



An Ideal International Competence Profile for Educational Developers

Mapping tool

Educational developers (ED) support lecturers in their work in universities in relation to both the design of programmes and courses and the teaching of these programmes and courses. So far, EDs have received limited attention in the literature on internationalisation of higher education. A first assessment in the context of the Erasmus key action 2 project on Educational Quality for international and inclusive Programmes (EQUiIP) concluded that across the seven partners in the project, educational development should be interpreted more as a role than a function. The role of ED may not be an academics' primary role or function (although this may be the case), and an ED role may be fulfilled alongside a variety of other tasks. Further, it was concluded that professional development opportunities for educational developers pertaining to internationalisation were rare.

As a first step in developing an internationally focused professional development programme for EDs, the EQUiIP project set out to identify and define the international competences EDs may aim to (further) develop when they work internationally. A first draft version of the international competences for EDs proposed eight international competences, underpinned by associated values and attitudes. This first version served as a guide for the intended international learning outcomes (IILOs) of the various EQUiIP professional development modules. Using an iterative process during the EQUiIP project, the project group refined the international competences, their descriptors and the IILOs, and aligned them towards each other. The categories for underpinning drivers have been extended and now include values, attitudes, knowledge and skills relevant to programme design and teaching in an international classroom.

This paper provides an overview of the EQUiIP ideal international competence profile for EDs. In the development of these competences, we have been inspired by and have adapted a framework for internationalising higher education developed by the Advance HE, a UK-based organisation that works to support higher education institutions in their work towards excellence in higher education. We have, furthermore, been inspired by the literature on international and intercultural



competences and good practice principles for teaching and learning. We have found most rewarding the rigorous approach of all partners in the EQUIiP project to contextualise the competences to their own university environment and their disciplinary background. We hope the outcome of this work will lead to meaningful discussion on how to continue to facilitate the development of international programmes.

First, a summary is provided below of all eight international competences for EDs and the IILOs of the various EQUIiP modules are mapped against these competences. Then, per international competences all associated IILOs are fully outlined.

International competences and the EQUIiP intended international learning outcomes.

Summary

International Competences for Educational Developers and the EQUIiP Module Learning Outcomes						
no	International competences	A	B	C	D	E
1	Promote inclusive behaviours	A3	B1	C	D2	E2
					D3	E4
2	Develop and facilitate learner-centred programmes	A3	B3	C1	D1	E1
		A4			D2	E2
						E4
3	Promote intercultural engagement and effective intercultural relations	A3	B1	C2	D1	E1
			B3		D3	E4
						E5
4	Enable and embed a global learning experience	A3	B2	C2	D2	E2
			B3		D3	E4
					D4	
5	Embed social responsibility in the curriculum		B1			E4
6	Apply learning from different international and disciplinary contexts	A1	B1	C1	D1	E3
		A2	B2	C2		
7	Embed the various means of creating, critiquing and exchanging knowledge		B3	C2	D1	E3
			B4	C3		
8	Engage in critical reflection and continuous professional development	learning portfolio; module C				
		presentation portfolio; module C				



International competences and the EQUiIP intended international learning outcomes.

Full description

1. Promote inclusive behaviours

Promote inclusive behaviours leading to transformative intercultural and global learning, enhanced by and appropriate for the diversity of the whole academic community. This includes ensuring reciprocity by mutually generating and exchanging knowledge, ideas and resources within and across cultures and intellectual traditions.

Associated ILOs from the EQUiIP CPD programme

- Module A: Introduction to the International Classroom
 - A.3. Describe the opportunities and challenges in the international classroom and begin to take them into account in their own local contexts.
- Module B: Internationalising course design
 - B.1. Critically reflect upon and appraise the role of ILOs for graduate attributes within study programmes, institutional and other relevant contexts.
- Module C: Feedback and reflective processes for teaching and learning in the international classroom
- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.2. Incorporate classroom opportunities brought by the cohort in terms of diversity in order to develop intercultural engagement.
 - D.3. Recognize varied prior knowledge from the international classroom to be used as a resource for learning.
- Module E: Language and language diversity in the international classroom
 - E.2. Are able to develop strategies in teachers which balance/compensate for language diversity.
 - E.4. Are able to draw upon multilingual repertoires and practices of learners and teachers as a resource for intercultural teaching and learning



2. Develop and facilitate learner-centred programmes

Develop and facilitate learner-centred programmes that recognize and value students' diverse educational, linguistic and cultural resources and that accommodate the distinct learning needs of students, as well as enhance the friendship potential in the international classroom.

Associated ILOs from the EQUIiP CPD programme:

- Module A: Introduction to the International Classroom
 - A.3: Describe the opportunities and challenges in the international classroom and begin to take them into account in their own local contexts.
 - A.4. Explain the meaning and interrelatedness of the key educational, cultural, and linguistic factors characterizing the international classroom.
- Module B: Internationalising course design
 - B.3. Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity.
- Module C: Feedback and reflective processes for teaching and learning in the international classroom
 - C.1. Identify and apply reflective tools and methods to be used in facilitating reflection in your institutional context to support the internationalisation of study programmes and effective and appropriate teaching and learning in the international classroom
- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.1. Apply the different pedagogical interventions to stimulate intercultural learning through group interaction associated with the variety of student needs and expectations in the international classroom.
 - D.2. Incorporate classroom opportunities brought by the cohort in terms of diversity in order to develop intercultural engagement.



- Module E: Language and language diversity in the international classroom
 - E.1. Are able to identify the language management strategies deployed by teachers and students in intercultural multilingual classrooms.
 - E.2. Are able to develop strategies in teachers which balance/compensate for language diversity.
 - E.4. Are able to draw upon multilingual repertoires and practices of learners and teachers as a resource for intercultural teaching and learning

3. Promote intercultural engagement and effective intercultural relations

Promote intercultural engagement and effective intercultural relations in learning environments that support the transformation of intercultural experiences toward intercultural learning and development through collaborative dialogue. This effort should be underpinned by empathy, equity and sensitivity to diversity, as well as by an understanding of cultural, linguistic, professional and personal ways of interacting, communicating and working with others.

Associated ILOs from the EQUIiP CPD programme:

- Module A: Introduction to the International Classroom
 - A.3: Describe the opportunities and challenges in the international classroom and begin to take them into account in their own local contexts.
- Module B: Internationalising course design
 - B.1. Critically reflect upon and appraise the role of ILOs for graduate attributes within study programmes, institutional and other relevant contexts.
 - B.3. Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity.
- Module C: Feedback and reflective processes for teaching and learning in the international classroom
 - C.2. Articulate your own values and beliefs with respect to 'good teaching and learning' in international programmes and articulate differences and similarities with other cultural, disciplinary or professional views



- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.1. Apply the different pedagogical interventions to stimulate intercultural learning through group interaction associated with the variety of student needs and expectations in the international classroom.
 - D.3. Recognize varied prior knowledge from the international classroom to be used as a resource for learning.
- Module E: Language and language diversity in the international classroom
 - E.1. Are able to identify the language management strategies deployed by teachers and students in intercultural multilingual classrooms.
 - E.4. Are able to draw upon multilingual repertoires and practices of learners and teachers as a resource for intercultural teaching and learning

4. Enable and embed a global learning experience

Enable a global learning experience, informed by international interactions and/or knowledge perspectives, outward, inward and virtual mobility, cultural immersion and language acquisition. Embed these aspects in intended and reflective pedagogical approaches.

Associated ILOs from the EQUiIP CPD programme:

- Module A: Introduction to the International Classroom
 - A.3: Describe the opportunities and challenges in the international classroom and begin to take them into account in their own local contexts.
- Module B: Internationalising course design
 - B.2. Support the formulation, mapping and embedding of ILOs in different programmes of studies.
 - B.3. Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity.



- Module C: Feedback and reflective processes for teaching and learning in the international classroom
 - C.2. Articulate your own values and beliefs with respect to 'good teaching and learning' in international programmes and articulate differences and similarities with other cultural, disciplinary or professional views
- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.2. Incorporate classroom opportunities brought by the cohort in terms of diversity in order to develop intercultural engagement.
 - D.3. Recognize varied prior knowledge from the international classroom to be used as a resource for learning.
 - D.4. Identify and use intercultural incidents as a resource for learning.
- Module E: Language and language diversity in the international classroom
 - E.2. Are able to develop strategies in teachers which balance/compensate for language diversity.
 - E.4. Are able to draw upon multilingual repertoires and practices of learners and teachers as a resource for intercultural teaching and learning.

5. Embed social responsibility in the curriculum

Embed social responsibility in the curriculum demonstrated by a commitment to addressing global issues and inequalities pertaining to the academic disciplines or professions considering their impact on cultures and wider society.

Associated ILOs from the EQUiIP CPD programme:

- Module B: Internationalising course design
 - B.1. Critically reflect upon and appraise the role of ILOs for graduate attributes within study programmes, institutional and other relevant contexts.
- Module E: Language and language diversity in the international classroom
 - E.4. Are able to draw upon multilingual repertoires and practices of learners and teachers as a resource for intercultural teaching and learning.



6. Apply learning from different international and disciplinary contexts

Apply learning from different international and disciplinary contexts to your institution, professional responsibilities and disciplinary areas, based on an in-depth and/or comparative understanding of the relevance and the impact of these contexts.

Associated ILOs from the EQUIiP CPD programme:

- Module A: Introduction to the International Classroom
 - A.1. Describe the key concepts introduced.
 - A.2. Identify the different forms of and conditions for internationalisation within their own HE institutions.
- Module B: Internationalising course design
 - B.1. Critically reflect upon and appraise the role of ILOs for graduate attributes within study programmes, institutional and other relevant contexts.
 - B.2. Support the formulation, mapping and embedding of ILOs in different programmes of studies.
- Module C: Feedback and reflective processes for teaching and learning in the international classroom
 - C.1. Identify and apply reflective tools and methods to be used in facilitating reflection in your institutional context to support the internationalisation of study programmes and effective and appropriate teaching and learning in the international classroom.
 - C.2. Articulate your own values and beliefs with respect to 'good teaching and learning' in international programmes and articulate differences and similarities with other cultural, disciplinary or professional views.
- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.1. Apply the different pedagogical interventions to stimulate intercultural learning through group interaction associated with the variety of student needs and expectations in the international classroom.
- Module E: Language and language diversity in the international classroom
 - E.3. Are able to identify the impact of disciplinary discourse on language use and learning assessment.



7. Embed the various means of creating, critiquing and exchanging knowledge

Evaluate and embed, where relevant, the various means of creating, critiquing and exchanging knowledge within and across global academic communities, including the function and impact of technology, language, linguistic diversity, and teaching and learning in an additional language.

Associated ILOs from the EQUIiP CPD programme:

- Module B: Internationalising course design
 - B.3. Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity.
 - B.4. Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve ILOs.
- Module C: Feedback and reflective processes for teaching and learning in the international classroom
 - C.2. Articulate your own values and beliefs with respect to 'good teaching and learning' in international programmes and articulate differences and similarities with other cultural, disciplinary or professional views.
 - C.3. Critically reflect on your own professional development to support internationalisation of the curriculum and teaching and learning in the international classroom and plan steps to enhance your international and intercultural competence.
- Module D: Facilitating intercultural group dynamics to enhance intercultural learning and development
 - D.1. Apply the different pedagogical interventions to stimulate intercultural learning through group interaction associated with the variety of student needs and expectations in the international classroom.
- Module E: Language and language diversity in the international classroom
 - E.3. Are able to identify the impact of disciplinary discourse on language use and learning assessment.



8. Engage in critical reflection and continuous professional development

Engage in critical reflection through evaluation of teaching practices and self-reflection, and in continuous professional development through collegial sparring and scholarship relating to teaching in the international classroom.

Module C: Feedback and reflective processes for teaching and learning in the international classroom

EQUIiP learning portfolio

EQUIiP presentation portfolio

version June 2019



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