



Thursday, November 23

Large 1

9:55 – 10:55

Professional Learning Communities: An Alternative Approach to Internationalising Teaching and Learning

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Today's Agenda/LOs:



1. Introduce a novel format for professional development for internationalization
2. Share experience with Professional Learning Communities among 7 universities
3. Exchange views on the value of PLC for our institutions
4. Explore how PLC can support Inclusive Internationalization
5. Discuss possible applications in our institutional settings



Professional Development for Internationalization: Limitations



- Traditional training attracts mainly the “converted”
- Addressing the context of internationalization across disciplines and programmes can be difficult without time to reflect
- Training does not acknowledge “expertise in the room”
- Internationalization needs a systemic approach, not only work of siloed units (Josef A. Mestenhauser, 2002)



Professional Development for Internationalization: Opportunities

- Action research is a low-stakes approach to trying out and evaluating new ways to internationalize
- Professional Learning Communities allow for cross-participant learning to occur
- Opportunities for reflection allow for making connections between general internationalization content and specific disciplinary contexts
- Across-Institutional engagement allows for system-wide collaborations

Transatlantic Erasmus+ project

Supporting Academics to Become International Educators through Professional Learning Communities



Palacký
University
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de Jaén



Univerzita
Hradec Králové



UNIVERSITY
OF OSTRAVA



International
Professional Learning
Communities



Our international PLC pilots



AIM

to equip instructors to become better international educators

WHO

instructors with diverse backgrounds: multidisciplinary, seniority of positions, national and institutional cultures

WHERE

one academic year, monthly online sessions, and in-person informal “FIKA” meetings at institutions

WHEN

exchange practices, implement novel pedagogies

HOW

open, inclusive, space for sharing in collegially supporting and interculturally collaborative culture

Highlights – feedback from PLC participants



PEOPLE and relationships

SAVE Learning culture: collegial SUPPORT

New teaching IDEAS and RESOURCES!

International Connections and Perspectives

Passion and COMMITMENT

A great way to share and IMPROVE university TOGETHER!

REFLECT on my teaching - stay committed to the grow

Internationalization of curricula

(Em)Power to make a CHANGE

Bottom up internationalization

Participation = Belonging

Interconnecting across disciplines within institutions

Being GLOBAL

Experiences with this PLC



- Positive engagement across countries and disciplines
- Move from learning network to a learning community is not automatic
- Inherent dependence on facilitators
- Facilitators learn quickly and equally in a learning community
- PLCs created a space for academics to reflect on their work
- Unexpected benefit: intra-institutional connections

Benefits of a PLC



- Building on Basic Teaching Qualifications
- Disrupting hierarchy by bringing stakeholders in
- 'Third space' for disruptive content (such as decolonisation) and pedagogies (such as restorative justice pedagogies)
- 'Crafting' learning outcomes

Small group discussion



- What experiences do you have (if any) with Professional Learning Communities?
- What value do you think PLCs add to institutions, as opposed to traditional faculty/staff training models?

Can PLCs be Considered Inclusive Internationalization?



Representational Inclusion (Janebova & Johnstone, 2020)

- Even if not facilitating, diverse leaders emerge in PLCs
- Diverse and plural interests can be negotiated within a PLC
- Agendas can be driven more equitably than in training programmes
- **Participatory Inclusion**
 - Students, Academics, and Administrators can participate
 - Time expectations may still be a barrier to some, so should be monitored
 - PLC can focus on classroom activity (as did those referenced in this workshop) or broader institutional goals



Intercultural Challenges in International Collaboration:

- Language barriers
- Hesitation to communicate
- Different interpretation of PLC concept
- Resistance to change
- Different backgrounds
- Different needs
- Different expectations
- Hidden assumptions, values, messages

PLC as Disruption



Can PLCs be used to promote equity, decolonize, or radically change universities?



Maybe it is Inclusive, but can PLCs Disrupt the Status Quo?



| Goal | What Universities Do |
|---------------------------------------|---|
| Effective in Knowledge Economy | Be effective within existing frameworks |
| Public Good | Broaden participation and access |
| Equity | Disrupt power relations and northern / western hegemony |
| Experimental | Experiment with new innovations beyond current institutional/nation-state frameworks |

Small group discussion



- Based on the descriptions above, how would you make sure a PLC is inclusive?
- How might you use PLCs to develop experimental new ways of doing things?
- If a PLC was of interest to you, what would be your first three steps to establishing one?

International PLCs as a way to Inclusive Internationalization and Innovation in the field of IE



Connecting the world as a community so people wherever they live, study or work, collaborate and share solutions to global challenges.

Join us in making IE more inclusive and equitable



Mestenhauser Institute for International Collaboration

We seek a **community** of multidisciplinary expertise in international, intercultural and inclusive education who **share the same values**, innovate the field including diverse voices and willing to support others with their expertise.





Mestenhauser Institute for International Collaboration

Want to start a community at your university/alliance?

MASTERCLASS on Professional Learning Communities

Join and learn how to design and facilitate PLC

Registration opens December 23!

Thank you for your attention.



Jos Beelen, Ph.D.

Eva Janebová, Ph.D.

Christopher Johnstone, Ph.D

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