire training course. To facilitate the training, it is offered through a self-paced e-learning format with content that seeks to address the specific development needs of each professional group, as well as areas of common need. In designing the content, attempts were made to take into account the varying levels of IaH related awareness, knowledge and skills within and across the TRIP partner institution, as for example by providing links to additional reading materials. The content also signals that the TRIP approach to IaH can be developed and implemented in different ways while at the same time adhering to the common values associated with EDI and UNSDG4 that underpin it, and we have endeavoured throughout to provide practical examples to illustrate the points made. Listed below are the three e-modules that form the core component of the TRIP Professional Development Programme:

i. Introduction to Inclusive Internationalisation at Home

This module was designed for both teachers and professional support staff in higher education to raise awareness of IaH as a concept and to offer insights into how it can be developed across university campuses in ways that support EDI and UN SDG4. It further explores the challenges and opportunities that growing diversity is bringing to our campuses at the academic, social and intercultural levels and provides strategies we can apply and examples of good practice in university services, supports, teaching and communication that we can learn from in the pursuit of inclusive IaH.

ii. Curricular Approaches for Inclusive Internationalisation at Home

This module was designed for those involved in teaching and curriculum development in higher education. It focuses on inclusive pedagogical approaches (specifically Universal Design for Learning and Culturally Responsive Teaching) and demonstrates how these approaches can be drawn on in a complementary and integrated way to support the development and embedding of inclusive IaH at the level of the curriculum and teaching and learning. Practical examples and case studies are also included showing how global perspectives can be integrated into the curriculum across all subject discipline areas. The module also provides a toolkit to enable teachers and curriculum developers to reflect on their own practice and make appropriate changes to achieve these goals.

iii. Effective Intercultural Communication Skills for HE.

This module was designed for teachers and professional support staff to upskill them in relation to culturally and linguistically sensitive communication practices that are required of all those working in culturally diverse HE contexts and settings. It begins by exploring the key related concepts of intercultural competence and intercultural communication and highlights challenges that can arise in different micro-contexts on the culturally-diverse campus. Using a case study approach it further demonstrates how teaching and support staff can enhance their professional communication practices within and beyond the classroom to ensure greater accessibility and inclusion.

4.2 ‘Train the Trainer’ IiAH Workshops

The mapping and needs analysis exercises also suggested the merits of developing communities of practice (CoP) in the area of inclusive IaH by means of organising additional in-person workshops in order to create spaces for professional support staff and teachers/curriculum developers to share knowledge and develop best practice. These workshops were also considered essential to raise awareness of and embed IiAH across all academic subject discipline areas in order to support the long-term sustainability of the TRIP Professional Development Programme and to maximize its impact. For the purposes of this project, we define a community of practice (CoP) as a group of people who come together to advance commonly shared goals and to advance a domain of professional practice (Farr and Farrell 2023:12). Communities of practice in higher education are often developed through Centres for Teaching and Learning and they offer professionals a range of benefits, for example

the sharing of resources, individual and collective goal achievement, group problem solving, and the evaluation of practices. CoPs can also facilitate ‘levelling up’ within institutions and capacity building which underscores their importance in ensuring sustainability. A CoP approach holds particular synergy with E-learning and has been shown to be necessary for the sustained success of transformative learning and professional development in mediated learning contexts (Van Staden and Lotz-Sisitka 2023). Accordingly, we have developed three in-person workshops with a ‘train the trainer’ focus to complement the TRIP Professional Development Programme. These workshops are centred on the following thematic areas:

Workshop 1: *An Introduction to Internationalisation at Home in HE*; This workshop has been designed for both teaching and professional support staff.

Workshop 2: *Internationalising the Curriculum and Teaching and Learning in HE* ; This workshop has been designed for teaching staff

Workshop 3: *Developing Intercultural Communication Skills for the HE Context*; This workshop has been designed for both teaching and professional support staff.

Further details of the TRIP ‘train the trainer’ workshops are provided in [Appendix A](#).

4.3 The TRIP Training Platform

The platform we have chosen to deliver the programme is Genially (<https://genially.com/>). This decision was taken for several reasons, not least that it is a tool which has been officially approved for use in Erasmus + projects. When compared to other options, Genially was also found to offer multiple benefits; for instance, it is cost efficient and offers a range of features to create interactive content such as dials, hotspots, roll-over, sliders, and text entry and it allows for incorporation of multimedia/multimodal delivery. It is also easily operated, even for those who have difficulty using technological applications, and can be used on a smartphone or a computer. It is also web-based and can be linked and integrated into each of the TRIP partners institutional structures and delivery mechanisms as well as the TRIP Project website. Notwithstanding these advantages, it also has limitations, the main one being that there is no mechanism to track user engagement, which would have been highly useful in the piloting process. This limitation was minimized by the use of pre- and post-training surveys which made it possible to gauge user engagement by other means.

4.4 TRIP Professional Development Certification and Digital Award

In recognition of the need to incentivize staff to avail of the training resources we have developed and to reward their efforts, we have created a *TRIP Inclusive Internationalisation at Home Professional Development Digital Badge* and certification process which participating institutions can sign up to on an opt in basis (<https://www.trip-project.eu>). The award and certification process involves the completion of the online Professional Development Programme and a related *Plus One* follow-up task for each module completed. For professional support staff, this means the completion of e-modules 1 and 3, and a *Plus One* follow-up task for each of these modules for which they receive a digital badge for each module completed. For teaching staff it means the completion of all three modules, with a digital badge for each on completion of the *Plus One* task in each case. When all three modules have been completed, academics can receive the TRIP Professional Development Digital Badge for the entire online programme ([See Appendix B](#) and [C for further details](#)). The *TRIP Plus One* approach and task are discussed in the next sub-section.

4.5 The Plus One Approach and Task

The Plus One approach was developed by Tobin and Behling (2018) to encourage practitioners to reflect on an area of their professional practice and identify where change is needed and can be actively worked on. In the TRIP project, we have extended this approach to both professional support staff and teachers to guide them to make incremental changes in their professional practices over time. The Plus One task therefore involves the identification of one area for change to an existing practice. This task also serves as evidence of engagement in the TRIP training and enables participating institutions to monitor uptake by support and teaching staff and determine whether their own institutional targets have been met. This information can thereby feed into institutional strategic policy and goals in the IaH area. The certification process we have designed has in-built flexibility as the completed Plus One Template can be submitted to a designated person/unit responsible for internationalisation/internationalisation at home within a participating university which has chosen to opt into the TRIP certification award process with details of the submission process to be provided at the local institutional level. Decisions concerning how the related information in areas such as uptake and feedback will be used can also be made at the local institutional level.

THE PLUS ONE TEMPLATE ([link](#))



In order to complete this module and gain a TRIP digital professional development badge, you are requested to identify one area for change in your professional practices and explain the rationale and strategies you will apply for this purpose, taking account of the knowledge and skills, you have gained from your engagement in this e-module. Please download the Plus One Template and once completed send it to: trincodcourse@email.com in order to receive your digital badge.

| | |
|--|---------------------------|
| Name of Staff Member: | University email address: |
| Name of Unit/ University: | |
| Area identified for change, rationale, and strategies to be implemented (max. 200 words): | |
| Describe how the strategies have been applied (max. 200 words): | |
| Evaluate the impact and outcomes of the change (where feasible) (max. 200 words): | |
| If you are interested in participating in a follow-up TRIP Project workshop, please indicate: Yes/No | |

4.6 Ensuring Sustainability via the ‘Train the Trainer’ Workshops

The three additional ‘train the trainer’ workshops were designed to support capacity building and the development of a TRIP based Community of Practice (CoP) in IaH with a view to ensuring the sustainability of the professional development outcomes within the participating institutions (see Appendix A for TRIP ‘Train the Trainer’ Workshops). It is envisaged that these workshops can provide a useful venue for staff in each professional group to share their Plus One change and receive feedback on it from peers to raise awareness of IaH initiatives being developed within the CoP and their institution as a whole and to share knowledge and skills. These workshops can be offered by interested universities according to their own IaH needs and priorities or as a joint endeavour amongst universities participating in the TRIP Professional Development Programme and certification award process. From this overview of the TRIP Professional Development Programme, the Plus One Task, the TRIP IaH Digital Badge and certification process, and the additional in-person ‘train the trainer’ workshops, we highlight how the online training programme was piloted and refined in terms of its content and delivery format.

4.7 Piloting of the TRIP Professional Development Programme

The TRIP Professional Development Programme underwent two phases of piloting between December 2023 and August 2024 for the purpose of gaining feedback from target groups in each of the project partner institutions. Feedback was gathered by means of pre-training and post-training surveys which were administered online via MS forms. (See Appendix B for Pre-Training Survey and Appendix C for Post-Training Survey). The initial pre-training survey sought to ascertain the specific IaH related training needs and goals of professional support staff and teachers across the TRIP partner institutions while the post-training survey gathered feedback relating to the course content and delivery format in two phases with a view to enhancing its accessibility, relevance and overall quality. The piloting involved 60 participants in Phase One (2023) and 300 in Phase Two (2024), with a minimum of 60 participants from each for the second phase and this latter version involved the piloting of all three e-modules. The sample in each case included representatives from the key stakeholder groups, that is professional support staff and teaching staff. The criteria and outcomes from the pre-training piloting are summarised in Table 2.

Table 2) Pre-training Piloting (2023)

| Criteria | Issues | Actions to address these |
|--|--|---|
| <ul style="list-style-type: none"> • Knowledge of IaH as a concept in HE and how it can support EDI and the UNSDGs. • Understanding of the changing cultural profile of universities and diverse cultural and linguistic needs . | <ul style="list-style-type: none"> • Limited awareness of IaH as a concept and its relationship with EDI and the UNSDGs. • Confusion by some staff as to what IaH means in practice. | <ul style="list-style-type: none"> • Focus on IaH as a concept and the TRIP approach which seeks to promote a values-based approach to IaH with inclusivity as its core, in support of EDI and the UNSDGs. • Provide practical examples of the changing cultural profile of universities in different EU contexts highlighting the challenging and opportunities this si bringing drawing on the real life perspectives and experiences of professional support staff and teachers. |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Appreciation of challenges and opportunities relating to IaH. • Understanding of strategies to embed inclusive Internationalisation at Home in their own professional practices. | <ul style="list-style-type: none"> • Some insights into the changing cultural profile of universities but only a superficial awareness of the new culturally oriented challenges and opportunities this is bringing. • Limited awareness of practical strategies that staff can implement in their own professional practices to support IaH. | <ul style="list-style-type: none"> • In depth focus on practical strategies in HE micro-contexts through a case studies approach. |
| <ul style="list-style-type: none"> • Knowledge and skills relating to inclusive and culturally responsive teaching and learning approaches. | <ul style="list-style-type: none"> • Varying levels of knowledge and prior training relating to inclusive approaches to education and how they can be applied across the | <ul style="list-style-type: none"> • Review the principles and features of Universal Design for Learning as an approach before highlighting how it can be expanded to include Culturally Responsive Teaching • Provide practical examples of implementation of this overlapping approach in different subject discipline areas. |

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| | academic curriculum. | |
| <ul style="list-style-type: none"> • Knowledge and skills relating to interculturality and intercultural communication. | <ul style="list-style-type: none"> • Varying awareness of key concepts and theories relating to interculturality and intercultural communication as well as related challenges • Limited understanding of practical strategies to enhance communication practices in HE. | <ul style="list-style-type: none"> • Review of key related concepts and theories in this field • Focus on communication styles and challenges across cultures • Provide a framework of practical strategies for different micro-contexts in HE. |

The criteria and related findings from the first and second post-training piloting exercises are summarised in Table 3 and 4 along with the issues raised and how they were addressed.

Table 3) Post-training Phase 1 (2023)

| Criteria | Issues | Actions |
|--|---|--|
| <ul style="list-style-type: none"> • Accessibility of language. | <ul style="list-style-type: none"> • Length and accessibility of language use for L2 users of English in pop up reading texts. | <ul style="list-style-type: none"> • Reduce length and reduce complexity of language use. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Relevance of content. | <ul style="list-style-type: none"> • Limited examples of good practice. | <ul style="list-style-type: none"> • Add more examples of good practice from HE contexts. |
| <ul style="list-style-type: none"> • Presentation of information. | <ul style="list-style-type: none"> • Inconsistencies in style. | <ul style="list-style-type: none"> • Ensure consistency of layout, font etc. |
| <ul style="list-style-type: none"> • Delivery/navigation. | <ul style="list-style-type: none"> • Unclear at times how to navigate. | <ul style="list-style-type: none"> • Include a more detailed navigation page at start. |

Table 4) Phase 2 Post-training Piloting (2024)

| Criteria | Issues | Actions |
|--|---|--|
| <ul style="list-style-type: none"> • Accessibility of language. | <ul style="list-style-type: none"> • Too many acronyms and technical words. • Length and complexity of some text. | <ul style="list-style-type: none"> • Reduce and provide glossary of key terms in full with acronyms also highlighted. • Re-wording and shortening of text passages for more inclusive readability. • Add more voice overs and video to facilitate L2 users. |
| <ul style="list-style-type: none"> • Relevance of content. | <ul style="list-style-type: none"> • Limited range of examples. • Too theoretical in places. | <ul style="list-style-type: none"> • A wider range of examples added to enhance relevance and illustrate key points. • More details on how to apply approaches featured. |
| <ul style="list-style-type: none"> • Presentation of information. | <ul style="list-style-type: none"> • Too many animations. • Some colours not suitable for learners with some | <ul style="list-style-type: none"> • Reduce animations. • Ensure colours used are suitable for all learning styles. |

| | | |
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| | learning styles. | |
| <ul style="list-style-type: none"> • Delivery/navigation. | <ul style="list-style-type: none"> • Poor navigation and unclear instructions at times. | <ul style="list-style-type: none"> • Improve navigation further and re-phrase some instructions. |

The piloting and feedback at both the pre-training and post-training stages played a key role in the refinement of the programme content to enhance its relevance and accessibility for all stakeholder groups and contexts across the TRIP partner universities, and to improve the quality of the delivery of the programme.

4.8 Summary of Section

The previous discussion has provided a detailed account of the processes by which the TRIP Professional Development Programme was designed in order to address the varying needs of professional support staff and teachers in our institutions and to advance the TRIP IaH approach and vision.

In Section 5 which follows, we highlight the innovations that the programme offers in the area of inclusive curriculum design and teaching and learning in support of UN SDG4.

Section Five: The TRIP Pedagogical Approach

5.0 Introduction

The TRIP pedagogical approach is featured in e-Module 2 of the TRIP Professional Development Programme. It seeks to support the implementation of inclusive IaH at the meso level of the curriculum and teaching and learning in ways that are responsive to the needs of HE institutions today, taking into account their increasing cultural and linguistic diversity, and against the backdrop of internationalisation in HE and globalisation more widely.

5.1 Realising Innovations in IaH Pedagogies

In developing a suitable pedagogical approach to promote inclusive IaH, we have drawn on research in the areas of internationalisation at home and internationalisation of the curriculum alongside Constructive Alignment theory of curriculum design, UDL principles and Culture Responsive Teaching. This is an innovative approach which we believe can ensure that in our educational offering and teaching and learning activities, we can better include and address the diverse needs of students from all backgrounds and at the same time harness the opportunities that greater cultural diversity in our classrooms brings for transversal knowledge and skills development. It can also offer a pedagogical framework for meaningful partnerships to be developed between universities and community groups to enable students to explore real world problems that are of concern in their local communities, and in global south contexts more widely to help advance the social mission of universities at home and abroad. It is with these goals in mind that the TRIP partners have designed a pedagogical approach that builds on existing innovations in curriculum design and inclusive education such as UDL and CRT, and combines them within the overarching framework of the Constructive Alignment Theory of Curriculum Design to ensure greater academic rigour and sustainability.

5.2 The Constructive Alignment Model of Curriculum Design

The Constructive Alignment Model of Curriculum Design, designed originally by Biggs and Tang (2011), is a learner-centred, outcomes-oriented educational approach. It is based on the underlying premise that a good teaching system aligns teaching and learning activities, materials and assessment to the stated learning outcomes to support student learning. As such, it reflects a constructivist understanding of the nature of learning combined with an aligned design for outcomes based education.

Constructive alignment involves two key concepts; the first, which derives from cognitive psychology and constructivist theory, centres on the notion that learners construct meaning from what they do to learn. This recognises the importance of linking new material to concepts and experiences in the learner's memory and extrapolation to possible future scenarios by means of the abstraction of basic principles through reflection; and the second concept, which stems from educational theory, rests on the belief that there must be a deliberate alignment between the planned learning activities and the learning outcomes. Teachers must also make a conscious effort to provide learners with a clearly specified goal, well-designed learning activities that are suitable for the tasks, and well-designed assessment criteria.

In the higher education context, the model has been refined to conceptualise curriculum development within the macro context of the institutions' values, mission statements, and stated graduate attributes which are then reflected in curriculum design and learning and teaching and assessment activities. This is the overarching framework that we have adopted for the TRIP pedagogical approach as we believe that this interconnectivity is crucial for the sustainable implementation of inclusive IaH across the academic curriculum in our institutions. In Module 2 of the *TRIP Professional Development Programme*, we illustrate how this dynamic curriculum framework represents the interconnecting elements of the curriculum, all of which are necessary for the purposeful and sustainable implementation of inclusive IaH.

5.3 Overlapping Universal Design for Learning and Culturally Responsive Teaching

It is also our belief that within this dynamic curriculum framework, it is necessary to overlap the implementation of UDL principles with CRT in order to meet the challenges of increasingly diverse campuses and provide an inclusive and transformative internationalised educational experience for all. Although the UDL framework is an inclusive pedagogical approach to remove barriers to learning, we believe that UDL guidelines require expansion to meet the needs of culturally and linguistically diverse learners, and that this can be achieved through the integration of UDL and CRT approaches across the whole higher education curriculum. To gain a fuller sense of the benefits that can be accrued from this combined and integrated approach, it is useful to review UDL and CRT, both of which share the core goal of promoting inclusive education but have distinct individual features and goals.

5.4 Features and Goals of Universal Design for Learning

Universal Design for Learning is an educational framework which is based on research in learning theory, including cognitive neuroscience. It was developed originally by the Centre for Applied Special Technology (CAST), a non-profit education research and development organisation (<https://www.cast.org/>). In essence, the framework guides teachers in their pedagogical decision making to use a variety of teaching methods in order to remove any barriers to learning and give all students equal opportunities to succeed. Viewing barriers to learning from within the curriculum, instruction and assessment methods rather than as deficits within the students, and building in flexibility in these areas that can be adjusted to suit every student's strengths and needs are therefore central features of this approach. As Figure 3 illustrates, UDL has three core underpinning principles (CAST 2011):

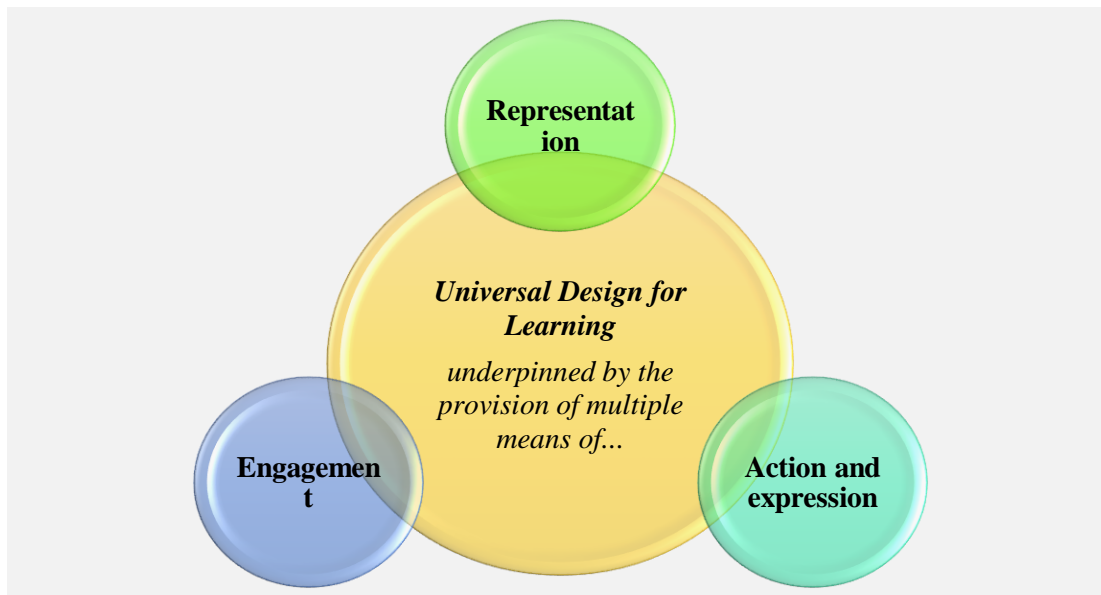


Figure 3: Core Principles of Universal Design for Learning (UDL)

Each of these facets of UDL is further broken down into guidelines with multiple checkpoints to direct teachers' considerations for implementation (National Center on UDL, 2013). Within each of these areas, teachers develop an awareness of potential barriers to their class content and the learning environment to thoughtfully integrate UDL principles (Rose & Meyer, 2002; Rao & Meo, 2016). These core notions are expanded upon below for readers who are unfamiliar with this approach.

5.4.1 Multiple means of representation

This includes the variety of ways that teachers present information to students. Guidelines within this facet of UDL include differentiating ways in which students can perceive information, providing options for written and spoken language, including mathematical symbols/notations; and options for comprehension. Teachers also need to consider how students best perceive information, how to present information in multiple ways, and if multimedia could make abstract concepts more concrete. Vocabulary, critical features, and big ideas should be emphasized or highlighted for students, with clear connections made to students' background knowledge and perspectives.

5.4.2 Multiple means of action and expression.

Multiple means of action and expression includes the multiple ways that teachers can formatively or summatively evaluate students, as well as engage students in self-evaluation. The guidelines that further delineate the area of action and expression include providing options for physical action, expression, and communication; and executive functions. Within this UDL area, there are many considerations for students' use of technology, assistive technology, and communication devices on classroom tasks. In addition to students' technology use, however, teachers also need to consider multiple ways to assess students, beyond traditional tasks. Teachers must also provide students with opportunities to build fluency with new skills. Within this, students will be most successful if assessment for learning occurs; when students receive frequent, specific, corrective feedback as they learn, and have opportunities to self-evaluate their learning then learning increases (Hall, Vue, Strangman, & Meyer, 2004; Stiggins, 2004). With the emphasis on building executive functioning skills, teachers must develop a student-centered learning environment; learning activities should be designed to increase students' engagement with and self-management of the learning processes (National Center on UDL, 2013; Villegas & Lucas, 2002). When implemented well, students are actively involved in making meaning of new information, using learning strategies, evaluating their understanding of class content; and monitoring their progress.

5.4.3 Multiple means of engagement

Multiple means of engagement encourages educators to consider ways to increase students' interest, motivation, and perseverance with learning as well as promote high expectations for every learner. Reasons for students' disengagement and drop-out are related to a lack of

academic success with achievement gaps leading to students' dissonance and discouragement with the academic process (Gooden, 2013). The guidelines for multiple means of engagement prompt teachers to consider ways to create student-centered learning, including the use of student choice on authentic and relevant learning tasks (Rao & Meo, 2016). Persistence is developed through goal-setting, varied levels of demand, collaboration with peers, and the development of coping skills/strategies. By varying instructional groupings and encouraging students to engage in oral discourse with their peers, students increased engagement, new language, vocabulary, and the zone of proximal development (Doran, 2015; Vygotsky, 1978). A safe space with limited threats and distractions also maximizes peer-to-peer learning (National Center on UDL, 2013).

It is important to note that as a framework to increase students' engagement and learning outcomes, UDL has focused historically on students with special education needs, but it was designed as a means to facilitate instruction for every learner. Rao and Meo (2016) argue that UDL's flexibility allows educators to select elements of UDL to meet students' needs within their content and context for learning. Edyburn (2010) has cautioned that educators must be knowledgeable in the varied ways that their students are diverse to design and plan instruction that truly addresses the requirements of every learner. In the internationalised university context where we can expect to find greater cultural diverse in our classrooms, there is a need for educators to develop an awareness of the cultural and first language backgrounds of students as well as an understanding of the distinct learning traditions they may be more familiar with, and to become sensitised to the opportunities this offers for shared intercultural learning, rather than seeing this diversity as a problem which is often the case (Farr and Farrell 2023). This highlights the compatibility of teachers using UDL in conjunction with CRT to be able to address these additional dimensions.

From this review of UDL and its core underlying principles, we highlight the core features of Culturally Responsive Teaching as a compatible approach to draw on for the purpose of ensuring that the HE curriculum is accessible and relevant to all members of our campus communities.

5.5 Features and Goals of Culturally Responsive Teaching

Culturally responsive teaching (CRT) is an inclusive pedagogical approach that recognises, respects, and uses students' identities and diverse backgrounds as meaningful sources for

creating optimal learning environments (Hawkins & Norton, 2009; Lucas & Villegas, 2013; Nieto, 2000). From this perspective, educators are prompted to design instruction that takes into account students' cultural diversity which should be viewed as strengths rather than deficits. In practice, this means that they explore flexible options to value cultural diversity and include multicultural perspectives in the curriculum, as well as taking greater account of it in classroom pedagogy and assessment.

Conceived originally in the context of the integration of indigenous and marginalised ethnic groups in settings including North America and New Zealand, the majority of this practice has been undertaken in a primary or secondary school settings with increasing migration has to growing calls for teachers from all discipline subject backgrounds to develop the skills and knowledge needed to teach migrant pupils from culturally diverse backgrounds and with varying abilities in the language of instruction (Farrell and Masterson 2023). While there have been increasing discussions and calls for CRT to be implemented within higher education environments in line with growing cultural diversity on university campuses, research on experiences in higher education remains somewhat limited (Baumgartner and Johnson-Bailey, 2008).

As a pedagogical approach, CRT is commonly understood to comprise of three interconnected elements (Ladson-Billings 2014, Johnson 2022). These elements are illustrated in Figure 4 are discussed in more detail following this for readers who are unfamiliar with this approach.

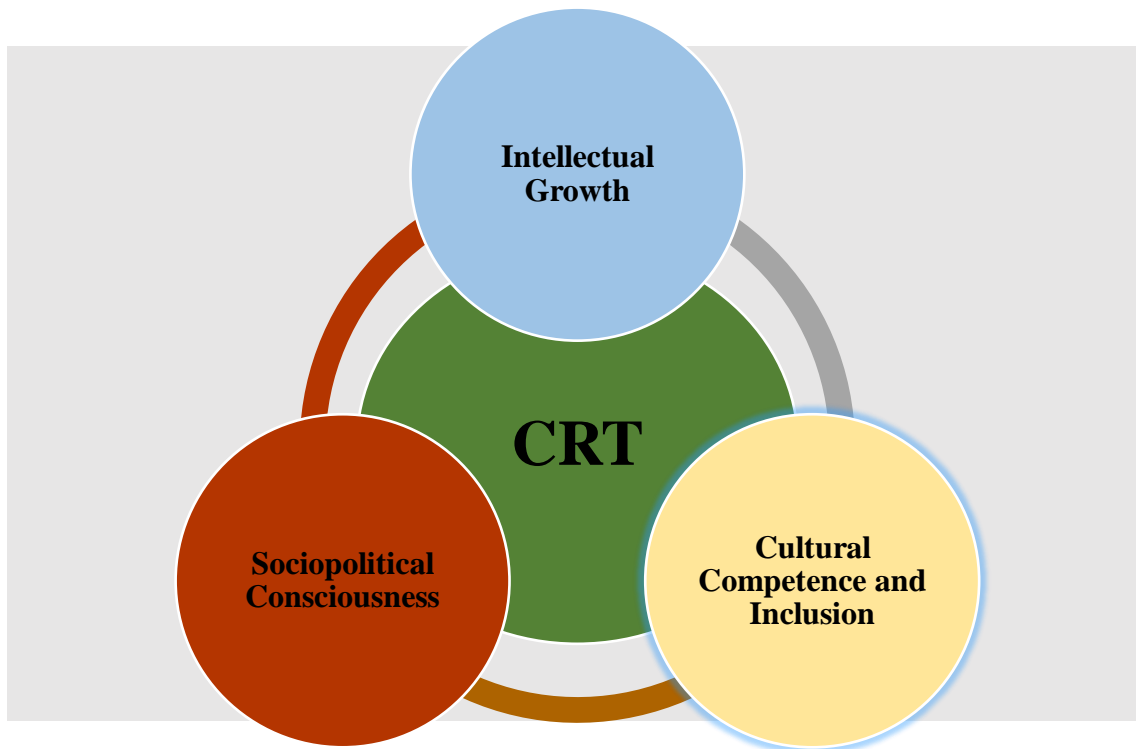


Figure 4: Core Principles of Culturally Responsive Teaching (CRT)

As indicated in Figure 4, the first element of CRT is **intellectual growth**. This is approached holistically across social, emotional, spiritual, creative, and intellectual dimensions. Problem-solving and creating outputs that are valued in a real-world setting are key areas for skills development as part of this transformational process with the ultimate goal of enabling students to achieve their full potential and becoming agents of change for the betterment of self and society (Banks, 2002; Hammond, 2015, Johnson 2022).

The second element of CRT is **cultural competence and inclusion**. Hollins (1996) suggests that education designed to include ethnically diverse students incorporates “culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content” (p. 13). Accordingly, CRT is premised on the idea that culture is central to student learning and that it should be used as the basis for learning. In practice, this means showing an interest in students’ cultures and lived experiences and creating opportunities for students to bring their cultures, histories, values and perspectives into the classroom. It also means ensuring that multiple communication styles are recognised to enable students from different backgrounds to appreciate their own ways of communicating while also learning to develop fluency in another (Hammond 2015). In the IaH context, this aspect is of particular

relevance for international and domestic students whose first language and culture are other than the dominant language and culture of the host institution.

The third element is **socio-political consciousness**. This means encouraging students to critically examine established ways of thinking, frameworks, and practices, including their own, through a racial equity and social justice lens (Lee & Walsh, 2017). It also means providing them with the tools to address social, cultural, economic, and political problems with a view to enabling them to become agents of change in addressing social justice and racial equity issues (Delgado & Stefancic, 2017; Ladson-Billings, 2016; Johnson, 2006). For educator, this approach calls for a move away from traditional authoritarian, top- down relationships based on power and authority and a move towards more equal relationships. It also requires teachers and students alike to critically interrogate commonly-held ethno-centric cultural perspectives, including those they may hold themselves, as a starting point to developing a more ethno-relativistic mind-set which is more conducive for intercultural skills development (Deardoff, 2006).

CRT is thereby conceived as transformative in nature and to involve critical consciousness raising, self-actualization and ultimately, empowerment for students and educators alike. It should be noted that implementing these elements in a course or curriculum should be undertaken incrementally and that this is also advised for UDL where the Plus One Approach is embedded. The TRIP pedagogical approach also adheres to this principle as it can facilitate the realisation of transformational change in ways that are realistic and sustainable.

5.6 Interim Summary

This section has highlighted the core features and goals of the TRIP pedagogical approach highlighting the innovation and relevance of combining UDL and CRT within the Constructive Alignment Framework for Curriculum Design to help realise the overarching goal of implementing inclusive IaH at the meso level of the curriculum and teaching and learning in the culturally diverse higher education context.

Section Six: The TRIP Approach to Intercultural Skills Development

6.0 Introduction

This section focuses on the approach taken within the TRIP project to develop training for professional support staff and teachers with the ultimate goal of enhancing intercultural communication practices across our campuses in support of SDG4.

6.1 Key Concepts and Theories

For the purposes of the TRIP training, Intercultural Communication Competence (ICC) is conceptualized as

“an individual’s ability to achieve their communication goal while effectively and appropriately utilizing communication behaviors to negotiate between the different identities present within a culturally diverse environment”

(Portalla and Chen 2010, p. 21)

ICC has been approached by researchers from various diverse disciplinary perspectives which has resulted in the formulation of various useful models that offer valuable insights into this complex concept. However, a definitive comprehension of what it means for an individual to be interculturally competent remains elusive, even though, there exists a consensus amongst scholars regarding the fundamental components of ICC, namely, that it involves the cognitive, affective, and behavioural dimensions (Chen and Starosta 2005; Arasaratnam and Doerfel 2005; Deardorff 2006; 2011; Dai and Chen 2014; Dai and Chen 2015).

Byram (1997) approached ICC from within the context of language learning and acquisition, and explored and investigated its interwoven relationship with culture, arguing that “someone with intercultural communicative competence is able to interact with people from another country and culture in a foreign language” (p. 71). However, he cautioned against oversimplified definitions of ICC that merely framed it as a unidirectional process of knowledge acquisition instead emphasizing critical cultural awareness as the cornerstone of ICC (Byram 1997; 2012; 2020; Byram et al. 2002). By elevating critical cultural awareness to a central position within ICC, Byram (1997) underscored its significance in fostering meaningful cross-cultural understanding and fostering inclusive communication practices. In formulating a model for ICC, Byram (2020) conceptualized ICC as a multi-layered construct

involving education, attitudes, knowledge, and skills (p. 57), which is an approach shared by the TRIP project members and reflected in the ICC training we have designed.

A further key aspect of ICC highlighted by Ting-Toomey (2007) revolves around the notion of face negotiation. Here, face is understood as “a claimed sense of favorable social self-worth that a person wants others to have of her or him” (Ting-Toomey and Kurogi 1998, p. 187). Face embodies the emotional weight we attach to maintaining a positive image of ourselves in the eyes of others, as well as the efforts we make to project a particular identity that aligns with our desired presentation in various social contexts. In the process of negotiating face, face can either be saved (achieving a desired positive image) or lost (having an un-desired negative image). Losing face and saving face are some of the key concerns of face-negotiation theory (Ting-Toomey 1985; 1988). Earlier, Brown and Levinson (1987) had differentiated two dimensions of face, positive face and negative face. Positive face involves a desire to seek approval and appreciation from others, whereas negative face involves a desire to act freely without external constraints imposed by others. It is important to recognize that simultaneously presenting positive and negative face is not feasible. Therefore, the desire for acknowledgment and appreciation from others typically conflicts with the desire to act freely without external constraints.

Ting-Toomey and Kurogi (1998) assume that face and facework are universal phenomena, but “framing” or interpreting the meaning of face and facework strategies in a particular context are culture-specific and differ from culture to culture (p. 188). Therefore, in intercultural encounters, which are described as places where individuals perceive people from other cultural backgrounds through their own reflection while negotiating identity and representation (Kramsch 1998), the active management of facework is a necessity. Facework is described as “a set of communicative behaviours that people use to regulate their social dignity and to support or challenge the other’s social dignity” (Ting-Toomey and Kurogi 1998, p. 188). This includes “specific verbal and non-verbal messages that help to maintain and restore face loss, and to uphold and honor face gain” (Ting-Toomey 2005, p. 73). In negotiating face and becoming a successful intercultural communicator, Ting-Toomey and Kurogi (1998) highlight the need for adeptly maintaining a delicate balance while negotiating face across varied cultural contexts, which requires an adequate knowledge of cultural understanding within specific contexts. Hence, within Ting-Toomey’s framework, ICC not only relates to linguistic proficiency or behavioural adaptability but also extends to possessing deep knowledge of the

cultural nuances that shape communication dynamics across different cultural contexts, which are areas we have also sought to highlight in the TRIP training.

A further key aspect we have taken into account in the TRIP training is Bennett's (2017) conceptualization of ICC as reflected in his Development Model of Intercultural Sensitivity which focuses on how individuals can progressively develop cultural competence from within their own cultural context to the broader realm of intercultural competence. This attempts to explain the way individuals construe cultural differences, while emphasising how communicative competence can be cultivated (Hammer et al. 2003, p. 423). Bennett (1986, 1993) posited that intercultural sensitivity involves an individual's ability to undergo transformative processes not only on the affective level but also on the cognitive and behaviour levels. This transformative process consists of two phases comprising three stages. The continuum begins with the ethnocentric phase which reflects a closed attitude whereby cultural differences are denied (*denial*). This is followed by the second stage whereby individuals defend their own culture and perspectives (*defence*) and the third stage of minimizing the value of differences within other cultures (*minimisation*). After these, individuals move towards the final phase which is termed the ethnorelative phase. This is where individuals acquire the required knowledge and develop empathy needed for accepting cultural differences (*acceptance*), adapting to them (*adaptation*), and then integrating into the culture (*integration*) (Bennett 2004, pp. 62-63). For a graphical illustration of Bennett's model see Figure 5.

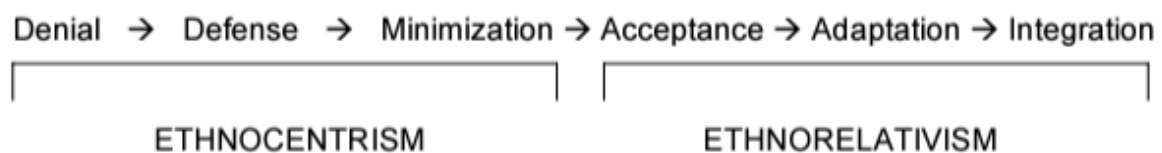


Figure 5 Developmental Model of Intercultural Sensitivity (Bennett 2004, p. 63)

In sum, intercultural sensitive individuals progress from denying or minimising cultural differences to embracing and adapting to them, ultimately developing empathy and a dual identity (Chen and Starosta 2000, p. 4). Additionally, an individual's intercultural competency develops as they engage in more complex intercultural encounters (Hammer et al 2003), and intercultural sensitivity is dependent on the individual's ability to communicate beyond their own cultural context (Bennett 2017).

Bennett's Development Model of ICC aligns with the work of Fantini and Tirmizi (2006) and Deardorff (2006, 2011) who emphasize the importance of developing effective and culturally sensitive communication in intercultural contexts. This entails not only understanding one's own cultural perspective but also being able to comprehend the perspectives of others within the target community, which are skills that can be acquired over time. Similarly, Chen and Starosta (1999) highlight the three key interrelated dimensions of ICC as intercultural awareness, intercultural sensitivity, and intercultural effectiveness/adroitness which can be acquired over time, as key aspects of ICC. Here, 1) intercultural awareness, which is closely related to cognition, denotes an understanding of cultural norms and conventions that influence behavioural and thought patterns (Chen and Starosta 1998, 1999). It involves "the understanding of culture conventions that affect how we think and behave" (Chen and Starosta 2000, p. 3); 2) intercultural sensitivity embodies a willingness to comprehend and value diverse cultures within intercultural communication, encompassing the interlocutor's "active desire to motivate themselves to understand, appreciate, and accept differences among cultures" (Chen and Starosta 1998, p. 231) and therefore constitutes the emotional or affective side of ICC (Dai and Chen 2015, p. 104) and 3) intercultural effectiveness/adroitness, represents the behavioural dimension regarding the skills required to effectively communicate in intercultural encounters (Chen and Starosta 1998, 1999), that is, "the ability to get the job done and attain communication goals in intercultural interactions" (Chen and Starosta 1996, p. 367) which emphasises the practical aspect of ICC (Dai and Chen 2015, p. 106).

6.2 Application to the TRIP Professional Development Programme

The three-pronged approach to ICC highlighted in the previous section is reflected in the TRIP online CPD training with a focus on how professional support staff and teachers can cultivate the complex and interconnected areas of knowledge and skill that are required of them to communicate in the internationalised university context in ways that are appropriate and inclusive of all members of the campus community in support of SDG4. The focus of the training is initially on awareness-raising in relation to key related concepts and notions in the field of ICC before moving on to explore cultural norms and assumptions, how these are shaped, the ways they can influence different communication styles, and the types of challenges that can arise in cross-cultural communication as a result, with a particular focus on HE micro-contexts. From this, the training provides a useful framework that professional support staff and teachers can draw on to enhance the accessibility and appropriacy of their communication

in their own professional context, across different spoken and written modes, with exemplars provided in the form of case studies from a variety of HE micro-contexts.

From this overview of the approach to ICC which features in the TRIP training, and the key areas of knowledge and skills it seeks to develop, we proceed to the post-training case studies which draw on the data gathered by means of the TRIP Plus One Template.

Section Seven: Post-Training Case Studies

7.1 Introduction

In this section, we share the experiences and the learning gained from the engagement of the two main stakeholder groups from the TRIP Project partners, that is professional support staff and teachers/curriculum developers, in the Professional Development Programme. It is also our intention in this section to demonstrate how the training has been applied to address particular challenges and needs identified by these groups through the implementation of the *Plus One* approach whereby they were asked to reflect on and identify an area for change to enhance their professional practices, with an overall view to supporting inclusive IaH. The discussion in this section will also serve to highlight examples of emergent good practice as well as areas where further improvements are needed and how these might be addressed. This will be done by presenting a number of case studies from the different TRIP partner universities which were selected on the basis that they provided a representative sample from each of the two stakeholder groups. For the purpose of this review, a case study is viewed as “an intensive study of a single unit for the purpose of understanding a larger class of (similar units)” (Gerring 2004, pp. 342).

7.2 Methodology: Case Studies

The case studies presented in this section were gathered after the final stage of the piloting of the TRIP Professional Development Programme by means of the completed Plus One Templates that were submitted. The template included questions to guide those participating towards identifying an area where they could introduce a change in their professional practices in support of IaH and strategies they could use to achieve this. It also asked them to reflect on the learning gained and the impact of the change/s they had implemented where feasible. In each of the case studies presented in the following two sub-sections, the professional role and university of the participant is provided, with pseudonyms used to protect the anonymity of those involved. Following the presentation of each case study, a short summary is provided of the main challenges and theme/s identified, and the learning to emerge from the implementation of the Plus One change in the various HE micro-contexts.

7.3 Case Studies: Professional Support Staff

Case Study No. 1: Andrea, Student Community Liaison Officer, University of Limerick.

I work as a student community liaison officer which means that I help students integrate into the local community and ensure that the relationship between students and local residents remains positive. This work takes different forms; helping students find accommodation, and offering guidance to help them overcome social problems such as alcohol and substance abuse. It also involves working with residents' associations and the police to tackle anti-social behaviour on the part of students in the local area and making sure that residents and local groups feel supported by the university. In the past most of my work has been with domestic Irish students and far less attention has been given to international students. This is because they are less likely to be involved in anti-social behaviour. In fact, it is more often the case that they have been on the receiving end of this.

The TRIP training has made me realise that there is a real opportunity for me in my role to better support international students to settle into the local community and also to ensure that they understand the local culture and traditions, so they can better navigate this area and feel supported. It is also important that they do not stay only within their own cultural groups out of fear of anti-social behaviour or racism. I also feel there is a potential for me in my role to help break down cultural barriers and educate domestic students to ensure they do not engage in stereotyping or racist behaviour, although typically this is only the behaviour of a minority. Nonetheless, as our university has internationalised, we have seen increasing incidents of racism on our campus and in the local community and it is crucial that we stamp this out.

To address this, following the TRIP training, I have made a conscious effort to integrate international students into the local community to build better intercultural understanding and to enhance their sense of belonging. One key way I have done this is to hold monthly intercultural discussion groups, with the help of the student unions, where domestic and international students can meet to discuss social issues in the local community, alongside community representatives, to better understand issues and challenges in our local environment and how they can be addressed by all stakeholders working together to foster a more welcoming mindset and mutual intercultural understanding.

Case Study 1: Learning and Impact

In this case study, we find evidence of a key change being introduced into the professional practices of a university community liaison officer on the basis of a newfound realisation that international students need to be better integrated into the local community, and feel a shared sense of belonging, and that this can be promoted by initiatives to bring together key stakeholders including domestic students, residents, and other community support services such as the police to identify local problems and work together towards solutions. This case study reminds us of the social mission of the university to promote the common good for all and that this extends beyond the campus community, and it highlights an emergent IaH practice that speaks directly to supporting this mission, and SDG4 more widely.

Case Study No. 2: Padraig, Student Engagement Officer, University of Limerick

I would like to highlight an intercultural initiative I have started in my role as a student engagement officer at the University of Limerick, which was inspired by the TRIP training. My Plus One change has the goal of bringing together domestic and international students to support disadvantaged local groups through a volunteering scheme which culminates in a joint celebration of a local cultural event, that is St Patrick's Day, which our national day. In Ireland, there is a huge, annual celebration of St Patrick's Day with different community groups represented in this nation-wide event. St. Patrick's Day takes place on 17th March with a parade held in every city, town and village in Ireland, and in many parts of the world too where there is an Irish diaspora but also in countries as far flung as China, Tokyo, Oman and Mexico, where main monuments are lit up in green, the Irish national colour. From the perspective of the university, it has traditionally been domestic students who have taken part in the local St Patrick's Day parade in Limerick alongside community groups they have been engaged with, under the framework of the UL Presidents's Volunteer Award.

This year, I decided to invite international students to join in this initiative culminating in the St Patrick's Day parade event. This meant that they initially needed to sign up for volunteering activities alongside domestic students. Some of the volunteering activities they became involved in included becoming mentors for school children in after-school homework clubs, leading discussion groups involving refugees from the Ukraine and other war torn countries to help facilitate their social integration and English language development, and organising upskilling workshops to help disadvantaged young people in the community prepare for job

interviews. All of this culminated in the St Patrick's Day parade where the domestic and international students involved in the volunteering marched proudly together alongside the community group they had been working with.

For me, the key learning from the TRIP training has been the realisation that it is not enough to simply integrate international students into the campus; they also need to be integrated into the local community. I have also developed an understanding of the crucial role they can play in providing support for the local community by means of the volunteering schemes highlighted, and how their involvement alongside domestic students can foster intercultural understanding and break down barriers. For the international students, it also allows them to gain insight into the life and challenges of the local community in ways which would not have been open to them previously, as a basis from which to explore differences and similarities, from which they can gain a deeper level of intercultural understanding.

Case Study No. 2: Learning and Impact

As in the previous account, this case study also reveals a transformative change in the professional practices of a university support officer, in this case within the student engagement team, who is now actively seeking out ways to involve international students in socially and community-oriented intercultural activities. This is with a view to enabling them to gain a deeper insight into real life issues and challenges at the level of the local community, and to create opportunities for them to play a useful role in providing supports for local groups, drawing on their own knowledge and skills. It has also highlighted useful strategies as to how this approach can be encouraged and rewarded to increase student participation. The case study provides strong evidence of the enhanced intercultural understanding on the part of the staff member, and of his realisation of the ways that he can foster this in his professional role. It also reveals the importance he now places on involving international students in celebrating local cultural events, alongside domestic students and community groups, to help them feel part of the local community.

Case Study No. 3: Darragh, Information and Technology Division Officer, University of Limerick

I have worked in the ITD Unit at the University of Limerick for more than twenty years and have seen a lot of changes in that time in terms of the profile of the staff and students.. We

now have increasing number of international students from all over the world and this is likely to increase as internationalisation is now a key strategic goal of the university. I must say, before engaging in the TRIP Professional Development Programme I used to see this development only in negative terms, dreading the extra work I thought it would bring for service staff like myself. For instance, I have always found communicating with international students from some backgrounds very challenging because their language skills seemed limited and when I have found myself in encounters with them in my role, I have tended to engage in minimal communication which must have made me seem unfriendly and indifferent to their needs. When I was first approached to pilot the TRIP Professional Development Programme I was reluctant to get involved and even tried to get out of it, thinking it a waste of time, and I even felt resentful that we were being asked to change our working practices as if we were somehow not doing a good job.

The TRIP training has been a revelation in many ways not least because it has highlighted the benefits of having a more diverse campus community and the opportunities this creates for all of us to develop new intercultural knowledge and skills. The most important takeaway for me has been in the area of intercultural communication. I could relate to the challenges that the case studies highlighted, and I liked the practical tips that were provided on how I could communicate in ways that were more effective and inclusive. For example, when I am meeting international students, I am now more mindful of the culture they come from, the kind of language I am using, and I try to avoid overly colloquial language that I now know would be more likely to confuse them. I also ask them questions to check if they have understood my instructions or explanations rather than just assuming they understand.

Recently, I was asked to set up IT services for two visiting scholars from China. This meant issuing them with a laptop and showing them how to access our ITD systems. When I arrived, I could see they were nervous so I made an effort to ask them where they were from and to show an interest to put them at ease. I went through the set-up processes, and made sure my instructions were clear, stopping several times to check they were following. Then I asked them to tell me back what they had understood, which is something I just would have assumed before rather than actually checking to make sure. At that point one of the visiting scholars started to ask the other questions in Chinese. That would have annoyed me before because I would have seen it as disrespectful to me that he was speaking in his own language rather than English. But

I could now see that he was still unsure and perhaps didn't have the confidence to ask me to explain again in English, or that he may have thought that this would have tested my patience, which it probably would have done before. So, we ended up having a three way conversation, part in Chinese and part in English, which actually lightened the mood and got us to where we needed to get to more quickly and less stressfully.

The TRIP training has helped me to see things differently in the sense that I am more aware of the positive benefits of the cultural changes I see happening around me in the university and I feel better prepared to cope with these changes. This means that I now no longer try to avoid or minimise intercultural encounters and I no longer think that they add to my workload rather than enriching my working day as I did previously, and as I do now. When I was first asked to engage in the TRIP training, my initial reaction was to question the relevance of it in terms of my professional practices because I am not an academic. But I now see that everyone, regardless of their role, needs to be upskilled to be able to communicate in ways that are accessible and culturally responsive, which has been a huge learning curve for me. So it's not about international staff and students having to adapt to our ways but that we all need to adapt both in terms of being more open in our mind-set and by learning how to communicate in intercultural contexts more effectively. I definitely think that this kind of intercultural communication training will improve the campus culture and make our working practices less stressful and more rewarding, which has definitely been the case for me.

Case Study No. 3: Learning and Impact

In this account, the focus of the Plus One change has been on enhancing intercultural communication practices, viewed from the perspective of a support worker in the IT Division. What is interesting here is the initial reluctance to engage in the TRIP training, and the eventual change in mindset to a more open way of thinking which has made it possible to then move on to identifying where a change was needed, and to embracing and implementing the various strategies highlighted in the training to achieve this. The impact of the new learning and skills development in the area of intercultural communication is clearly evident in the description of the intercultural encounter with the two visiting scholars from China, where we see the strategies being used, and the positive outcomes that were accrued as a result, all of which suggests that engagement with the Professional Development Programme was beneficial and that the benefits are likely to be sustainable going forward.

Case Study No. 4: Margarita, Administrative Staff, Europa-Universität Flensburg

I work in the technical and administrative area of the university. The staff in this unit are quite homogenous and in order to facilitate an awareness for non-natives I wanted to understand where I can contribute to the internationalisation at home process. Administrative staff, unless explicitly working with internationals or having a job described as international, are often excluded from the concept of internationalisation. This is why promoting internationalisation at home through embedded supports is one way of addressing internationalisation at home. It aims at serving not just the non-natives but opening up to being more diverse. I chose to undertake the TRIP e-modules to compare what I am doing with what could be done in terms of the internationalisation process. As a non-native, I have a different perspective and am always on the look out for a simpler solution to help address issues. The TRIP modules provided an overview of key related terms,. While I was familiar with many of these, I feel it is important for others to learn about them to help remove misconceptions.

For my Plus One change, I would like to focus on how statistics can be presented so that they are more accessible to staff who may be confronted with language barriers, and how they can be used in ways that promote equity/equality as for example by highlighting and identifying where there are differences.. By and large, we already do that – statistics are used to identify where there may be needs (numbers of non-nationals, region of origin is also used as an indicator (not definitive) of where students come from and with which languages they use, and how this can be put to use).

In my work, which is largely related to the native culture, being a non-native has helped me in adapting our department's work to meet the needs of the more diversified working environment. Through the TRIP training,I have become more aware of the need to make data more accessible and how this can be achieved in terms of the information made available and how it can be accessed in a language other than the native language. Also, by identifying that, even though all regulations must be in German, greater accessibility can be achieved with translated information and that this will also contribute to making our work more transparent and lead to a greater uptake in terms of the numbers accessing information. This accessibility is important in all areas across the university.

Case Study No. 4: Learning and Impact

This is an interesting account which touches on a key area of pertinence to IaH which is how we can ensure that information is presented in ways that are accessible to all members of the university community to ensure inclusivity, especially for those from a non-native background. A key strategy identified as a result of the TRIP training is to present information not only in the language of the university but also in other languages by means of translation. This reflects an awareness that as university populations become more culturally and linguistically diverse, so there is a growing need to ensure that information is accessible for all. This requires the development of a more open mindset and a willingness to adapt from monolingual to multilingual practices, where relevant, as has been alluded to in this account, which is an area where changes in practice for administrators can be supported by the TRIP Professional Development Programme by raising awareness of the types of linguistic and communication issues that are involved and which need to be taken account of in the internationalised university context.

From these case studies which have shed light on emergent IaH practices involving professional support staff in the TRIP partner institutions as a result of the TRIP training, we turn next to case studies which highlight the experiences and learning gained by teachers and curriculum developers.

7.4 Case Studies: Teachers/Curriculum Developers

Case Study No.5 : Finbar, Lecturer in Mathematics, University of Limerick

I teach maths to undergraduates and postgraduate students from Ireland mostly but we have had growing numbers of international students over the past five years from countries such as India, China, Kuwait, and more recently from the Ukraine. Like most academics, my main focus is on the academic side of my work; planning my lectures, classroom teaching and assessment. I have to admit that I have spent far less time thinking about the welfare of students which I have generally expected to be the concern of other agencies in the university such as the student engagement office and the student unions. When the war in the Ukraine broke out, a lot of efforts were made to support Ukrainian students settle in and they were offered additional classes in English but again, I didn't really see this development as a reason for changing my own practices. I mean, I would usually welcome all students and treat them

equally but I have not previously considered the ways in which international students or students from a refugee background or experiencing trauma might need additional supports. We have a disability service in UL but this only caters for students with physical limitations or learning difficulties. So, for me, the TRIP training was important because it opened my eyes to other types of learning needs and supports that I had not considered before, in areas such as culture and language. I found it very interesting to learn about this as it has an obvious impact on the academic side too so it made me question if I was doing enough to support the international students I teach, and I started to reassess my lecturer role.

One of the first things I did was to find out exactly what kind of language and intercultural supports were available in the university so I could direct students to these from the start of the semester, so they would get maximum benefit. I have also thought about ways I can get to know the international students better and ways in which I can get the Irish students and the international students to mix and work with each other more as I started to notice that this wasn't happening, by using the strategies that were highlighted in the TRIP training, such as using intercultural pair and group work.

We have just started a new semester and we usually spend a few weeks planning for the various modules we teach. This year, I have decided to implement some of the strategies I have learned about in the TRIP training. For instance, at Orientation, I ran a quiz to get the students to guess how many countries were represented in the module they were taking which we do using Mentimeter. I also asked them to mix themselves up so that they were sitting with someone from a different cultural background to their own. Another change I made was to add information on language and intercultural supports on the module outline for each course I teach, and I also decided to add information about the UL Student Engagement and Counselling Services for students who were feeling homesick, experiencing culture shock or in need of trauma counselling. You would think that teaching mathematics offers limited opportunities for intercultural learning, but the TRIP training has shown me that is possible to embed strategies into all subject discipline classrooms, and also at all levels. Bringing global perspectives into my teaching is a challenge but at the very least I can ask students if methods are similar or different in their cultures and get them to share this information with each other so they become more aware of the ways in which culture impacts on educational practices around the world.

I'm still only a few weeks into the new semester but I can already see the positive benefits of some of the changes I have started to apply. When I first put students into intercultural groups, there was some initial shyness and awkwardness, but after the first class I could sense that they were getting used to communicating and working with each other. What has really struck me is that they now sit in intercultural grouping without me having to them and what's more, the international students have come out of their shells and are becoming more vocal, as in the past it was rare for them to speak in class. So, I think student engagement as a whole has improved, and the new intercultural way of working is giving all students a chance to learn so much more than just maths as they are finding out about each other's cultures, exploring cultural similarities and differences, and learning key transversal skills such as how to communicate with people from other language and culturally backgrounds. This makes for a more interesting classroom environment and helps to foster a more open mind-set for all involved, and I include myself in this too.

Case Study No.5: Learning and Impact

This account provides strong evidence of the key learning and practical skills gained from the TRIP training by this lecturer, and how this has transformed his classroom teaching in terms of the range of strategies he has started to embed to ensure it is more culturally responsive. This is also indicative of an open mindset and willingness on his part to embrace the opportunities that greater cultural diversity on our campuses offers and to harness it in ways he has learned about in the TRIP training. This account is further important because it highlights how a subject discipline such as mathematics that has not traditionally been associated with the potential for intercultural learning, can also be taught using a more culturally responsive approach, with this transformation extending not only to the teaching methods but also to the content, and the types of activities engaged in by students in the classroom, for the benefits of all involved.

Case Study No. 6: Carmen, Language Teacher, Universidad Complutense de Madrid

The area identified for change following the TRIP training is the integration of an intercultural perspective into the teaching of Spanish as a foreign language. This initiative responds to the cultural diversity of the students (Chinese, Japanese, American, European, etc.) attending my classes in Spain. The inclusion of topics related to interculturality, the environment, race, and

gender equality in learning activities and materials can foster a more inclusive and respectful environment where all students feel valued.

The strategies that were identified and implemented included:

- Incorporating texts, videos, and materials from different cultures and perspectives that reflect the diversity of the students.
- Promoting debates and reflections on topics such as interculturality, the environment, race, and gender equality.
- Creating collaborative activities where students can share their own cultural experiences and viewpoints.
- Establishing norms of respect and empathy in the classroom to promote a safe and open environment for dialogue.

During one of my classes, I decided to implement an activity focused on interculturality. The students were divided into groups to discuss an article about All Saints' Day or Day of the Dead in different Spanish-speaking countries. Each group had to compare these traditions with those of their own countries and reflect on the cultural similarities and differences. Then, each group presented their conclusions, which allowed the students to explore how different cultures celebrate the same holidays. This activity not only helped the students improve their Spanish skills but also promoted mutual cultural understanding and respect among them. Additionally, we opened a debate on the importance of cultural diversity in a globalized world, where all viewpoints were heard and valued, including the impact that Halloween, for example, now has in Spain.

Although I have only provided one example, I have implemented several changes in my classes following the TRIP training and the impact of these strategies has been positive. Students have shown a greater interest in actively participating in class, although some cultures, such as the Chinese, can be reluctant to participate. However, when I explained the importance we place on class participation in Spain, they demonstrated greater empathy and understanding toward the requests for participation. Collaborative activities have fostered both intercultural communication and class dynamics.

Furthermore, debates on topics such as gender equality have allowed students to reflect on their own biases and attitudes, creating a more inclusive learning environment. Overall, these strategies have contributed to a more dynamic and diversity-conscious learning environment.

Case Study No. 6: Learning and Impact

This account highlights the potential that language classes offer for intercultural encounters and intercultural learning, the key role that language teachers can play in this process, and the types of teaching methods, tasks and materials that can facilitate and enhance these dimensions. It is often the case that language teachers have a more developed intercultural competence by virtue of their discipline area and this would seem to be the case in this account but there is also evidence that the teacher in question has been open to learning and implementing new strategies she has been made aware of in the TRIP training to further exploit the opportunities that arise in this classroom context for her students to develop a deep and mutually respectful understanding of each other's cultures, and as she highlights, this has led to a richer and more vibrant learning environment for the international students involved. There is also the indication that she has been able to encourage students who are less accustomed to voicing their opinions and cultural perspectives in the classroom to become more active participants by explaining to them the local cultural norms, which provides further evidence of intercultural learning.

Case Study No. 7: Elena, Lecturer in Cultural Studies, Universidad Complutense de Madrid

In recent years, my classrooms have seen a growing number of interracial and intercultural groups, reflecting the increasing diversity within Spanish society. Unfortunately, alongside this rise in diversity, there has also been a troubling spread of racist and xenophobic sentiments. To address this, a key area identified for change in my curriculum involves embedding culturally responsive teaching and inclusive approaches to internationalising the learning experience. The goal is to promote cross-cultural understanding and equip students with the competencies needed to navigate these challenges. Strategies include integrating race-conscious methodologies, fostering collaboration among diverse student groups, and incorporating race-related discussions as a regular part of the curriculum. This ensures students not only learn about, but actively engage with, issues of race, representation, and inclusion, preparing them for global communication and intercultural awareness.

In the context of the TRIP project, training, I implemented culturally responsive and inclusive strategies during a workshop on race and global communication. Students from diverse backgrounds were paired to analyse examples of cross-cultural miscommunication and explore the influence of race in global contexts. Digital tools, such as collaborative platforms, allowed for seamless interaction across geographical divides. A powerful moment occurred when students shared personal stories about race-related challenges, enhancing the learning experience with real-world insights and fostering a deeper understanding of how race affects both their personal and professional lives.

The implementation of these strategies during the TRIP project had a significant impact on both students and faculty. Students have developed a deeper understanding of how race shapes global communication and have become more confident discussing these issues in academic and professional settings. The race-conscious, collaborative approach has improved team dynamics, fostering empathy and open dialogue. Faculty have noted increased student engagement and enhanced critical thinking in assignments. Feedback from the experience has also highlighted the benefits of a culturally responsive curriculum, such as greater motivation, practical application of knowledge, and development of intercultural skills. Despite challenges such as scheduling and communication, iterative improvements have created a flexible, learner-centred framework promoting real-world problem-solving.

Case Study No. 7: Learning and Impact

This is a highly positive account of the benefits of implementing a culturally-responsive teaching approach to engage students in the exploration of challenges pertaining to race and racism in the wider society, with a view to developing a more open and critical mindset combatting growing racism in the community. This speaks to the social mission of the university to addressing societal problems, and highlights how CRT as an approach can promote this wider mission. It also provides evidence of the key role that teachers can play in enabling students to move away from stereotyping and ethnocentric perspectives towards intercultural understanding and empathy, which further underscores the importance of implementing CRT across our institutions in support of IIaH.

Case-study No. 8: Johanna, Lecturer in German Philology, Universidad Complutense de Madrid

The strategies learned in the TRIP training will be used primarily in courses of the Bachelor of Modern Languages and Literatures: in a literature course for second-year students and a linguistics course for fourth-year students. As these are students who are generally very interested in intercultural exchange, it is particularly useful here to train and deepen intercultural competences. In addition, Erasmus students often take part in the fourth-year linguistics course, so that intercultural exchange actually takes place here. The student groups are also very diverse because many of the students have a migration background and therefore have intercultural experience.

The UDL and EDI strategies discussed in the course and how these can be implemented are the following: Implementation of several feedback loops during the course, as this makes it easier to determine where difficulties exist, and which methods are most suitable for better understanding or where students need help; preparation of certain content in various ways (e.g. visual preparation of instructions to ensure greater accessibility; group work should be increased in order to reduce inhibitions about speaking in front of a larger audience; more targeted feedback in which not all errors but only a certain type of error is dealt with; carrying out tasks to know more about the cultural and social background of the students; and developing activities where they can make use of their knowledge.

Several feedback rounds were established in both courses right from the start. Some were short questionnaires; some were individual counselling (also outside of lessons). This made it possible to deepen certain topics that had not been properly understood. Work assignments, but also other lesson content that had previously only been communicated with difficulty, were visualised. I introduced more group work and, especially at the beginning of the course, activities in which the students talked about themselves so that we could get to know each other better.

In a class situation with a somewhat conflictual student, individual counseling revealed that she was under a lot of psychological pressure due to her family situation. In further individual conversations, trust was built up so that the student felt more comfortable in class. I also adapted a number of activities in class so that work was done in very small groups or with just

one partner. I made sure to put the groups or partners together in such a way that conflicts could be avoided. In the same group, the feedback loops also revealed that a certain subject area proved to be particularly difficult, while another proved to be easier than initially assumed, so that time management could be adjusted.

In the case described above, with the student experiencing the aforementioned difficulties, the cooperation within the group improved. The cohesion, at least among some students, also improved slightly. This led to a more productive way of working in class. The re-weighting of the time management regarding topics perceived as difficult or easy meant that the topic perceived as difficult was dealt with better in the final exam and the students performed better than in the previous year. It also turned out that focusing on just one or a few errors when correcting mistakes led to a better assimilation and an improvement of language skills in the foreign language.

Case Study No. 8: Learning and Impact

This case study focused on a range of strategies from UDL that the teacher implemented to enhance inclusion in the classroom, while at the same time taking into account the diverse cultural identities of the student, as well as the specific needs of individual students. Key to these approaches are the need for a positive classroom learning environment and relationships, with trust a key component. Being aware that some students are experiencing trauma and adapting teaching practices to take account of this, as was evident in this case, is also reflective of UDL and CRT. The positive impact of the inclusive and trauma informed approach adopted by the teacher are clearly evident in this account with increasing motivation and engagement reported, all of which supports the relevance and usefulness of the approach in the HE context, and it further underscores the value of the TRIP training in terms of the strategies drawn on.

Case Study No. 9: Lucia, Lecturer in Romance Languages, Matej Bel University

In 2023, Matej Bel University went through the process of institutional accreditation. Subsequently, it became possible to make methodological adjustments in the curricula without undergoing the process of complex accreditation of the degree programme concerned. With regard to this, teachers are able to introduce innovative elements in their courses. Within the degree programmes “French language and literature” (a teacher-training programme) and “French language and culture” (translation programme), there are several courses, in linguistics,

that are being taught following traditional methods, respecting the classical format composed of teacher-fronted lectures and seminars. The syllabi of these courses are available for innovations.

As a result of the TRIP training, the methodology of teaching used in the course “Syntax of French” has undergone a substantial modification. Instead of the traditional preparation of a written paper (syntactic analysis of an authentic journalistic or literary text) during the seminars, students’ time has been dedicated to a challenge-based task scheduled as a part of the TRIP designed International Virtual Societal Challenge. This involved students in collaborative projects in international mixed groups where they engaged in a variety of digitally based tasks such as designing a logo, and producing an awareness-raising video and a TED talk as major outputs. The texts generated during this group exercise were then also used as material for syntactic analysis. This analytical task was primarily oriented towards the identification of differences between the syntax of written texts on the one hand and oral syntax on the other.

Students who took up the course “Syntax of French” gained completely new insights into language and communication. They developed a series of skills instead of acquiring only knowledge of linguistics. They needed to adapt to the new way of working and to cultural differences within the group. They got to know fellow students from abroad and established contacts that can be later developed within a mobility framework. Teachers mastered new methodologies of teaching (challenge-based learning and virtual exchange) and thus enlarged significantly their professional experience.

Case Study No.9: Learning and Impact

Changes made to teaching methods and the linguistics curriculum as a result of the TRIP training, to create greater opportunities for practical skills developemnts and intercultural learning by means of virtual exchange and digitally-oriented tasks were the focus of the previous case study. It has also highlighted the wide range of benefits to accrue from the inovations implemented, not only for students in terms of their enhanced digital skills and intercultural knowledge but also for the professional development of the teacher involved. This account also showed how the more culturally-rich and practically-oriented curriculum and teaching and learning activities and tasks could provide a more useful foundation for later in-

person mobility placements than traditional courses in linguistics, which further underscores the importance of experiential learning as a key element of the CRT approach.

Case Study No. 10: Birgit, German Language Teacher, Europa-Universität Flensburg

This case study addresses how the TRIP training helped me in my selection of teaching material and teaching methods for the course that I teach which involves international students who have just arrived in Germany, many of whom are newcomers to the country and still in the process of finding accommodation. My experience with this course is often that the students are eager to learn about the local culture and also see the advantages of their native culture, but are also not hesitant to criticise their native culture. What often also emerges is a cautiousness in exploring their culture in relation to other cultures. Moreover, while international students are eager to learn about Germany, they lack the ability or space to mix with German students so their internationalisation is often not related to the culture of the new country but more so to other non-natives who they are learning and living with.

The TRIP training has helped me in my choice of what I include in the content of the module and how I teach it: it is a compulsory primary research methods module and I have included a focus on how communication happens in different cultures, with awareness raising incorporated into the curriculum which highlights communication practices in face to face interviews; online interviews; and focus groups as well as specific content relating to what they are researching and how different methods can be used. To facilitate interaction with the local community I have decided to build in research methods where the students have to carry out face-to-face interviews in the local surroundings with locals. This demands compromising on all levels – that the students face their fears of interacting with locals, and that locals can engage with the students by providing them with valuable information – to ensure that learning is mutual. This goes hand in hand with the CRT approach whereby culture is pivotal to the how and what is being researched and taught.

However, a challenge for teachers that needs to be borne in mind is that in different HE contexts there are differences in academic culture and regulations which means that change of the kind emphasised in the TRIP training is not always easy or possible to implement without going through a formal procedure at the university. Nevertheless, the TRIP project provides an easily accessible method for each HEIs to allow and facilitate its staff to monitor and evaluate

their own role and ability to contribute to the internationalisation at home process. That said, how this is applied must take into consideration the requirements of different institutions. Such aspects were factors that I had to constantly bear in mind whilst trying to implement the CRT approach into my course.

Case Study No: 10: Learning and Impact

In this account, we learn how the TRIP pedagogical approach has been applied to bring global perspectives into a research methods course, which underscores the suitability of this approach for all subject areas across the curriculum. However, the point has also been made that the innovation of the combined UDL/CRT approach may conflict with existing academic norms and regulations which can serve as obstacles to change and pose constraints for teachers. Nevertheless, the teacher in question has shown that it is possible and realistic to identify an area/s where some of the strategies provided in the TRIP training can be introduced and at the same time respect the local academic conventions and approaches. The need for flexibility was a major consideration that was taken into account in the design of the TRIP approach and the related training for professional support staff and teachers/curriculum developers to enable individual institutions to implement the innovations recommended according to their own institutional requirements and at their own pace.

Case Study No. 11 Jana, Lecturer in Life-long learning, Matej Bel University

Traditionally, the offer of lifelong learning courses for academic and non-academic staff provided at UMB focuses on developing digital skills, language competences, transversal skills and work-life balance. At times, trainings were provided to enhance specific professional competences of educators. However, there have been almost no trainings related to internationalisation. Lifelong learning is an area of activity which has a great potential for new developments. Still, there are many obstacles that make delivery of LLL courses difficult. The main challenge is related to the fact that LLL is not recognized and rewarded as a part of the professional development of staff at universities. Consequently, the motivation of staff members to take up an LLL course is very low. One of the possible solutions would be to reinforce links between the institutional internationalisation strategy and the LLL policy and goals to better show the importance of LLL activities with a focus on preparing faculty members and administrative staff for particular aspects of internationalisation abroad and internationalisation at home.

In 2023/2024, a course in intercultural communication was offered to UMB staff members as a part of the institutional LLL educational offer. This starter course aimed at presenting to participants principal theoretical aspects of intercultural communication. This was followed by the analysis of real-life case studies showcasing experience of participants. In 2024/2025 we are planning to integrate the TRIP CPD course into our intercultural training offer as a continuation of the existing UMB course.. The TRIP course will be supported by an internal communication micro-campaign to invite staff members to participate. Also, on the level of institutional oversight of internationalisation activities, we are planning to open a discussion about possible improvements in the internationalisation strategy to explicitly include a part dedicated to internationalisation at home.

In 2023/2024, an initial twenty staff members successfully completed the starter course on intercultural communication. The pilot testing of CPD course took place, too. The feedback gathered suggests that staff are keen to learn more about the internationalisation at home agenda at Matej Bel University and we are confident that a growing number will engage with the TRIP training over the coming years.

Case Study No. 11: Learning and Impact

This account provides interesting insights into how internationalisation at home is being operationalised in the university in question and the types of intercultural training being offered to staff. It also highlights the potential that internationalisation at home offers to bring intercultural perspectives into areas which can often be overlooked in the internationalisation at home debate such as life-long learning programmes by comparison with full degree programmes and students. The case study provides evidence that there is an interest amongst staff in learning more about internationalisation at home and a willingness to engage in the TRIP training programme. We are reminded here that in many institutions, it is often the case that there is a small number of internationalisation at home champions. The challenge here is to highlight the relevance of this development for all professional support staff and teachers and in relation to all subject areas and programmes, as well as the benefits of engaging in related training such as the TRIP Professional Development Programme which was designed for this purpose. This account also reminds us that the internationalisation journey will differ from one institution to another, which further underscores the importance of the TRIP approach which

can be implemented in flexible ways, and is supported by the TRIP training to help institutions to realistically achieve their IaH ambitions.

7.5 Interim Summary

In the previous section, we have presented and analysed a wide range of case studies contributed by professional support staff and teachers/curriculum developers from the TRIP partners institutions, highlighting the Plus One changes they have introduced following the TRIP training, and the learning and the impact in each case. In Section Eight, we offer some final reflections and concluding comments on the TRIP Professional Development Programme that has been designed as a key output of the TRIP project.

Section Eight: Reflections and Closing Comments

This report has provided a comprehensive account of how internationalisation at home is currently being approached in the TRIP partners institutions, highlighting examples of existing good practice in this area and how these can be enhanced to better support UNSDG4. It has also presented the TRIP Professional Development Programme and described how and why it was designed to offer upskilling in areas of relevance to IaH for professional support staff and teachers/curriculum developers whose needs have hitherto not been adequately addressed. Throughout this guide, we have also endeavoured to demonstrate the innovations associated with the TRIP pedagogical approach, notably the combined UDL/CRT model it draws on to transform how we teach in the HE context, with practical examples provided of the ways in which this approach can better enable us to harness the growing cultural diversity on our campuses for intercultural learning across the curriculum. As part of the training offered, we have also argued for inclusive internationalisation at home to be expanded to include tailored, culturally responsive supports and services across the university to ensure that the diverse needs of all members of our campus communities are met irrespective of their cultural and linguistic backgrounds.

From the engagement of professional support staff and teachers/ curriculum developers from the TRIP partner institutions in the TRIP Professional Development Programme, we have also provided case studies which have demonstrated how the enhanced knowledge and strategic competence gained from the training is being implemented, across a range of HE micro-context, and the benefits that are being felt as a result, in areas such as enhanced intellectual growth, socio-political consciousness, intercultural awareness, intercultural communication, student engagement, student well-being and staff professional development.

In these ways, the TRIP training highlighted in this guide, and the insights gained into how our existing IaH practices can be expanded and better aligned to SDG4, as well as the lens we have focused on our emergent and innovative best practice in this area, have addressed some of the challenges identified in the academic literature in the area of internationalisation at home for HE institutions today. Further to these gains, we have also shown how we can approach IaH in ways that are both flexible and rigorous, while remaining faithful to the core principle of inclusion in education, and at the same time strengthen the social mission of

the university to promote ‘the common good of all’ as a wider educational goal and vision for the responsible international university of the twenty-first century.

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APPENDIX A: ‘Train the Trainer’ Workshops

Introduction

The online training provided by means of the TRIP Professional Development Programme ([link](#)) accompanied by three ‘train the trainer’ workshops which offer spaces for professional support staff and teachers/curriculum developers who have engaged in the TRIP online training modules to share knowledge and develop best practice in relation to inclusive IaH. In this way, it is intended that these workshops can serve to support the development of an institutional level community of practice (CoP) to facilitate the embedding of IaH across all academic subject discipline areas and professional units in the university and in so doing, ensure the long-term sustainability of the TRIP outputs and maximize their impact. For the purposes of this project, we define a CoP as a group of people who come together to advance commonly shared goals and to advance a domain of professional practice (Farr and Farrell 2023:12). Communities of practice in higher education offer professionals a range of benefits, for example the sharing of resources, individual and collective goal achievement, group problem solving, and the evaluation of practices. CoPs can also facilitate ‘levelling up’ within institutions and capacity building which underscores their importance in ensuring sustainability. A CoP approach holds particular synergy with E-learning and has been shown to be necessary for the sustained success of transformative learning and professional development in mediated learning contexts (Van Staden and Lotz-Sisitka 2023).

The TRIP ‘train the trainer’ workshops are set out below with guidelines as to how they can be facilitated.

Workshop 1: *An Introduction to Internationalisation at Home in HE;*

Target Group: This workshop has been designed for both teaching and professional support staff to enhance understanding of the challenges and practices being developed across the institution. To this end, participants are requested to work in groups of 3-4 persons made up of academics from different subject discipline areas and professional staff from the various support units in the university.

Time: 1 hour

Approach: Task-based and Explorative.

METHOD

Task 1: Exploration of New Learning (10 minutes)

1a) Using Mentimeter (add link), ask participants to brainstorm the following questions:

Q: In what ways has your engagement in the online Professional Development Programme enhanced your understanding of the importance of developing inclusive internationalisation at home practices in HE today?

Discussion/feedback in relation to the Mentimeter comments led by the workshop facilitator.

Task 2: Exploring the ‘Plus One’ Changes (15 minutes)

2a) In small groups, discuss the ‘Plus One’ change each participant introduced following their participation in the online Professional Development Programme training highlighting:

- The professional role/unit involved, the challenge identified, and the change introduced
- The impact of the change introduced (thus far)

Task 3: Peer Awareness Raising Strategy (15 minutes)

3a) In small groups, develop a strategy to raise peer awareness of the benefits of engaging in the TRIP Professional Development Programme in terms of their own professional practices and needs.

3b Groups report back on their strategy to the whole group.

Task 4: Future Directions (10 minutes)

4a) Group discussion of what form an IIaH Community of Practice could take in their institution and their own potential involvement in this.

Workshop 2: *Internationalising the Curriculum and Teaching and Learning in HE;*

Target Group: This workshop has been designed for teaching staff to enhance understanding of the challenges involved in designing a subject discipline specific internationalised curriculum that can expand UDL to include culturally responsive teaching and to raise awareness of strategies being developed in this area across the university. To this end, participants are requested to work in groups of 3-4 persons made up of academics from different subject discipline areas in the university.

Time: 1 hour

Approach: Task-based and Explorative

METHOD

Task 1: Task 1: Exploration of New Learning (10 minutes)

1a) Using Mentimeter (add link), ask participants to brainstorm the following questions:

Q: In what way(s) has your engagement with the TRIP Professional Development Programme provided a useful framework to enable teaching faculty to examine their current practices in relation to internationalising the curriculum and the related teaching, learning and assessment practices?

How has the Professional Development Programme enhanced your understanding of how UDL can be expanded to include Culturally Responsive Teaching (CRT) approach to curriculum design and related teaching, learning and assessment practices?

To what extent has the Professional Development Programme provided insights and guidance regarding how to embed inclusive Internationalisation at Home principles across the curriculum, underpinned by UDL and CRT as inclusive pedagogical approaches?

Discussion/feedback in relation to the Mentimeter comments led by the workshop facilitator.

Task 2: Exploring the ‘Plus One’ Changes (15 minutes)

2a) In small groups, discuss the ‘Plus One’ change each participant introduced following their participation in the online Professional Development Programme training highlighting:

- The area of the curriculum targeted (learning outcome, teaching materials and resources, teaching & learning activities, assessment) and why? The challenges encountered in implementing the change.
- The impact of the strategy introduced (thus far)

Task 3: Peer Awareness Raising Strategy (15 minutes)

3a) In small groups, develop a strategy to raise peer awareness of the benefits of engaging in the TRIP Professional Development Programme in terms of their own professional practices and needs around creating more inclusive Internationalised teaching, learning and assessment practices.

3b) Groups report back on their strategy to the whole group.

Task 4: Future Directions (10 minutes)

4a) Group discussion of what form an IIAH Community of Practice could take in their institution and their own potential involvement in this.

Workshop 3: *Developing Intercultural Communication Skills for the HE Context;*

Target Group: This workshop has been designed for both teaching and professional support staff to enhance understanding of the types of communication challenges that typically arise in the culturally diverse university context across the institution. To this end, participants are requested to work in groups of 3-4 persons made up of academics from different subject discipline areas and professional staff from the various support units in the university.

Time: 1 hour

Approach: Task-based and Explorative.

METHOD

Task 1: Exploration of New Learning (10 minutes)

1a) Using Mentimeter (add link), ask participants to brainstorm the following questions:

Q: In what ways has your awareness of intercultural communication in the culturally diverse HE context HE been enhanced through your engagement with the TRIP Professional Development Programme?

Discussion/feedback in relation to the Mentimeter comments led by the workshop facilitator.

Task 2: Exploring the ‘Plus One’ Changes (15 minutes)

2a) In small groups, discuss the ‘Plus One’ change each participant introduced following their participation in the online Professional Development Programme training highlighting:

- The professional role/unit involved, the communication challenge identified, and the strategy implemented to address this challenge
- The impact of the strategy introduced (thus far)

Task 3: Peer Awareness Raising Strategy (15 minutes)

3a) In small groups, develop a strategy to raise peer awareness of the benefits of engaging in the TRIP Professional Development Programme in terms of their own professional practices and needs around intercultural communication.

3b) Groups report back on their strategy to the whole group.

Task 4: Future Directions (10 minutes)

4a) Group discussion of what form an IIaH Community of Practice could take in their institution and their own potential involvement in this.

APPENDIX B: The TRIP IIaH Professional Development Badges

TRIP E-module One: Introduction to Internationalisation at Home Digital Award (Badge)



TRIP E-module Two: Inclusive Approaches to Internationalising the Curriculum Digital Award (Badge)



TRIP E-module Three: Effective Intercultural Communication Skills for Higher Education Digital Award (Badge)



APPENDIX C: The TRIP IIaH Professional Development Award

TRIP Professional Development Digital Award (on completion of all three TRIP E-modules)

