

ICI

Inclusive Comprehensive Internationalisation

Enhancing global learning opportunities for ALL students

Welcome to the
ICI training course



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First of all...



Keep your code safe!
Use the **SAME code** for Pre- & Post-
THANK YOU for taking your time to do it! It is crucial for us!

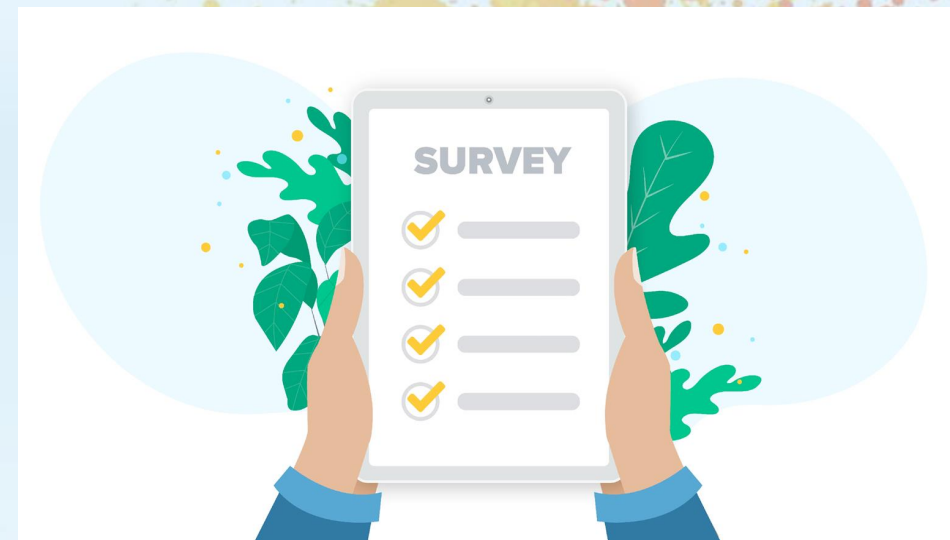


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Please scroll right for all options!
Especially if you reply on your phone!



1 =
I strongly
disagree

2 =
I disagree

3 = neutral

4 = I agree

5 =
I strongly
agree

Introduction to the ICI Course

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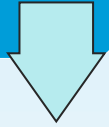
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The Training Programme

Introduction to the Course



Introduction to the ICI Project



Course Modules (1-5)



Wrap-up and Conclusions



MODULES:

1. Diversity and inclusivity in internationalisation.
2. The hidden curriculum and involving ALL students.
3. Boundary-crossing collaboration.
4. Inclusivity in an international collaborative online environment.
5. Scenarios and roadmaps towards inclusive comprehensive internationalisation.



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Your Trainers



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Now, we want to know you!

ACTIVITY 0.1



My partner is...

- Name
- Department, Unity, Faculty
- For them inclusion is...
- Their three personal facts are... (two truths and one lie)





Code of Conduct

- What do you value in a training courses?
- What is important to you in a training course?
- What would you like to avoid at all costs?

Let's set the ground rules we want to play with



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~~Dumb ideas~~

~~Impossible~~

~~Stupid~~

*Exchange of opinions and good ideas!
We can all learn from each other*



Methodology

Interactive

Collaborative

Inclusive



Questions, any time!

An invite:



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What are your expectations?

ACTIVITY 0.3



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Purpose of the ICI Training Course

The ICI training programme has been designed to support the participants to address institutional issues that hinder students to benefit from internationalisation, related to the students' background and characteristics.

Overarching Intended Learning Outcomes

After completion of the five modules of the training programme participants are able to:

1. Explain the relevance and need for a focus on comprehensive inclusive internationalisation
2. Give examples of systemic and hidden exclusionary policies and practices at their own institution.
3. Start a conversation within their own institution or department on how to address systemic and hidden exclusionary policies and practices (roadmap).



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Introduction to the Project

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Basics

Type of project:

Erasmus+ Cooperation Partnership

Duration:

01/02/2022 – 31/01/2025

Budget:

327,056.00 €



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ICI Project - Inclusive Comprehensive Internationalisation: Enhancing global learning opportunities for ALL students

Partners

Universitat Rovira i Virgili (coordinator, Spain)
Stichting Hogeschool van Amsterdam (Netherlands)
Uniwersytet im. Adama Mickiewicza w Poznaniu (Poland)
Università degli Studi di Napoli Federico II (Italy)
Metropolia Ammattikorkeakoulu Oy (Finland)
Gregersen Hermans Consultancy (Netherlands)

Associated Partners

Universidad Nacional del Litoral (Argentina), Aurora Network,
UIREKA SHIFT, Sgroup, ERASMUS Student Network Finland

Vision

Help co-create equal opportunities with and for all students to benefit from internationalisation, regardless of their background, orientation or capability, and to improve their international and intercultural competences.

We need every voice to help create a peaceful and sustainable world.

Project Results

A **framework** for the implementation of an inclusive comprehensive internationalisation approach at higher education institutions (**PR1**)

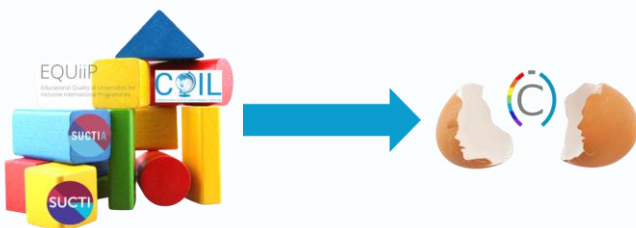
Guidelines for self-assessment of inclusive internationalisation learning opportunities (**PR2**)

A **training course** that can be used to implement an inclusive comprehensive internationalisation approach at higher education institutions (**PR3**)

A **manual** to implement the ICI Training Course (**PR4**)

An institutional **roadmap** of good practices that will help those willing to implement an inclusive comprehensive internationalisation approach to do so (**PR5**)

How did it start?



Our Approach to ICI

Co-creation through iterative process

Sharing and Celebrating: ICI festivals - Spreading the ICI vision in our home institutions and beyond

ICI Core Teams: Main change agents at each partner university for implementing a comprehensive and inclusive internationalisation strategy:



- An internationalisation leader
- An academic/teaching coordinator
 - An educational developer
- An administrative staff member
- An ICT/Blended learning expert
 - Two students



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ici@urv.cat

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ICI Framework

The **ICI Framework** provides a standard of excellence for HEIs who intend to reflect and take action to enhance on their own approach to inclusive internationalisation.

It includes:

- A definition of inclusive internationalisation
- A multidimensional model, consisting of three dimensions as indicators for inclusivity and two underlying drivers
- An ICI institutional self-assessment tool
- Guidelines on how to perform and interpret a self-assessment
- Examples of good practice

ICI Core Teams

Main change agents at each partner university for implementing a comprehensive and inclusive internationalisation strategy.

- ◆ An internationalisation leader
- ◆ An academic/teaching coordinator
- ◆ An educational developer
- ◆ An administrative staff member
- ◆ An ICT/Blended learning expert
- ◆ Two students



Module 1: Diversity and Inclusivity in Internationalisation

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Intended Learning Outcomes

Module 1. Diversity and inclusivity in internationalisation

After this module:

1. I can explain the ICI definition of inclusive comprehensive internationalisation.
2. I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation.
3. I can identify and analyse the challenges to inclusive internationalisation in HE at my institution.

AGENDA OF THE MODULE

1. Definition of ICI
2. The WHY?
3. ICI Framework
4. Self-assessment results BINGO
5. Collage of the ICI Framework Dimensions
6. ICI Framework Dimensions
7. 6 Pillars of Comprehensive Internationalisation
8. Group discussion on causes, problems and behaviours
9. End of Module Reflection



Definition of Inclusive Internationalisation

The project has developed the following definition of inclusive internationalisation:

Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.

WHY?

ACTIVITY 1.2



What problem is ICI trying to solve?

Is internationalisation reaching ALL students?

If not, WHY not?

Which type of students are missing out?

What helps? What hinders this?



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WHO?

ACTIVITY 1.3



Who are the stakeholders that need to be involved?

When we talk about Inclusive Comprehensive Internationalisation, who are the stakeholders that we need to include?

Who, in your institution, plays a role?

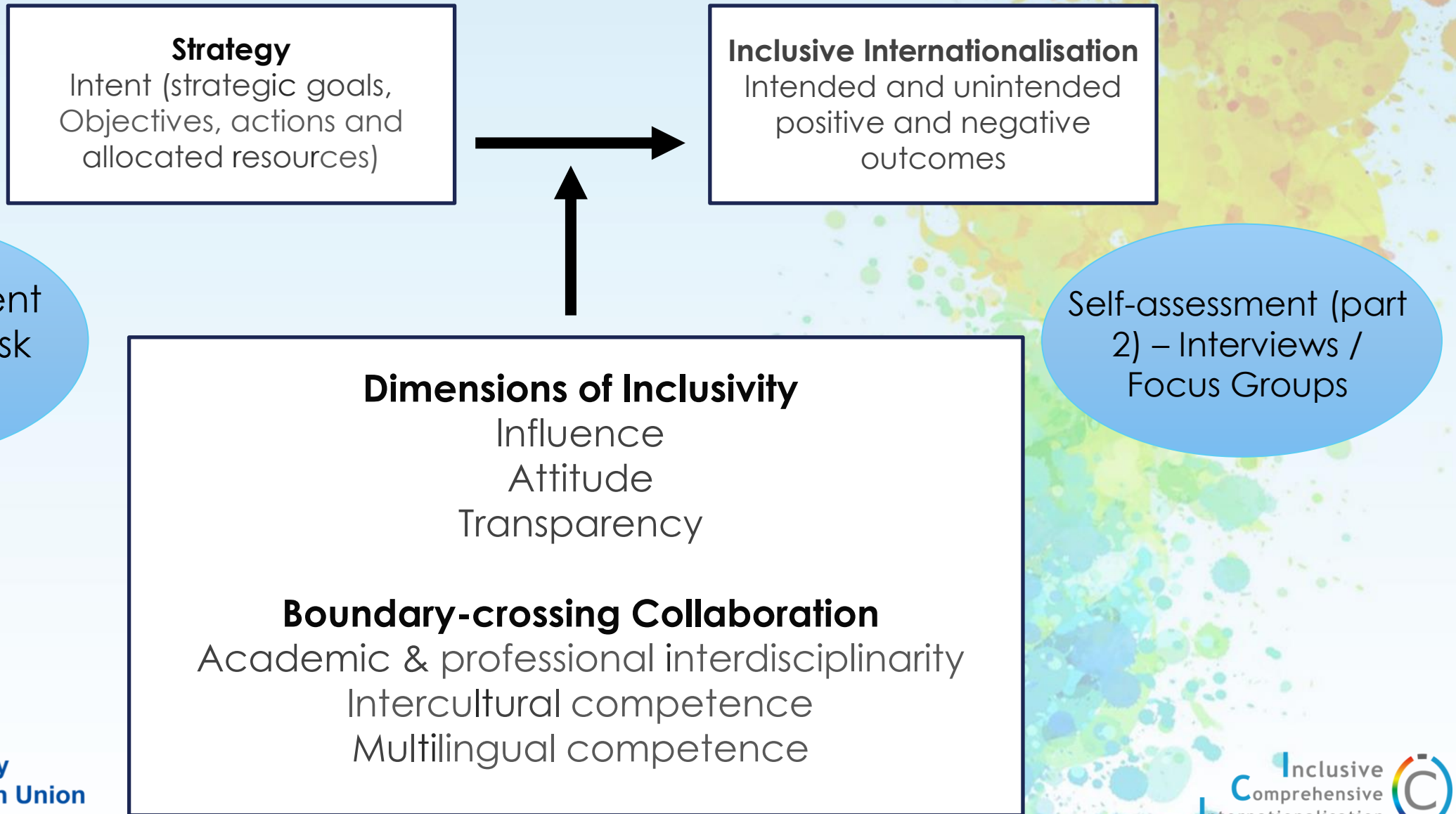


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The ICI Framework



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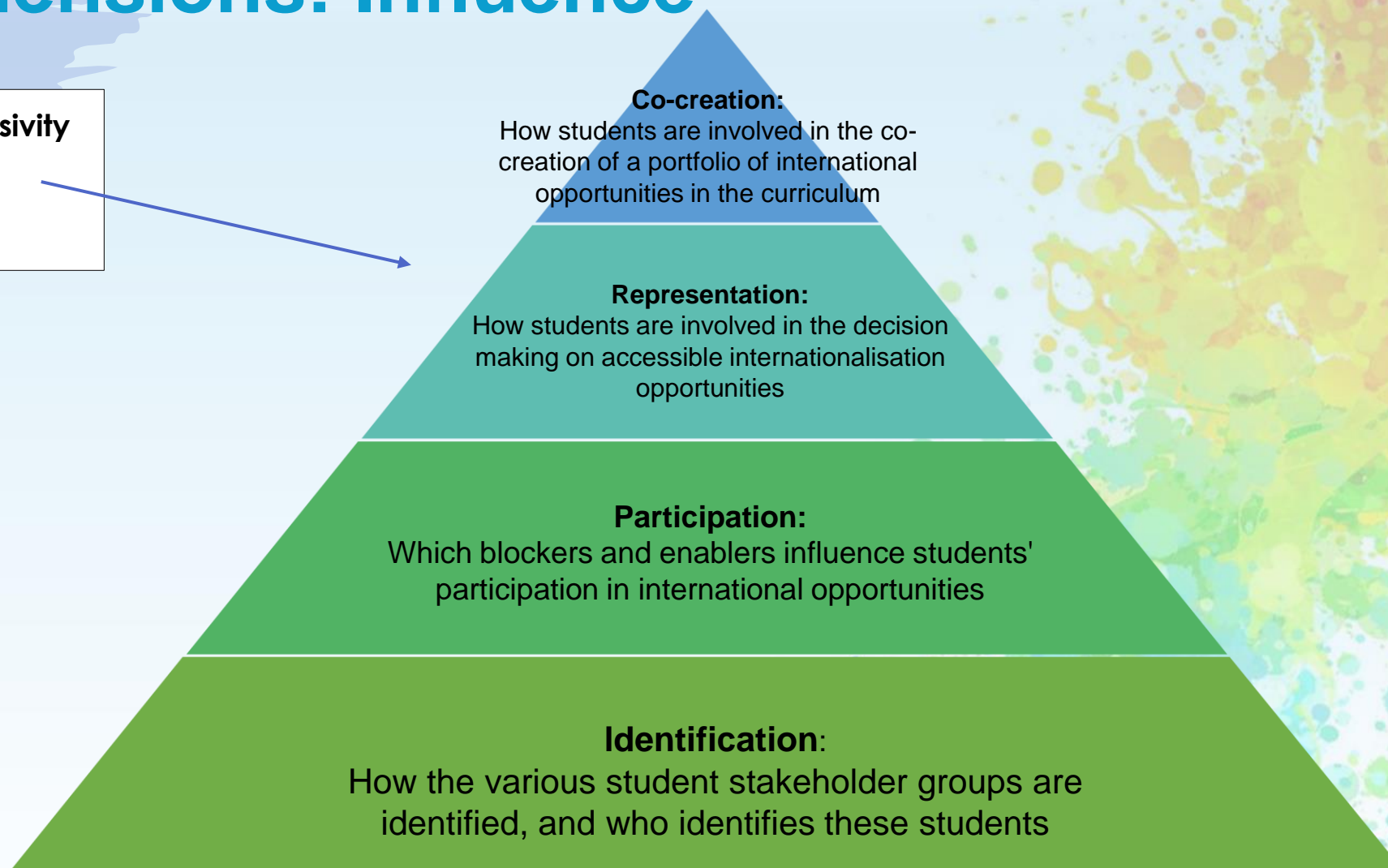
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ICI Dimensions: Influence

Dimensions of Inclusivity

Influence
Attitude
Transparency



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ICI Dimensions: Attitude

Dimensions of Inclusivity

Influence
Attitude
Transparency

Systemic
(pro-active)

Ad hoc
(reactive)

Deficit

Under-represented students are perceived as the problem. Policies and practices are there to repair or bring up to standard.

Higher education institutions reactively solve exclusionary policies and practices.

Asset

Under-represented students have intrinsic value. Based on values of equity and respect. The System is considered the main blocker.

Valuing diversity is incidental and associated with efforts of individual members of a higher education institution.



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ICI Dimensions: Transparency

Dimensions of Inclusivity

Influence
Attitude
Transparency

Hidden for all

Known to some,
and hidden to the
dominant majority

Known to the
dominant
majority, and
hidden to some

Known to all

Inspired by the Johari window (Luff, J., & Ingham, H. (1961).
The Johari window)

ACTIVITY 1.4



Dimensions of Inclusivity

In groups, make a collage of images from magazines to represent what does influence, attitude and transparency mean to you with regards to inclusivity.

Then show it to the other groups and explain why you have chosen those images.

Dimensions of Inclusivity

Influence

Attitude

Transparency



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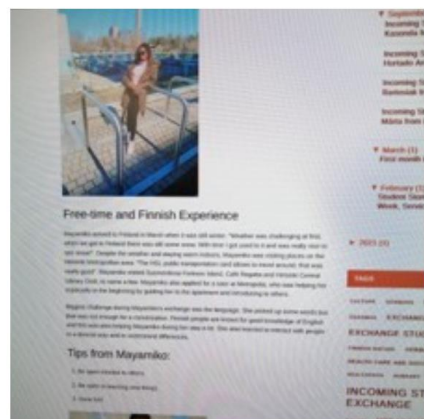
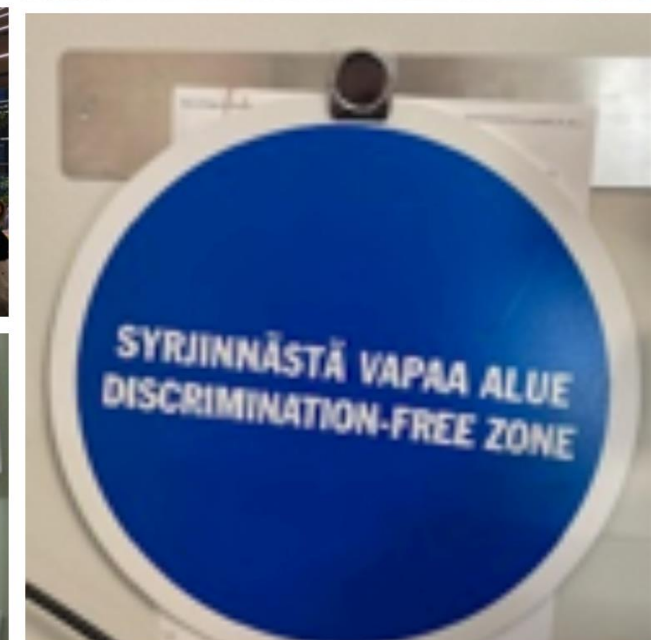
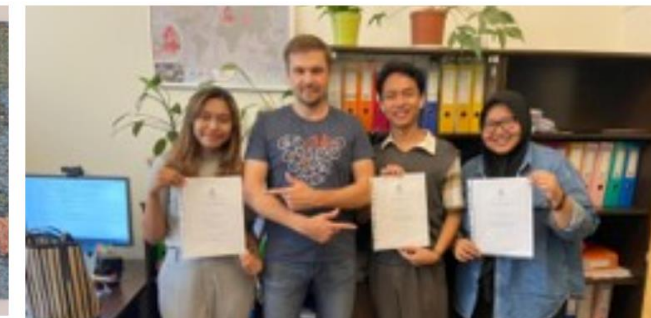
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Diversity through our Eyes



**.I.JAVAIHTO 2023-2024 /
T EXCHANGE 2023-2024**
avain / 2nd orientation meeting
ology



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BINGO

for Self-assessment results

ACTIVITY 1.5

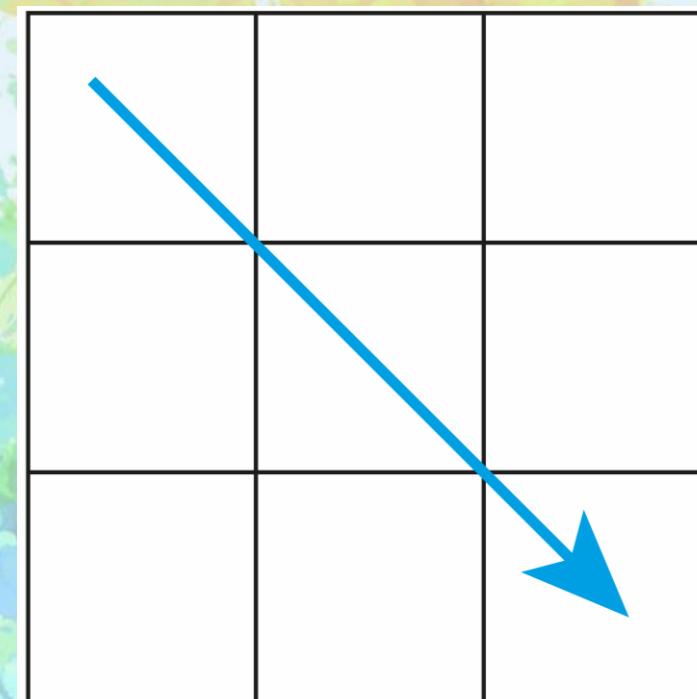


In the BINGO handout you can see nine statements coming forward from the self-assessment process at the different ICI Institutions. Among them there are **three** that are coming from your institution.

Discuss in your group:

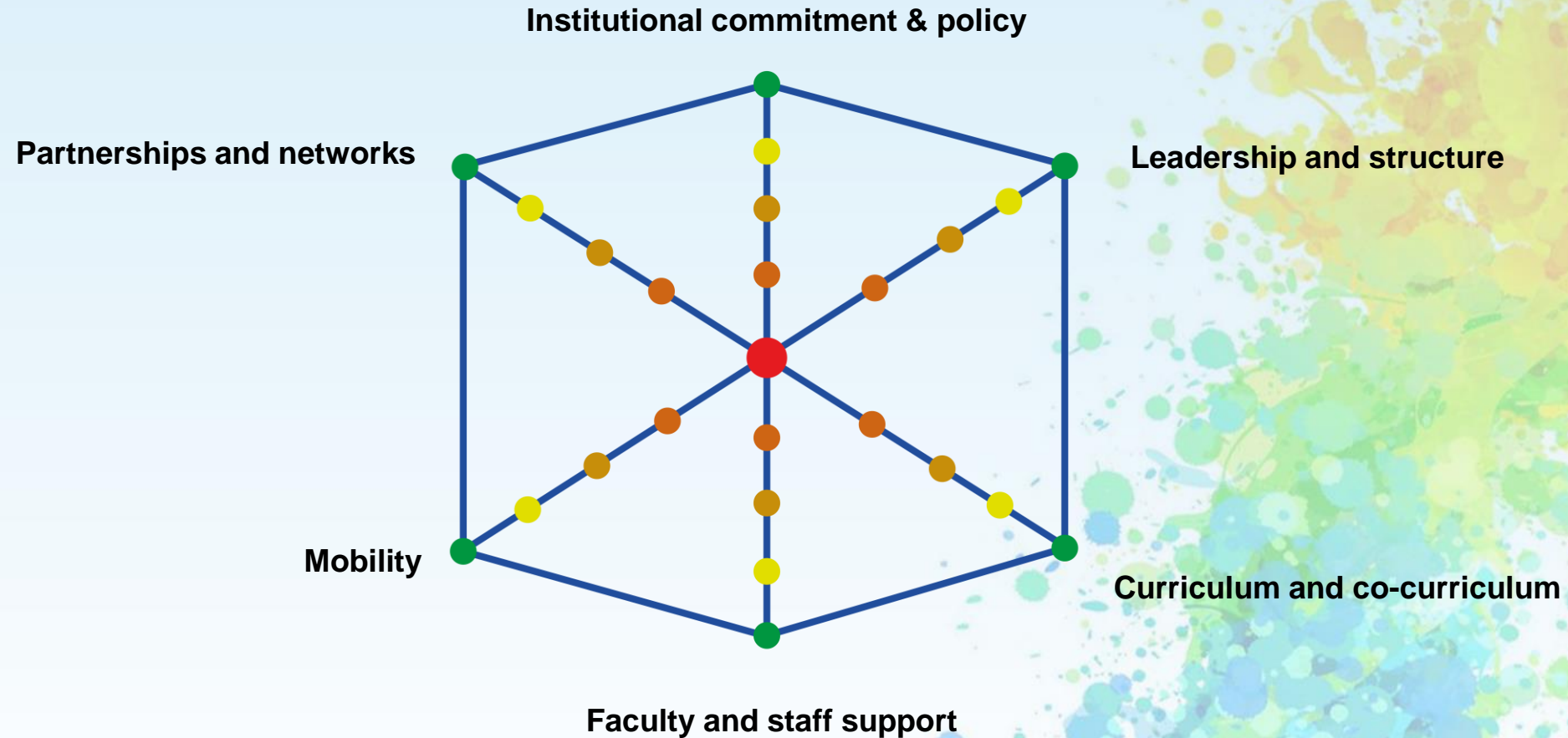
- Which ones do you think could be applicable to your own institution, and why?
- Select which **three** statements are actually from your institution and place them in the BINGO grid from top left to bottom right (see blue arrow)

The group that gets all **three** right first is the BINGO winner!



6 pillars for Comprehensive Internationalisation

The descriptions in the ICI Framework are inspired by the American Council of Education (ACE) Framework for Comprehensive Internationalisation



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GROUP DISCUSSION

ACTIVITY 1.6



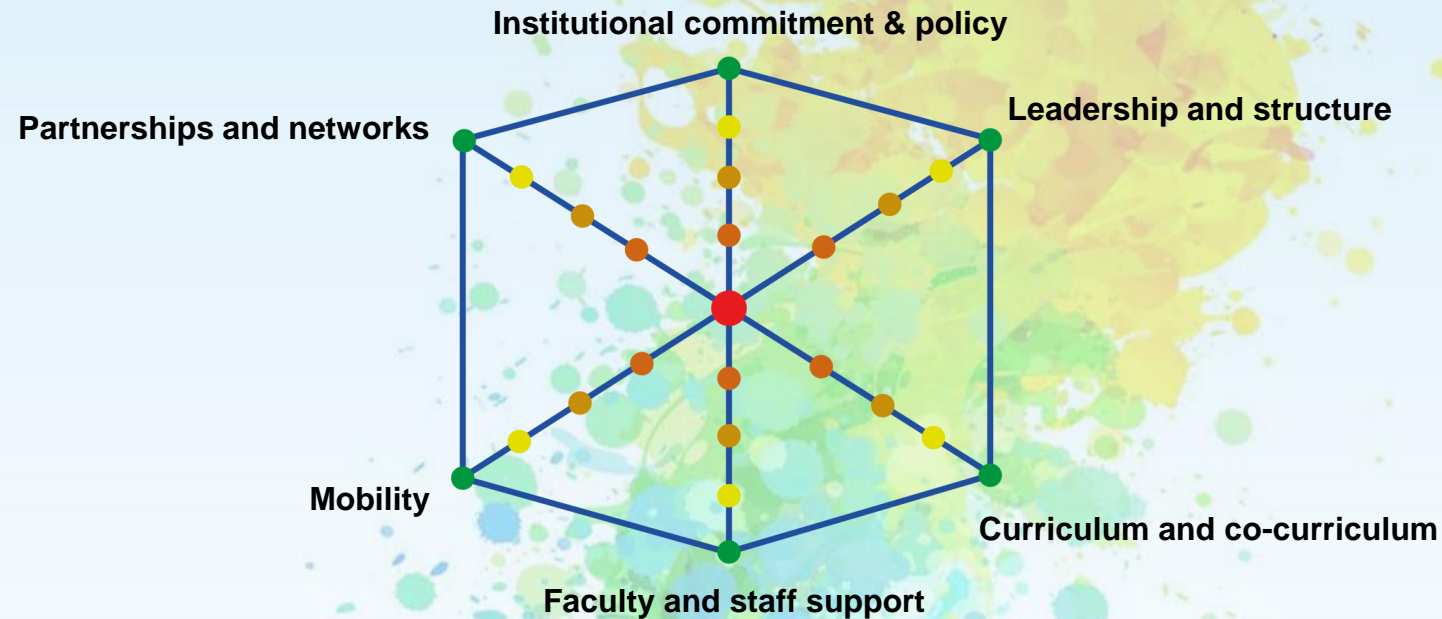
Think of the three issues identified in the BINGO activity

Discuss in your group:

- What could be the problem/-s behind each one of these issues?
- To which one/-s of the 6 pillars are they linked?
- You have **15 minutes!**

Joint discussion:

- Can we suggest inclusive solutions?
(Remember the inclusivity dimensions of the ICI Framework: Influence, Attitude and Transparency!)



Coming full circle...

ACTIVITY 1.7



*How does what we have seen link with the definition?
Let's look at it again and reflect on this together*

Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has equal opportunity to benefit from internationalisation based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.



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End of Module Reflection

ACTIVITY 1.8



How does what we have seen connect with your own work environment?



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Module 2: The Hidden Curriculum and Involving ALL Students

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Intended Learning Outcomes

Module 2. The hidden curriculum and involving ALL students.

After this module:

1. I can explain the concept of the hidden curriculum.
2. I can give examples of the hidden curriculum in the different contexts at my institution.
3. I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad.

AGENDA OF THE MODULE

1. Case Studies
2. Understanding types of curriculum
3. Focus on Hidden Curriculum
4. Imagine scenarios
5. Hidden curriculum video
6. Iceberg
7. Roleplay these scenarios
8. Reflecting on these hidden curricula messages
9. End of Module Reflection



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Case Study

ACTIVITY 2.1



In a team meeting a lecturer muses about a specific student with a colleague saying: “My impression is that this programme is way over his head. He does not engage much and is not participating in the study abroad opportunity.”

His colleague replies: “I am not sure about the programme being over his head. I agree that he does not engage much, so I talked to him after class, and he explained that he is the carer for his father in his family and this responsibility is almost 24/7. I believe that he is a bright student, who just needs appropriate help.

I’ve directed him to support services and I am working with him to find other forms of international learning opportunities.”



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Questions for reflection

ACTIVITY 2.1



- What is the problem within this case study?
- Which positive behaviour do you observe?
- Which approach would this institution need to include students such as the example student in international learning opportunities?
- What short term actions can you take to enhance the support in your institution?

You have 10 minutes to discuss on the case

The questions for reflection provide some guidance for this discussion



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Types of Curriculum

There are 3 types of curriculum in the field of Education:

- **FORMAL CURRICULUM**
- **INFORMAL CURRICULUM**
- **HIDDEN CURRICULUM**

The **curriculum** is the central pathway to learning for all students regardless of their background, goals, and abilities. An internationalised curriculum ensures that all students are exposed to international and global perspectives, that they can build intercultural competence at home, and that these are included in institution's learning outcomes and assessments.



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FORMAL CURRICULUM: definition

The “formal” curriculum consists of the courses, lessons, and learning activities students participate in, the knowledge and skills educators intentionally teach to students, **and the student services** that enable learning (Leask, 2015; Mackin, 2019).



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INFORMAL CURRICULUM: definition

The informal curriculum is typically described as a set of co-curricular activities. These activities are not credit bearing but still aid in developing soft skills and enhancing the student learning. For example, this aspect is addressed through clubs and other student activities (UKEssays, 2015).



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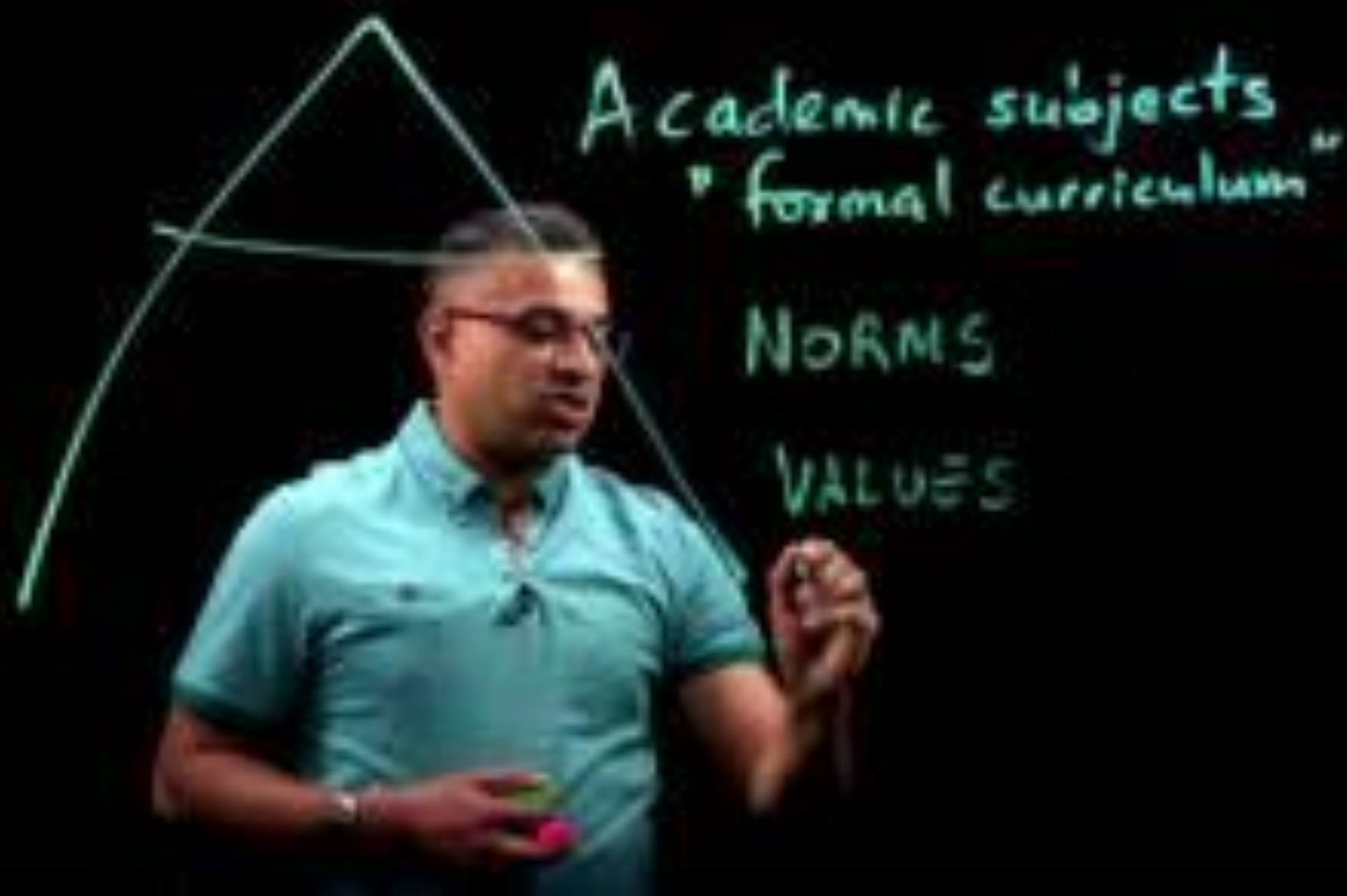


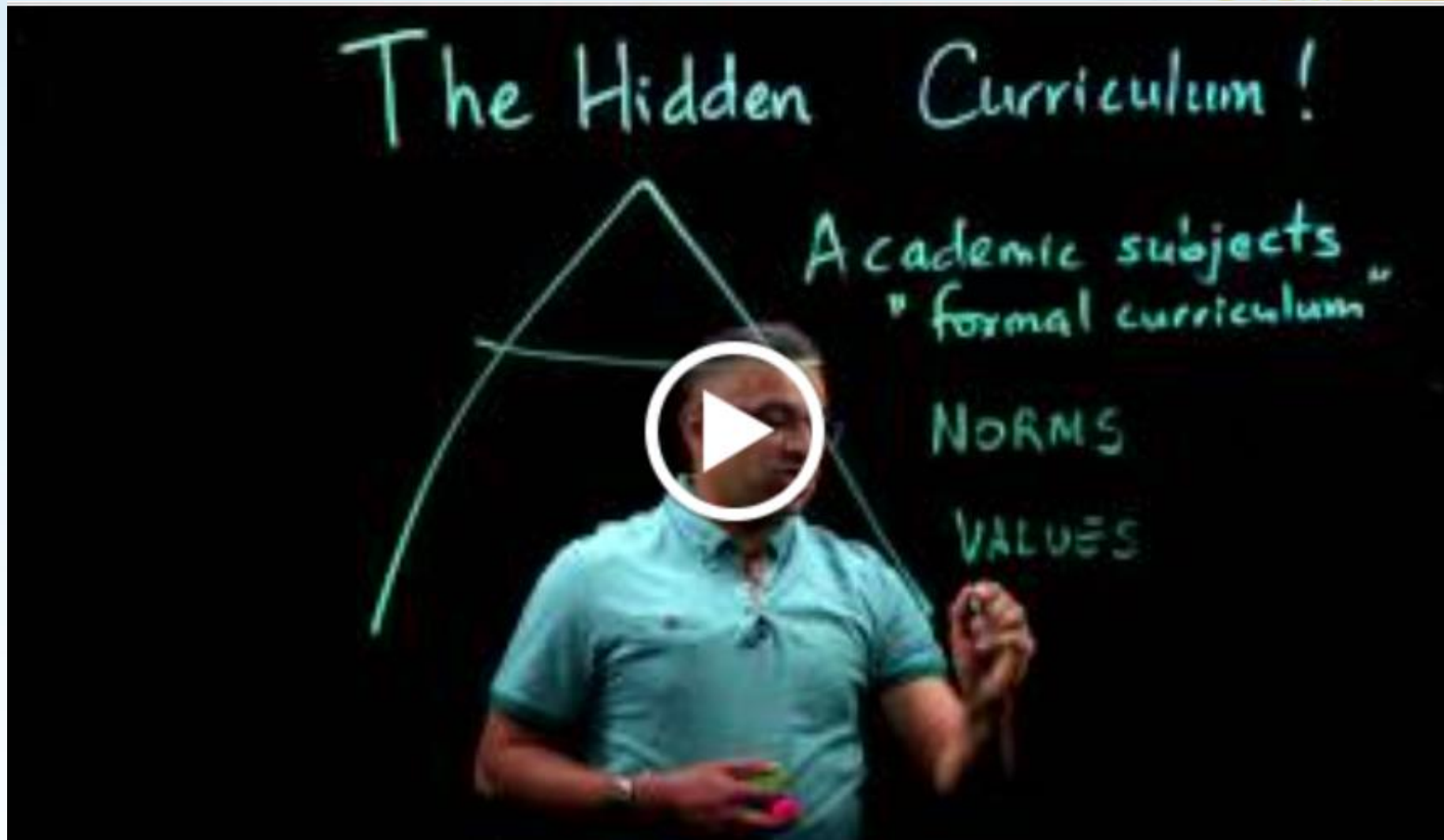
The Hidden Curriculum

The hidden curriculum refers to the **unwritten, implicit, and often unintended** messages, values, norms and perspectives communicated to learners (Mackin, 2019). It encompasses all the unspoken expectations for appropriate student behaviour and is part of both the formal and informal curriculum.

The hidden curriculum can be seen as an implicit socialisation process that involves the transfer of values, norms, and procedures conveyed through an institution's culture and structure, affecting student learning.

The Hidden Curriculum!





Identify the hidden curriculum at your institution

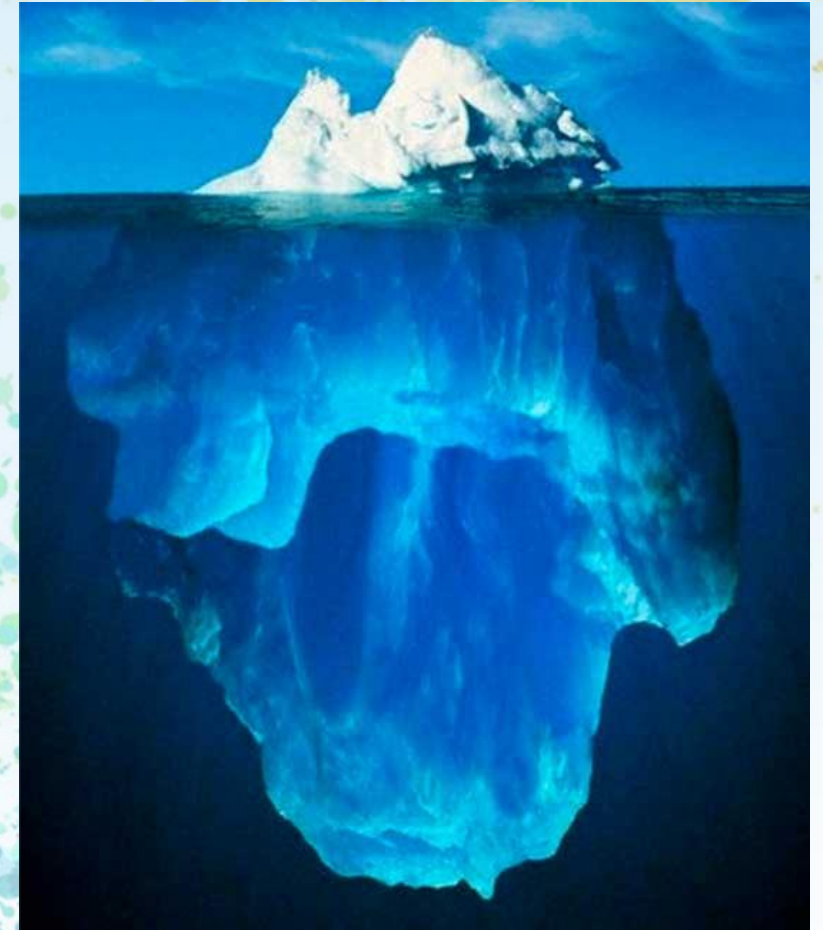
ACTIVITY 2.3



Think about the video you just saw.
Could you think of examples related to
Internationalisation within your own context? How do
these examples relate to

- Values
- Norms
- Procedures

Think for yourself first, pair with your neighbour, and after
that share with the plenary



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ACTIVITY 2.4



Role play with imagined scenarios

Imagine a scenario that could happen in your own institution involving the hidden curriculum related to internationalisation

Think of a story and represent it in a role-play, no longer than 5 minutes

Use your creativity

You have 30 minutes to prepare it



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Reflecting on these scenarios

ACTIVITY 2.4 CONTINUE



After each represented scenario:

- What were the hidden messages?
- How could that scenario have been more inclusive?



End of Module Reflection

ACTIVITY 2.5



How does what we have seen connect with your own work environment?



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Module 3: Boundary-crossing collaboration

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Intended Learning Outcomes

Module 3. Boundary-crossing collaboration.

After this module:

1. I can explain the concept of boundary crossing and its impact on collaboration with diverse groups and stakeholders.
2. I can evaluate how my professional position affects my actions to include every student in internationalisation.
3. I can connect multiple stakeholders to enhance inclusive comprehensive internationalisation within higher education institutions.

AGENDA OF THE MODULE

1. What is boundary crossing?
2. Boundary crossing in the ICI Framework
3. Identifying stakeholders
4. ICI Attitude Dimension
5. Enacting Boundary crossing
6. Exploring the boundaries
7. Coming full circle: think of your actual role
8. End of Module Reflection



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What does Boundary-crossing Collaboration mean to you?

ACTIVITY 3.1

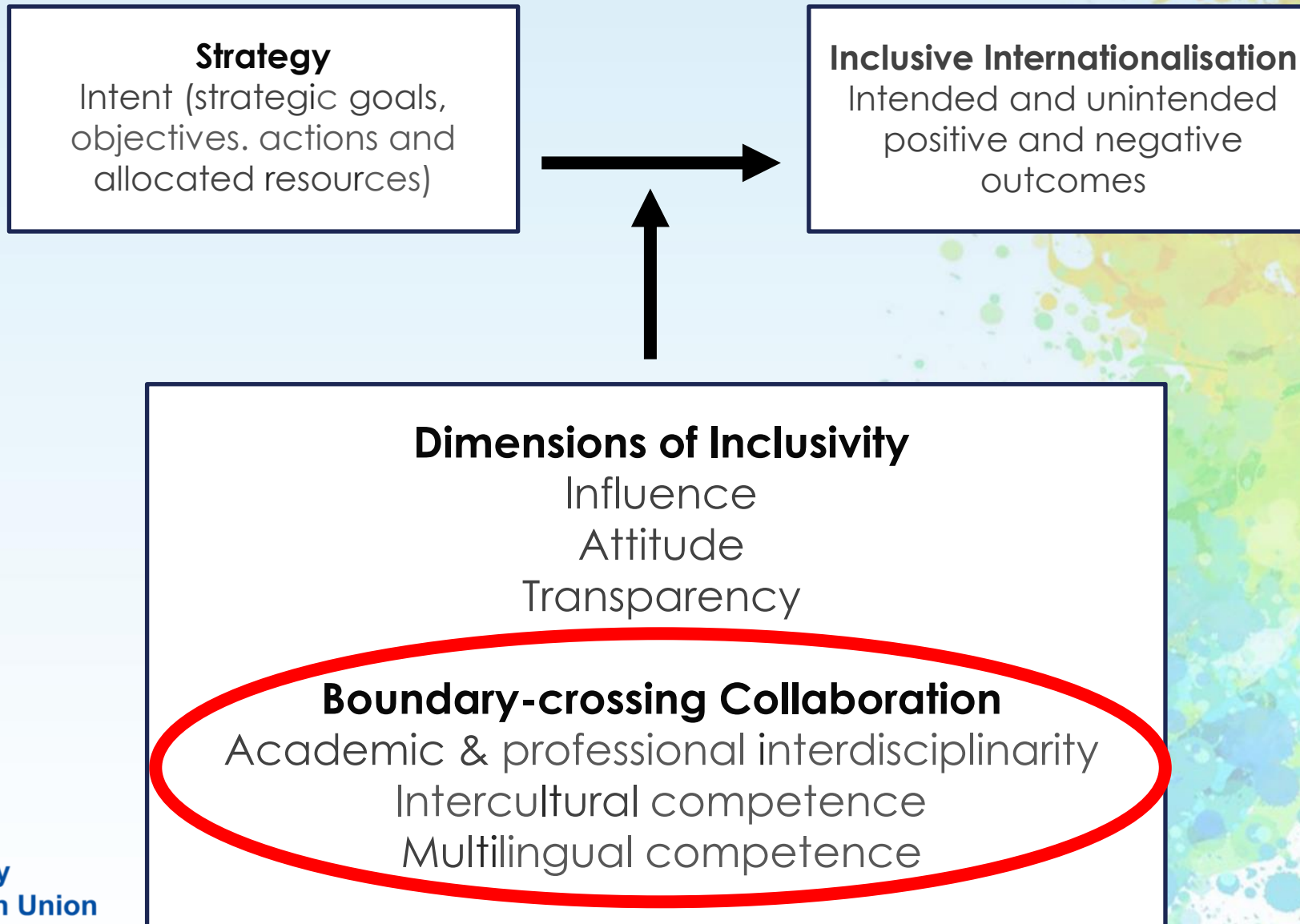


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The ICI Framework



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Boundary-crossing Collaboration

Boundary-crossing collaborative competence (BCC) is understood as the **stakeholders'** capability to successfully collaborate with colleagues (academics and administrators) and students who are possessing **diverse perspectives** and values, as well as beliefs, and hold different interests, perspectives, and needs that may stem from their varied backgrounds in terms of e.g. , professional role, disciplinary field, culture, religion, age, gender, physical and mental capabilities, sexual orientation, socio-economic status, life situation, etc. and their possible intersections.

This collaboration may involve communication through multiple languages or language usages and extending beyond one's own disciplinary or administrative domains.

BCC is relevant for the ICI:

- To **understand the diverse perspectives** and needs for inclusive comprehensive internationalisation.
- To engage relevant **stakeholders** to **work together** to enhance inclusiveness of internationalisation activities.

DEFINITIONS



Boundary Crossing

- Efforts people take to collaborate across different perspectives and practices.



Boundary-crossing Learning Mechanisms

- A 4-stage process evoked by boundaries that can enhance learning across boundaries: 1) Identification, 2) Coordination, 3) Reflection, 4) Transformation



Boundary-crossing Collaborative Competence

- Knowledge, skills and attitudes that enable a person to recognise, seek, appreciate and utilize different perspectives and work across them.



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Adapted from Fortuin, K. P. J., Post Uiterweer, N. C., Gulikers, J. T. M., Oonk, C., & Tho, C. W. S. (2020).



Connection: Boundary Crossing with Stakeholders

- Boundary Crossing is about engaging with different types of stakeholders
- First step in the Boundary Crossing is to identify these stakeholders



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Identifying Stakeholders

- Come up with as many different **stakeholders** that you think are important for inclusive internationalisation within our institution.
- Write one **stakeholder** per Post-it and place them in the flipchart for others to see. Join the same or similar stakeholders together making groups or categories.

Exploring the Boundaries or Taking somebody else's perspective

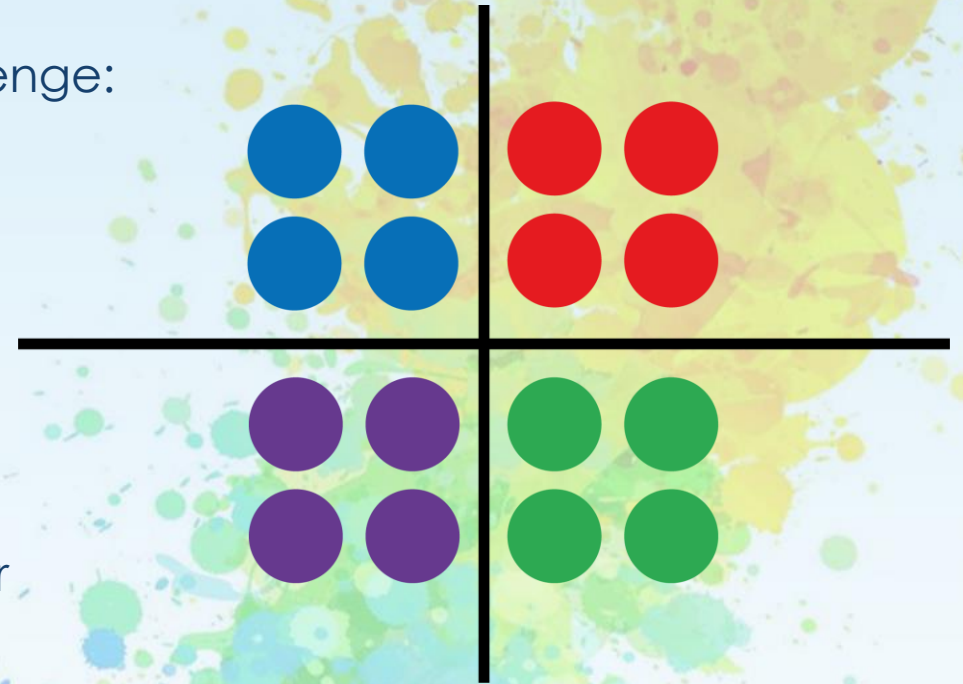
ACTIVITY 3.3



- Discuss in your 'stakeholder role group' the following challenge:

“Many students do not participate in international opportunities. Why?”

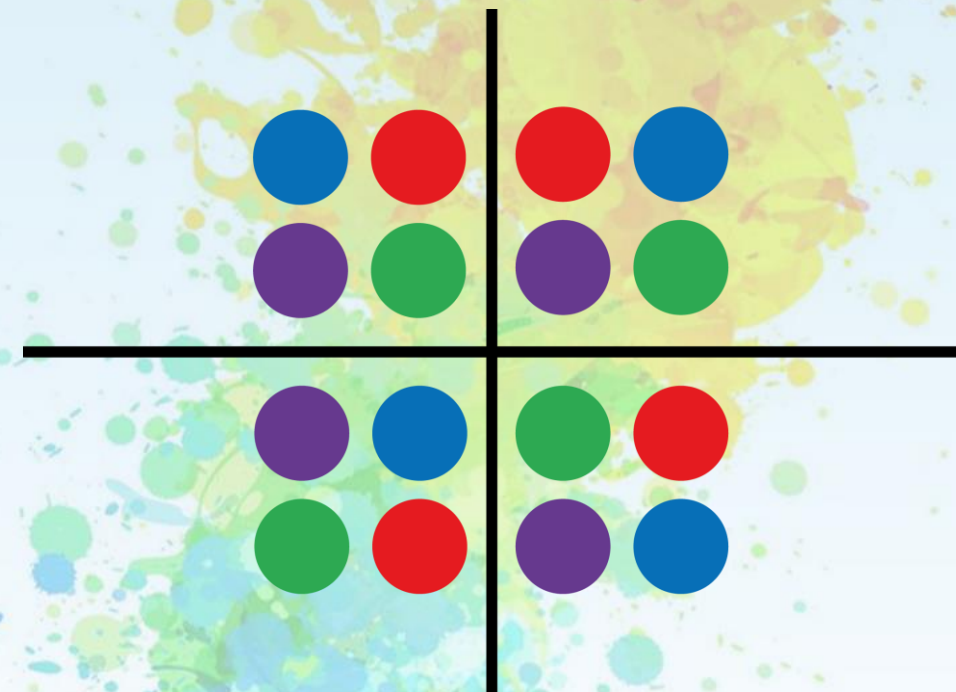
- Think of possibilities your **stakeholder role** offers,
 - What limitations does your role have?
 - Identify other **stakeholders** that you think are critical for addressing the limitations.
- Be prepared to present the possibilities and limitations to the other groups while identifying stakeholders that are critical for addressing the limitations.





Let's Enact Boundary Crossing or How to work together across different perspectives

- Now in your mixed 'stakeholder role groups', combine the expertise of different roles to develop a strategy to address the problem:
“Many students do not participate in international opportunities. Why?”
- Which systemic institutional factors function as blockers to participation?
- How can you improve the situation ?



ICI Framework Dimensions: Attitude Dimension

ACTIVITY 3.5

Dimensions of Inclusivity

Influence
Attitude
Transparency

Systemic
(pro-active)

Ad hoc
(reactive)

Critical review:

Where does your solution fit and how could it be turned into a systemic asset approach?

Deficit

Under-represented students are perceived as the problem. Policies and practices are there to repair or bring up to standard.

Higher education institutions reactively solve exclusionary policies and practices.

Asset

Under-represented students have intrinsic value. Based on values of equity and respect. The System is considered the main blocker.

Valuing diversity is incidental and associated with efforts of individual members of a higher education institution.



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Now think of your actual role

- Think of your actual professional role at your institution and the different stakeholders you interact with. From this perspective, **list 2-3 main insights** you got from trying to take on another perspective and collaboration with different 'stakeholder role groups.
- How can you apply these insights?
- Think individually and make a note. Then, discuss with people next to you, and share the main points with the group.

How can we cross boundaries?

Boundary-crossing Learning Mechanism

1. Identification

- Identify one's own expertise and one's own limitations
- Identify other perspectives relevant for the project and problem at hand
- Identifying relevant **stakeholders**

2. Coordination

- Contact other people
- Collaborate purposefully with other people

3. Reflection

- Perspective making and learning from each other:
 - > (Re)consider perspectives
 - > Learn from other people
 - > Stimulate others to learn (general)

4. Transformation

- **Product-related:**
 - > Start: Intend to develop a new, sustainable practice
 - > Process: Envision new practices during project process
 - > Product: Integrate various perspectives, interests or expertise in a final product
 - > Follow-up: Stimulate a follow-up on project results
- **Intra-personal transformation:**
 - > Envision to work / approach things differently as a person
 - > Intend to change your (future) behavior due to gained insights and perspectives
 - > Integrate new perspectives or gained insights to redefine your (professional) identity
 - > Stimulate further personal and professional development based on the current results/experiences



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Based on Gulikers, Judith (2020) "Examples of boundary crossing learning activities"



End of Module Reflection

ACTIVITY 3.7



How does what we have seen connect with your own work environment?



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Module 4: Inclusivity in an International Collaborative On-line Environment

ICI

Inclusive Comprehensive Internationalisation
Enhancing global learning opportunities for ALL students



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Intended Learning Outcomes

Module 4. Inclusivity in an international collaborative online environment

After this module:

1. I can describe the main opportunities and challenges of inclusive online international collaboration.
2. I can explain how the ICI model can be used to address challenges of international online collaboration.
3. I can apply appropriate tools and activities to create more inclusive participation in an international online setting.

AGENDA OF THE MODULE

1. Share an on online experience
2. What is COIL?
3. Why COIL? Reflections
4. What can hinder inclusion in COIL?
5. Testimonials. Video
6. Phases of Online Collaboration
7. End of Module Reflection



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ACTIVITY 4.1



Have you experienced an online event/learning or training where inclusivity or diversity has been compromised?



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What is COIL?

COIL (Collaborative Online International Learning) or Virtual Exchange is a term used to describe "technology-enabled, sustained, people-to-people education programs" in which communication and interaction takes place between individuals or groups who are geographically separated, with the support of educators and/or facilitators.

It is a **pedagogic methodology** that was born in the State University of New York in 2004. (www.coil.suny.edu)

What is COIL?

C



COLLABORATIVE: We work together, collaboratively, with another academic, with other students of a different culture, learning how to collaborate, work in teams, experiential learning.

O



ONLINE: is the means to connect, communicate and develop the task at hand. Use of virtual tools. Digital literacy.

I



INTERNATIONAL cross-cultural learning. We bring the world to the classroom, offering an international experience to non-mobile students.

L



LEARNING: learning from others, learning about our subject, learning from different cultural points of view, learning about ourselves.



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WHY?

ACTIVITY 4.2

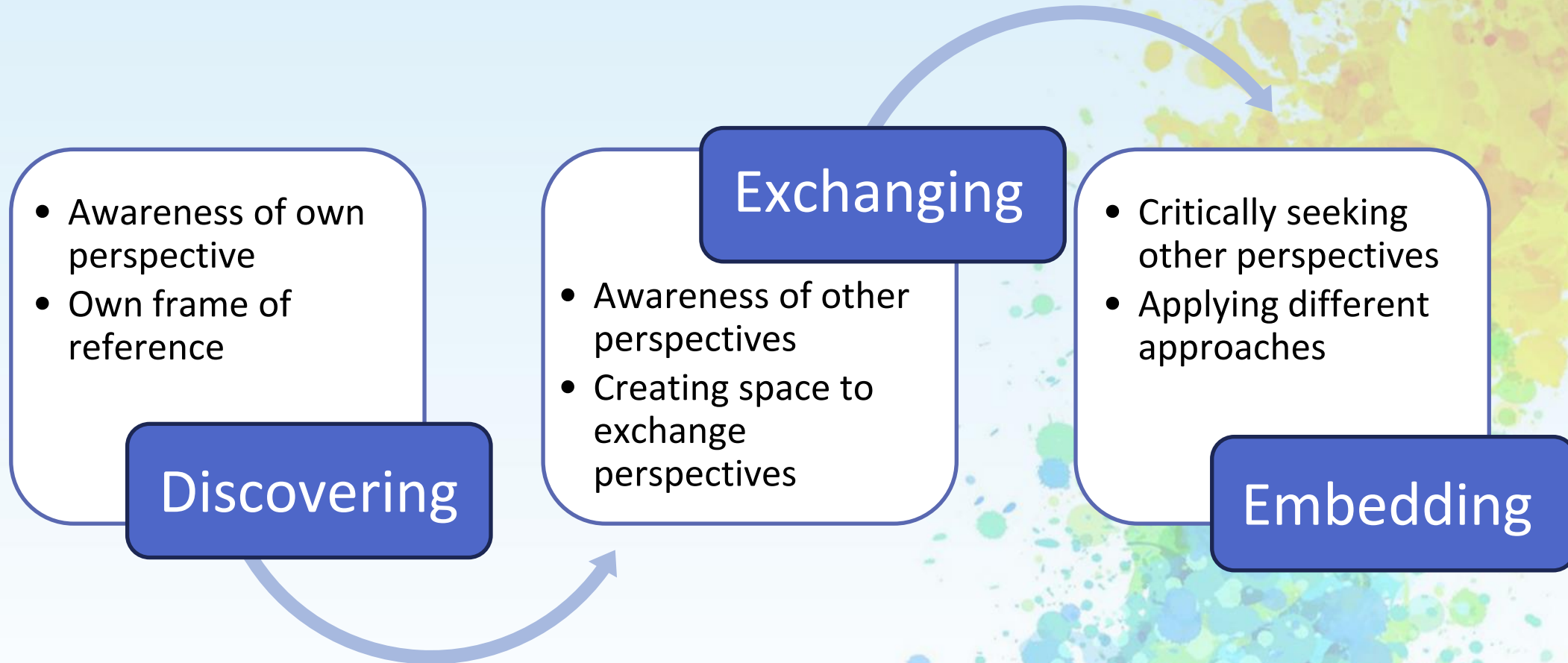


Why COIL and what does it have to do with inclusivity?

Important Reflections:

- What are the benefits of COIL? Can we make a list?
- Why do you think that we are focusing on online learning in the context of inclusivity?
- How can it add to the existing mobility schemes (not instead of them)?
- Could it replace physical mobility? Does it offer the same benefits?

Phases of an Inclusive Online Collaboration Model



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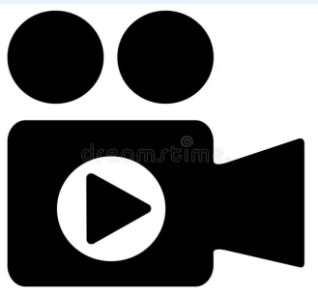
Let's look at testimonials



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ACTIVITY 4.4



Let's reflect on the testimonials that we watched

- What surprised you of the testimonials?
- How do you think diversity was approached in the project?
- What issues could hinder inclusivity in COIL?
- What could be the hidden curriculum of COIL?
- How can we make it more inclusive?

End of Module Reflection

ACTIVITY 4.5



How does what we have seen connect with your own work environment?



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Module 5: Scenarios and Roadmaps Towards Inclusive Comprehensive Internationalisation

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Intended Learning Outcomes

Module 5. Scenarios and roadmaps towards inclusive comprehensive internationalisation

After this module:

1. I can IMAGINE an ideal scenario that I would like my institution to reach regarding inclusive comprehensive internationalisation.
2. I can BUILD a realistic and concrete plan or roadmap to advance in my vision.
3. I can SET UP checkpoints to correct, adjust and reformulate steps of this roadmap as it is being implemented.

AGENDA OF THE MODULE

1. The planning cycle
2. Analyse
3. Recalling the ICI Bingo issues
4. Consultants' dialogue
5. Being concrete at our level
6. Imagining an ICI dream for my HEI
7. Drawing our Plan
8. Linking it to the 6 pillars
9. Coming full circle: ICI definition again
10. End of Module Reflection



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How to design a roadmap for ICI and prepare for it?



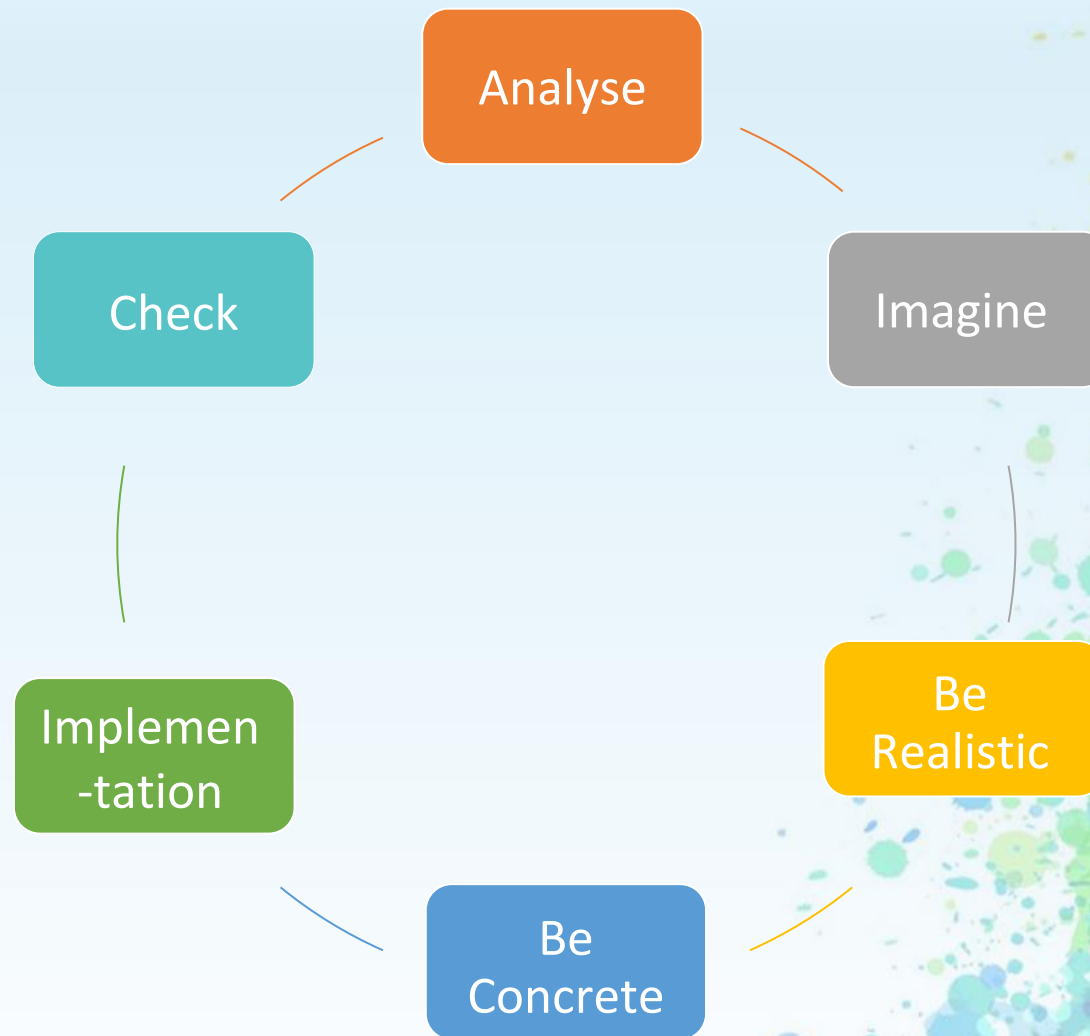
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Cycle



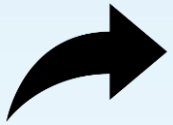
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Institutional issues (raised in the Bingo activity)



Let's remember the issues of our institutions that emerged from the Bingo (activity 1.4). Those issues and any others that we have encountered throughout the training course will constitute our basic analysis for the purpose of this module. Based on this, we can embark on the following steps of the cycle.

ISSUE 1

ISSUE 2

ISSUE 3

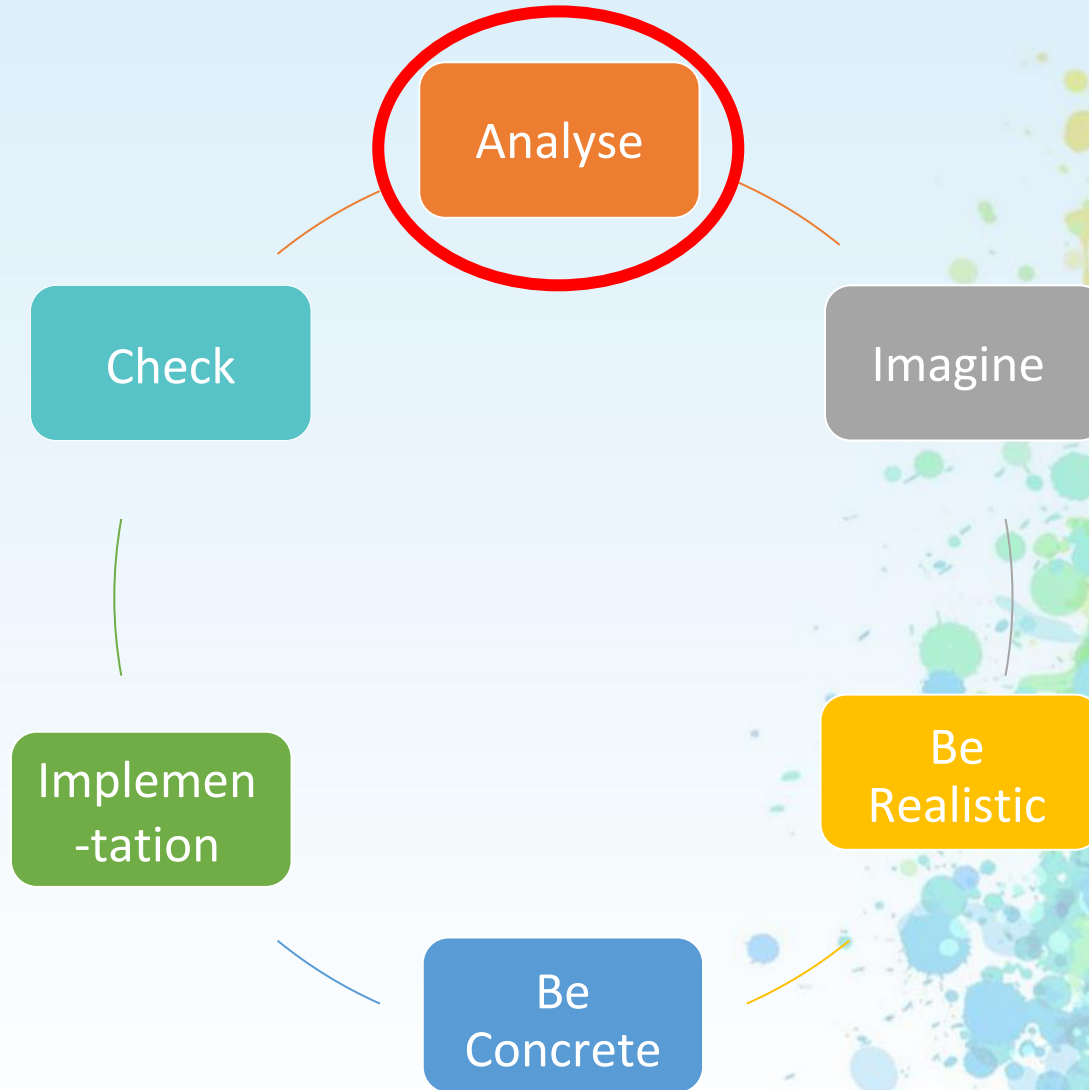


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Cycle – Step 1: ANALYSE



Cycle – Step 2: IMAGINE



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I have a dream...

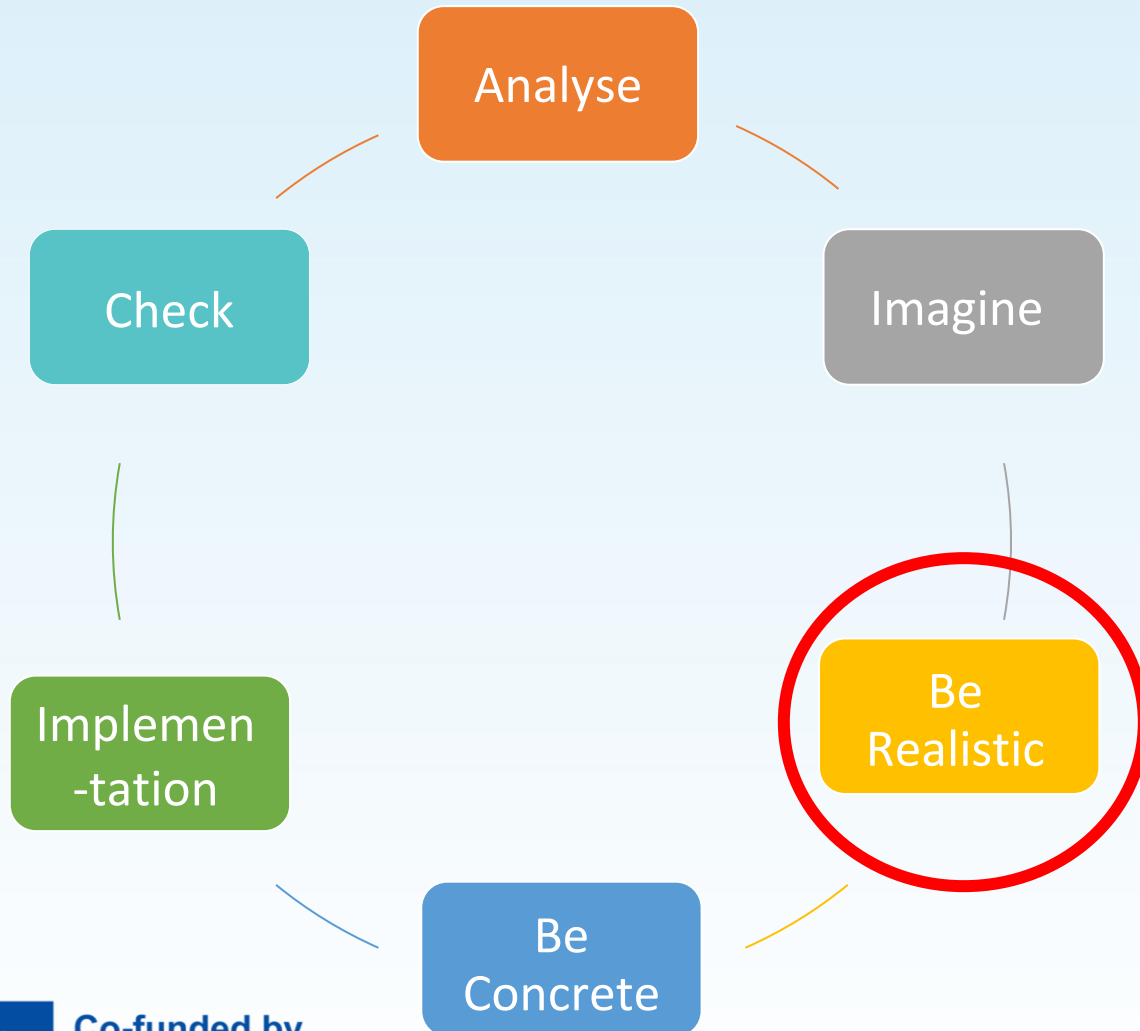
Imagine your institution with an already embedded inclusive comprehensive internationalisation approach. How would it be?

Dream big!

- Individually or in a small group from same unit/department for 5 minutes
- Discuss with people next to you/in bigger groups to share your dreams



Cycle – Step 3: BE REALISTIC



1. We have analysed the issues of our Institution
2. We have imagined big: our university as an inclusive comprehensively internationalised institution
3. Now, in order to be realistic, we will bring the rest of the thinking and activities of this module to the level of our unit/department or individual work position.
Ready?

So let's make the dream realistic

ACTIVITY 5.2



The Consultants' Dialogue

(Remember: at your unit or individual work position level!)

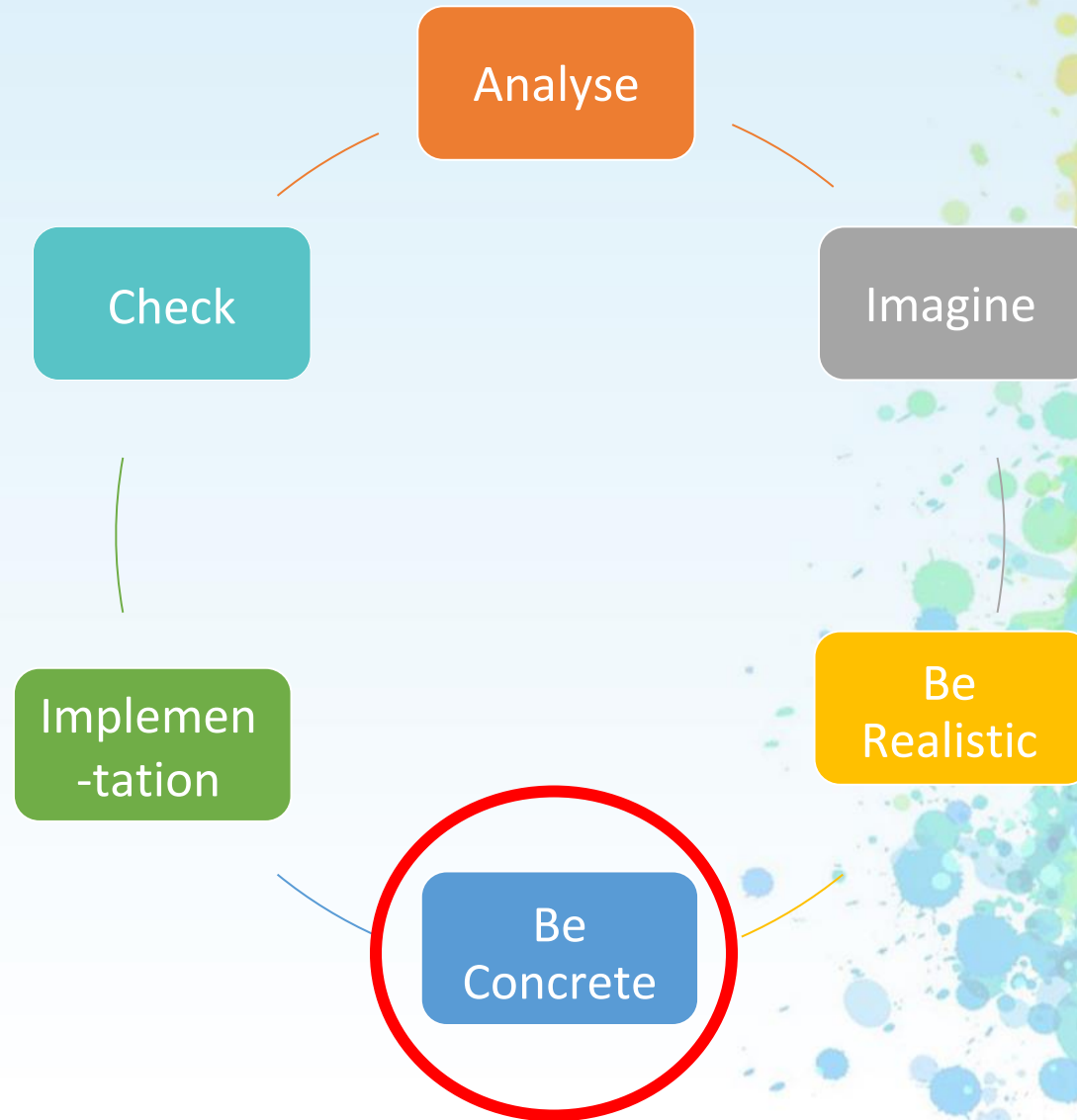
In groups of three or four participants:

- 1) One individual participant (role A) briefly presents their issues or concerns regarding their own contribution to ICI from their own job position/unit, their foreseeable challenges and difficulties... (2 minutes).
- 2) The rest of the group members (role B) discuss among themselves their own ideas on those issues, any type of ideas in a brainstorming mode. Only among themselves as if A was not there (A should take notes but let them talk without interrupting or participating in the discussion) (5 min)
- 3) Participant A thanks them for their ideas and discussion without replying to what they have shared or giving their opinion.

Now, another group member takes role A.

(Afterwards these ideas and others can be included in the Concrete Plan, next step).

Cycle – Step 4: BE CONCRETE









Make your plan

ACTIVITY 5.3

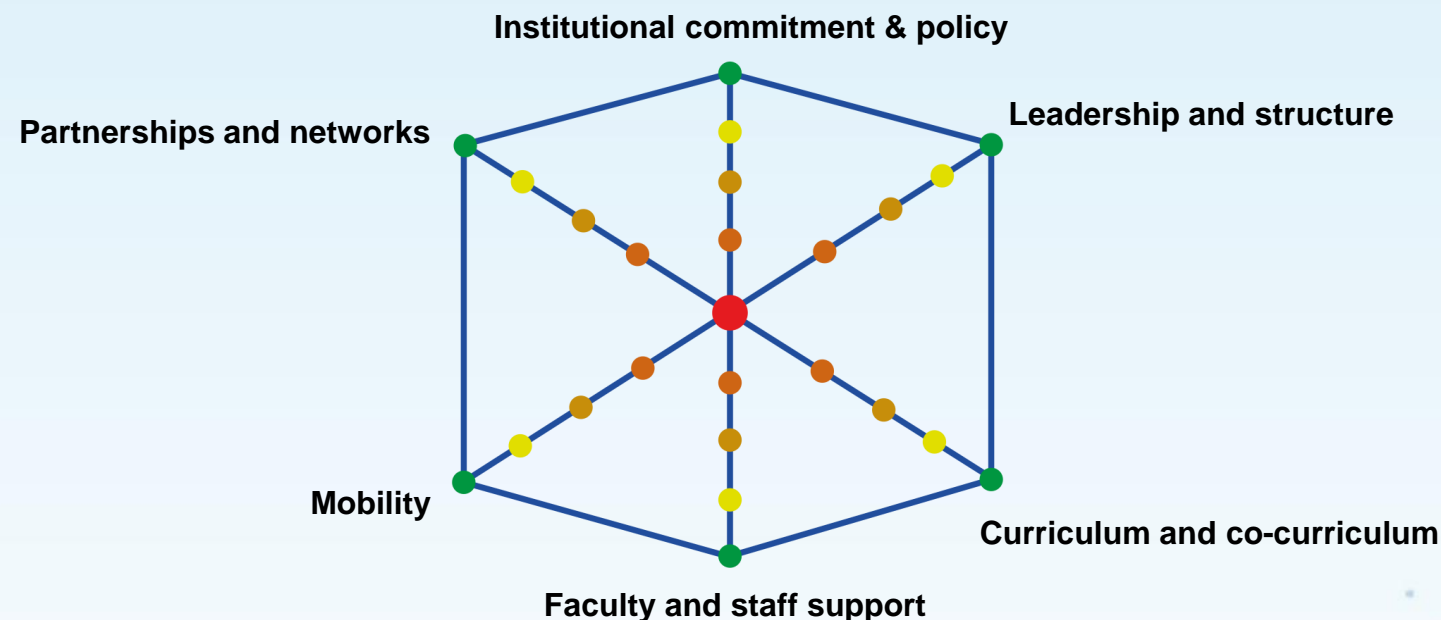


- In your unit/department team or individually, start making a plan.
- You can use the template provided.
- You can use the ideas provided in the previous exercise.
- Starting with the outcome or KPI (Key Performance Indicator) helps to keep the outcome sought in mind and find the appropriate actions to achieve it.
- The plan should include:

Objective 1: xxxxxx					
TARGET GROUP	Outcome / KPI	ACTION	CALENDAR	WHO	BUDGET
					

How does your plan identify the 6 pillars?

ACTIVITY 5.4



Questions on the Plan:

1. Identify which pillar/s are represented in your plan. Which action corresponds to which pillar?
2. How does your plan relate to the other pillars maybe not represented?
3. How does it link to institutional commitment?
4. What do we need from the other pillars to have the plan move forward?
5. How does it match the vision/mission of your institution?



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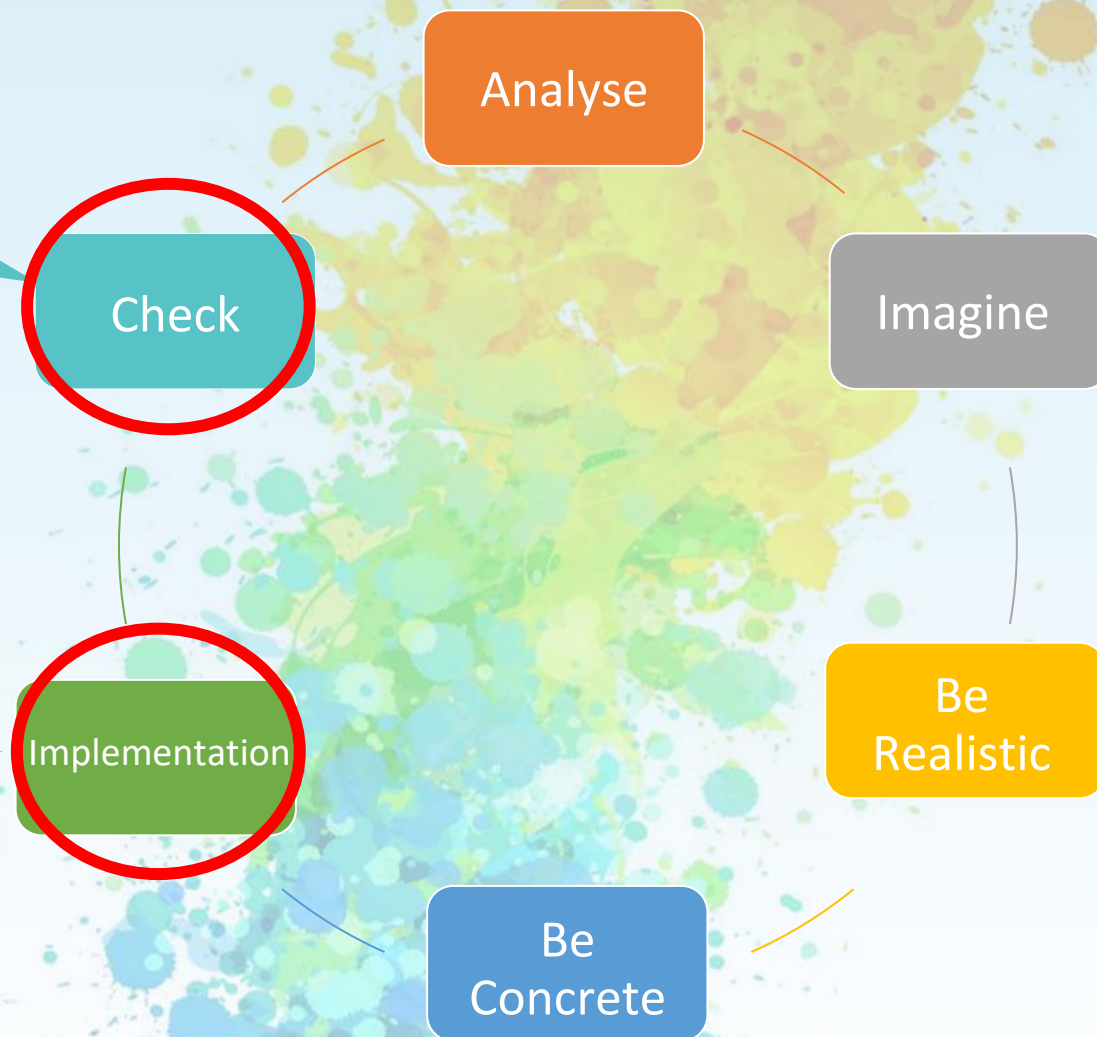


Cycle – Steps 5, 6: IMPLEMENTATION, CHECK – Continue the Dialogue



Continuous and Systemic process. In the implementation, there must be check-points to correct and review

Links with the activity in the wrap up section



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Coming full circle...

ACTIVITY 5.5



*How inclusive is your plan? How continuous and critical is it?
Let's look at it again and reflect on this together*

Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.



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End of Module Reflection

ACTIVITY 5.6



How does what we have seen connect with your own work environment?



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Wrap-up of the ICI Course

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Let's recall the Overarching Intended Learning Outcomes

After completion of the five modules of the training programme participants are able to:

1. Explain the relevance and need for a focus on comprehensive inclusive Internationalisation.
2. Give examples of systemic and hidden exclusionary policies and practices at their own institution.
3. Start a conversation within their own institution or department on how to address systemic and hidden exclusionary policies and practices (roadmap).

Let's Draw Our Roadmaps

ACTIVITY 6.1



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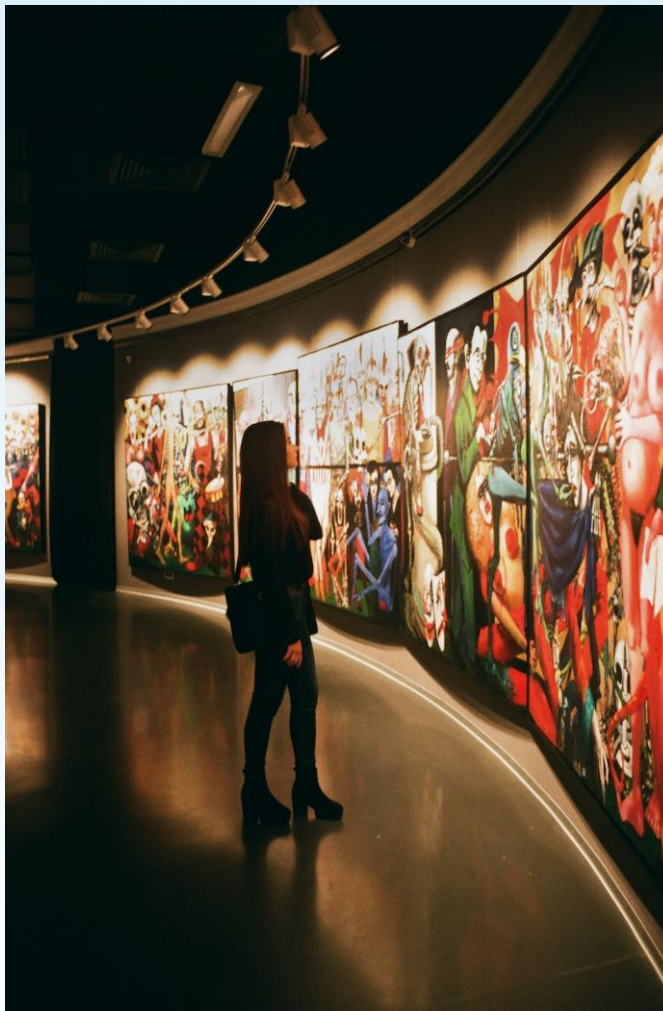
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Gallery walk

ACTIVITY 6.2



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Let's check expectations...



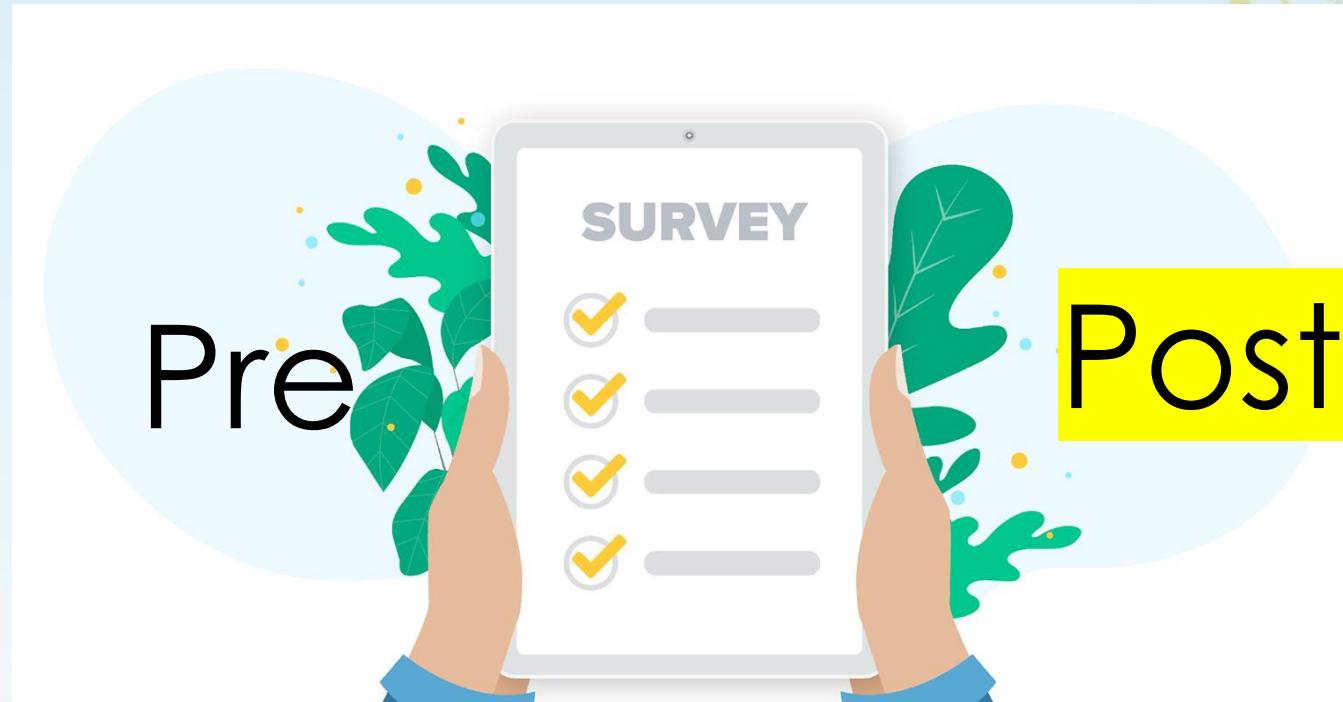
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Oh! And very important: the survey!



Keep your code safe!
Use the **SAME code** for Pre- & Post-
THANK YOU for taking your time to do it! It is crucial for us!



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