

## **Insights from Glocal Educators: Unveiling the Transformative Journeys of Educational Developers**

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### **Abstract**

*This study explores the impact of micro-level individual dimensions in the Internationalisation of Higher Education (IHE) on educational developers in a Collaborative Online International Learning (COIL) teacher training course. Focusing on 10 educational developers (EDs), the study utilizes narrative interviews to delve into their personal and professional growth. Through storytelling, transformative processes emerge, revealing shifts in perspectives, pedagogical approaches, cultural humility, and professional practices. The study highlights facets such as cultural humility, global citizenship, and a sense of belonging. Inductive thematic interpretation underscores the COIL course's role as a crucible for understanding internationalisation dynamics. The research contributes valuable insights into educational developers' growth, positioning them as pivotal in the global transformation of higher education.*

**Keywords:** global competencies, educational developers, Internationalisation of Higher Education (IHE), pedagogical approach, personal and professional development.

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### **Introduction**

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The call for the Internationalisation of Higher Education (IHE) highlights how the multilingual and multicultural learning spaces of Higher Education Institutions (HEIs) today need to be leveraged explicitly in pedagogical strategies to facilitate transformative learning among students and those who teach them (de Wit & Altbach, 2021). Through internationalisation practices, there have been numerous calls for a new model of learning whereby formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges (Leask, 2020; de Wit & Altbach, 2021, p.44).

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Transformative learning is a process that involves developing autonomous thinking and bringing about a deep, structural shift in the basic premises of thought, feelings, and actions (Mezirow, 1997). It transforms frames of reference, such as fixed assumptions and expectations, to make them more inclusive, discriminating, open, reflective, and emotionally capable of change (Mezirow, 2003). This type of learning results in a holistic change in how individuals experience and understand the world, particularly in personally developmental, socially controversial, or healing situations (Yorks & Kasl, 2006). Transformative learning supports educators and educational developers (EDs) in developing a more encompassing professional identity through personal development and active citizenship (Eschenbacher & Fleming, 2020). It requires competency in a range of new literacies and corresponding skills necessary to integrate them into practice (Maury, 2023). To bring about transformation, educators and EDs must be able to justify their pedagogical decisions and actions, ensuring they are evidence-informed, based on humanistic values, and open to dialogue.

To achieve this vision, a varied set of competences (knowledge, skills and attitudes) are needed for educators and EDs to act as “change agents” who can positively impact their classrooms and communities (Savvinov, 2021). Despite this, research on the impact of IHE has often remained exploratory or descriptive in nature, with only a smaller number of studies designed to evaluate demonstrable impacts on students, let alone on educators (Sánchez-García, 2023), and even less their EDs. Most research on IHE also focuses within single contexts, with few cross-contextual or multidisciplinary studies which demonstrated how individual efforts for internationalisation might be scaled up or transferred across borders, whether geographical or disciplinary (Mittelmeier et al., 2022).

### **The (Glocal) Collaborative Online International Learning course**

The COIL course considered in this study is designed as a transnational teacher virtual exchange course for in-service university educators aiming to enhance their pedagogical skills, linguistic competence, and cultural awareness within the glocal classroom. In this context the glocal classroom is viewed as a multilingual and multicultural learning environment, where both course participants and educational developers (EDs) navigate a glocal learning space - a space shared by people with different knowledge systems, cultural backgrounds, academic backgrounds, disciplinary backgrounds, and diverse linguistic backgrounds (Valcke et al., 2022).

The primary focus of this COIL course revolves around reflective practice. Course participants are matched according to their English language proficiency in tandems with a participant from another country and discipline through an online platform and each tandem is facilitated by an ED. The course participants adopt a reflective approach which involves analysing pedagogical topics related to internationalisation and the glocal classroom, while sharing thoughts and experiences with other participants online. The COIL course has existed since 2014 and has involved up to 30 participants in each iteration, from up to 12 HEIs situated in different countries mostly situated in Europe, with the recent addition of a partner in Brazil. Course participants are paired according to similar language proficiency levels with a partner from a different discipline – from medicine to engineering, from gender studies to literature.

Despite the COIL course’s positive course participant feedback, its impact on the personal and professional growth of the EDs facilitating the course has yet to undergo analysis. This study represents an initial effort to explore the COIL course’s influence on the personal and professional growth of its EDs through narrative inquiry to investigate its transformative potential.

### **The Role of Educational Developers (EDs)**

EDs play a crucial role in higher education by contributing to the quality of teaching and learning practices within academic institutions. They are responsible for designing, implementing, and evaluating educational programmes and initiatives to improve student learning outcomes and overall educational experiences. Educational developers work closely with educators to incorporate innovative teaching methods, technologies, and pedagogical approaches into the curriculum (Elken & Stensaker, 2018). In some HEIs, particularly in northern Europe, the role of EDs is well-established. However, in southern and eastern European countries, this position may not exist in the same form. Instead, individuals carrying out educational development responsibilities may come from diverse backgrounds such as language teaching or educational sciences and are commonly known as teacher trainers or pedagogical advisers (Sánchez-García & Dafouz, 2020).

EDs are instrumental in fostering sustainable development through education (Krayneva et al., 2021). They contribute to the integration of sustainability principles into educational frameworks, thereby equipping educators with the knowledge and skills necessary for addressing global challenges (Burmeister et al., 2012). Additionally, they contribute to the development of values and attitudes in higher education, which are essential for students' holistic growth and success

(Álvarez-Huerta et al., 2022). Moreover, EDs are pivotal in inclusive education, collaborating with stakeholders, problem-solving, and facilitating professional development to ensure that inclusive education programmes are effectively implemented (Murphy, 2018). Their involvement is critical in creating an inclusive educational environment that accommodates diverse learning needs and promotes equity. EDs work to ensure that curricula are accessible to all, including those with disabilities, language barriers, or other challenges. This requires a deep understanding of inclusive pedagogical practices and the ability to advocate for necessary resources and support.

Inclusive education is not merely about integrating students with different needs into mainstream classrooms, but about transforming the educational system to be more responsive to the diversity of student populations. EDs play a crucial role in this transformation by supporting educators within inclusive teaching strategies, developing accessible learning materials, and promoting a culture of inclusivity within the institution. They help to identify and dismantle barriers to learning, ensuring that all educators and students can succeed.

Despite the critical importance of EDs in shaping and enhancing the educational landscape of HEIs, there is a dearth of comprehensive studies focusing on the evolving nature of their roles and the professional development necessary to support their transition. To address this gap, the research question guiding our inquiry is as follows: What are the micro-level individual dimensions of IHE within a COIL programme that significantly influence educational developers personally and professionally?

The study will first provide an overview of existing literature on micro-level individual dimensions within IHE. Next, it will lay out the concepts and theories used to analyse the data and describe the research design. Finally, the main findings will be presented, and their implications discussed. The study will conclude with implications for the CPD initiatives designed by EDs.

## Literature Review

The literature review explores the foundational principles guiding the design of our course, showcasing a rich tapestry of interconnected frameworks and pedagogical approaches. Collectively, these frameworks and approaches were used to encourage a deeper understanding of global issues, promote empathy and cultural humility, and enhance professional practices. The deliberate integration of these pedagogical approaches in our COIL course was not only comprehensive and robust but also transformative, providing participants with the tools and insights necessary to thrive in an increasingly interconnected and diverse world as shown in Figure 1. The figure lays out the specificities of the different theoretical frameworks that were implemented to support educators in creating more inclusive learning spaces, facilitating transformation, and contributing to wider social change. In turn these outcomes led to the pedagogical content of the 6 modules in the COIL course.

The integration of these frameworks and approaches underpinned the development of our COIL course, ensuring that each pedagogical approach complemented and reinforced the others. This interconnectedness facilitated a holistic learning experience that addressed the multifaceted challenges of a global classroom. By leveraging COIL, we provided participants with a platform to engage in meaningful international collaborations (Appiah-Kubi, et al., 2020, p. 109), enhancing their global awareness and cultural sensitivity (Zandi et al., 2014). The Communities of Practice (CoP) framework served as a conduit for community building, widening international perspectives and fostering critical friendships essential for skills development and broader international collaboration (Altinay et al., 2020).

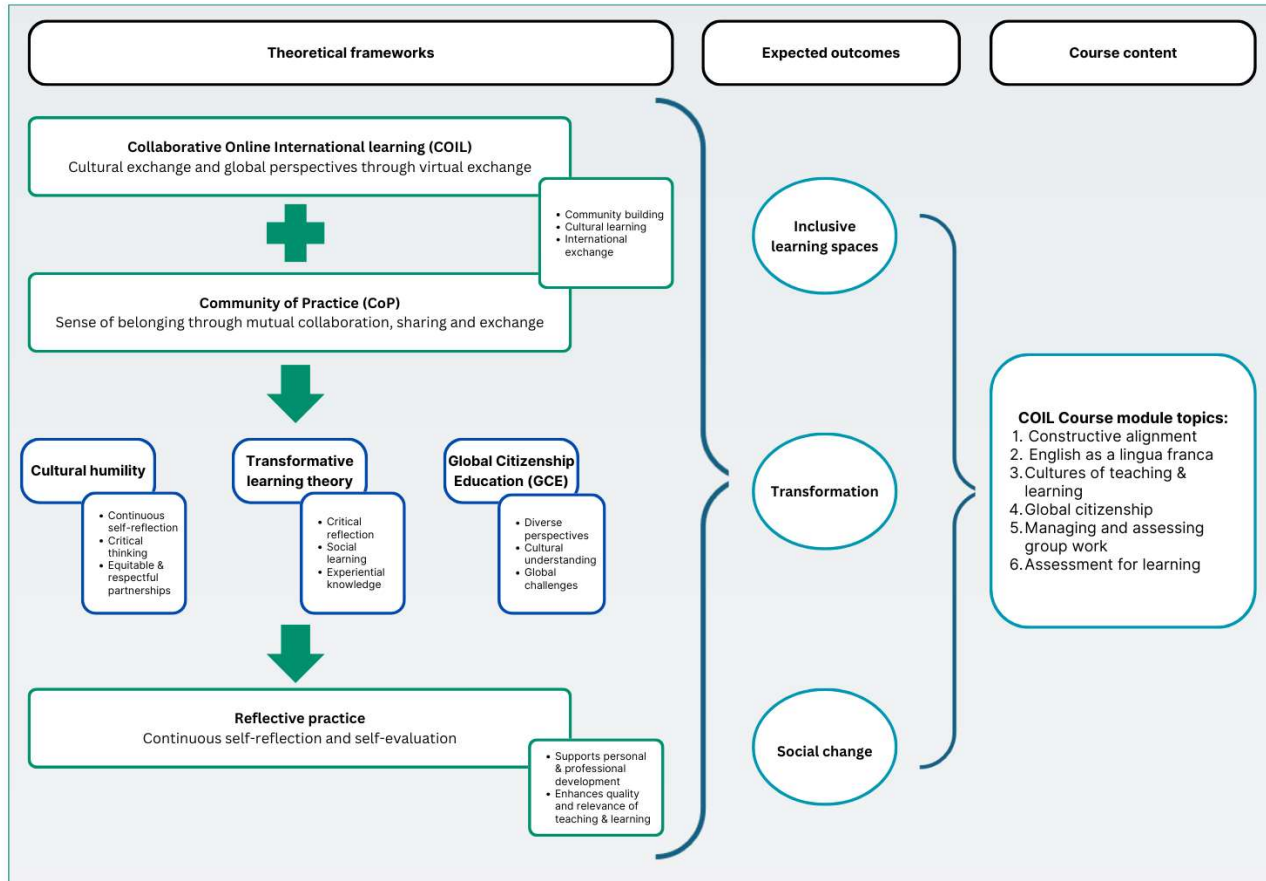
Incorporating cultural humility equipped participants with the skills to navigate and appreciate diverse cultural contexts, promoting a more inclusive and empathetic learning environment. Developed by Tervalon and Murray-García (1998), the concept of cultural humility contests the belief that one can become competent in another culture; rather, it is a practice of and ongoing commitment to self-evaluation and self-critique by professionals for the purpose of rebalancing power inequities. By emphasizing continuous self-reflection and a commitment to understanding power dynamics (Abe, 2020), cultural humility promotes inclusive and equitable education, aligning with the evolving needs of higher education settings.

Transformative learning theory was pivotal in encouraging students to reflect deeply on their perspectives and assumptions, leading to profound personal and professional growth. It enabled perspective transformation through critical reflection, social learning, and experiential knowledge, fostering profound shifts in beliefs and perspectives (Eschenbacher & Fleming, 2020). Transformative learning theory is thus a potent tool to enhance teacher effectiveness and bring about dissemination of changes (Mei et al., 2022), since the integration of individual and social learning allows for the transformation of everyday experiences (Fleming, 2022). It can be used to create opportunities for emancipatory learning and offers a unique integrated model with distinct dynamics (King, 2004). The documented benefits of integrating

transformational learning theory, such as enhanced teacher effectiveness, opportunities for emancipatory learning, and the dissemination of changes, also applicable to the online environment, highlight the relevance and potential impact of this theory for our COIL course.

**Figure 1**

*Linking theory to practice in the COIL course: From frameworks to outcomes and course content.*



Global Citizenship Education (GCE) has emerged as a tool for educators to equip students with the necessary skills for critical thinking, empathy, and a profound understanding of global issues (Schalkwyk et al., 2019). Within this framework, there are significant debates regarding conflicting visions, diverse interpretations, and criticisms, reflecting the complex nature of GCE as it navigates through various ideological, cultural, and educational landscapes (Estellés & Fischman, 2020). These debates underscore the need for a critical examination of GCE, its underlying assumptions, and its implications for shaping individuals' perspectives on citizenship, social justice, and global interconnectedness. Nonetheless, GCE promises to encourage transformation by incorporating diverse perspectives, promoting mutual understanding, and addressing global challenges within teaching practices (Tervalon & Murray-García, 1998).

Finally, reflective practice was built into the COIL course to encourage self-examination and evaluation to enhance future action. It plays a pivotal role in fostering effective teaching skills through critical self-reflection and evaluation (Blanc, 2015). Educators advocating for reflective practice, not only in students but also in themselves, can significantly impact the quality and relevance of teaching and learning experiences (Adipat & Chotikapanich, 2022). This emphasis on reflective practice aligns well with Sustainable Development Goal 4 (SDG 4), which strives to advance inclusive and equitable education for all (Boeren, 2019).

### Theoretical Framework

In this study, a narrative inquiry approach (Connelly, 1990) was used to collect and analyse the stories and personal narratives of ten EDs. This method requires developing close, empathic relationships with participants, which is not possible

in quantitative studies (Creswell, 2007). The strength of this methodology lies in its inter-subjectivity, as it humanises individuals' life circumstances and fosters imagination and meaning making among readers (Barabasch, 2018; Chase, 2011). Unlike quantitative research, narrative inquiry involves open-ended and exploratory research questions. This approach aims to understand the lived experiences of individuals through their stories, rather than testing specific hypotheses or measuring variables. As a result, many aspects of the inquiry are not predefined, and there is no underlying hypothesis (O'Toole, 2018). Our exploration included how participants described their experiences, the challenges they faced, transformative moments, and the impact of COIL training on their personal and professional growth. Narrative inquiry uniquely combines biography, history, and social processes, centring on individuals' life experiences as they narrate them (Phillion & He, 2008).

- The narrative inquiry approach aligned seamlessly with the relevant theoretical perspectives described in Figure 1:
1. The creation of a CoP promoted collaborative learning, knowledge sharing, and the cultivation of a supportive learning community among the EDs (Weinberg et al., 2021).
  2. Transformational learning theory enabled EDs to develop a deeper understanding of global issues and diverse cultural perspectives (Fredericks & Bargallie, 2020).
  3. The emphasis on cultural humility and GCE equipped EDs with the necessary skills, values and attitudes to promote inclusivity and understanding within the COIL environment (Valcke, et al., 2022).
  4. The integration of reflective practice allowed EDs to critically evaluate their experiences (Peteraf et al., 2013).

## Methodology

### Study Design

A qualitative study design was conducted using a narrative inquiry approach that focused on studying and understanding the EDs' lived experiences through the stories they tell. It was adopted to explore changes in perspectives, attitudes, values, and beliefs about themselves and their profession. This approach often aims for an "epistemic openness" and enables the participants' stories and meaning making processes to guide the interview process.

### Participants: The Educational Developers (EDs)

All ten EDs who facilitated the COIL course, and were invited to participate in the study, consented to be interviewed. These EDs brought a diverse array of experiences, which encompassed teaching students, providing teacher training, engaging in research, and pursuing various professions. They come from multiple disciplines and have diverse cultural and linguistic backgrounds, as shown in Table 1. Additionally, they have served in different capacities within various educational institutions. The EDs' experiences in facilitating the COIL course also varied significantly: while some had recently joined the course and participated in only two iterations, others had been involved in as many as seven iterations, with one iteration per academic year.

**Table 1**

*Information about the participating Educational Developers.*

Participant	Country	Position	Teaching Experience	Training Experience	Iterations of COIL course taught
ED1	Belgium	Lecturer	25 yrs	5 yrs	5
ED2	Sweden	Associate Professor	32 yrs	19 yrs	6
ED3	Denmark	Educational Developer	11 yrs	5 yrs	5
ED4	Spain	Associate Professor	16 yrs	7 yrs	7
ED5	Brazil	Assistant Professor	10 yrs	2 yrs	2

ED6	Spain	Associate Professor	30 yrs	10 yrs	6
ED7	Italy	Postdoctoral Fellow	23 yrs	7 yrs	3
ED8	Belgium	Educational Developer	15 yrs	10 yrs	6
ED9	Poland	Educational Consultant	20 yrs	15 yrs	2
ED10	Italy	Professor	25 yrs	25 yrs	4

## Data Collection

The study was conducted in 2023, and data was collected through online interviews via Teams and participants received both written and spoken details about the study prior to the interviews. They were assured that their involvement was both voluntary and confidential. An interview guide was created with open-ended questions prior to the first interview. The focus of the interviews was to answer the research question: *“What are the micro-level individual dimensions of IHE within a COIL course that significantly influence educational developers personally and professionally?”* It was further broken down into 3 subsidiary questions:

1. To what extent have EDs developed a sense of belonging and community through the facilitation of a collaborative online international course?
2. In what ways have EDs’ discussions and reflections within an online teaching community transformed their teaching practice?
3. To what extent have EDs experienced shifts in perspectives, attitudes, values, and beliefs about self and profession?

## Data Analysis

The data underwent qualitative analysis, with open-ended questions examined through thematic analysis. This method allowed the exploration of commonalities and differences in how EDs articulated their experiences and constructed identities through their narratives (Botha & Nell, 2022). The analysis was conducted in six stages (Braun & Clarke, 2006): familiarisation with the data set, coding and comparing the data, theme development, reviewing themes, defining and naming themes, writing up a detailed analysis.

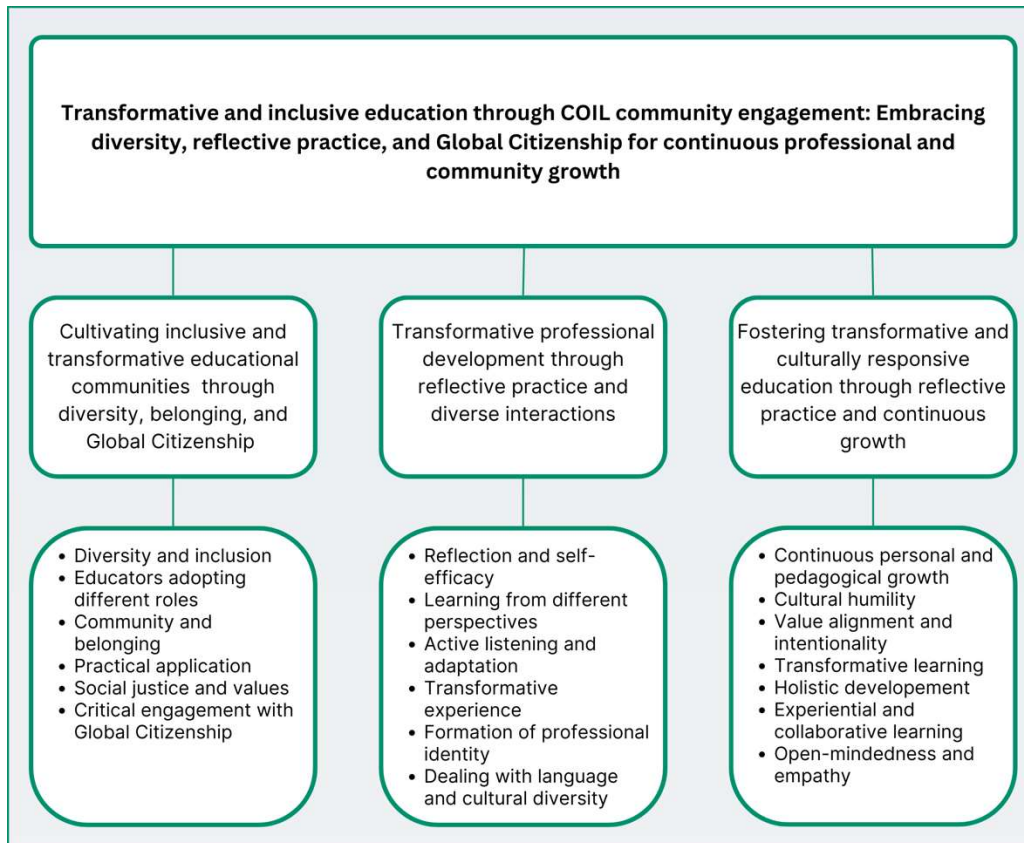
The narrative inquiry approach employed in this study involved a rigorous process of data collection and analysis, culminating in the identification of key themes aligned with the theoretical frameworks described above. This approach captured the experiences of EDs. Data collection was performed through interviews, while data analysis through thematic analysis enhanced the credibility and reliability of the findings, contributing to a comprehensive understanding of the research question.

## Results and Discussion

The analysis of the data revealed one overarching theme, *“Transformative and Inclusive Education through COIL community engagement: Embracing diversity, reflective practice, and Global Citizenship for continuous professional and community growth”*, along with three subthemes which emerged from data analysis and coding. This overarching theme, and the three sub- themes and codes are visually represented in Figure 2.

**Figure 2**

*Data analysis with an overarching theme and corresponding sub-themes.*



**Sub-Theme 1: Cultivating inclusive and transformative educational communities through diversity, belonging, and Global Citizenship.**

During the interviews, a majority of EDs expressed their belief in the success of COIL in establishing an interconnected community and in fostering a sense of belonging among its course participants and its facilitators. One ED articulated this sentiment by stating, "The COIL course make the facilitators feel at home and immediately from the very beginning. It's like a community and I think that this aspect of community is so important and so worthwhile" (ED1). This highlights the perceived effectiveness of COIL in creating a supportive and inclusive environment for its participants (Waghid, 2023).

Furthermore, our findings suggest that online discussions and Global Citizenship Education (GCE) experiences can foster a sense of belonging and community among educators and students, promoting knowledge sharing and connection within the learning environment. Some EDs shared their experiences related to meaningful learning and the development of a sense of belonging within the COIL framework. Some EDs acknowledged the need for time to comprehend the significance of a diverse classroom and its influence on classroom dynamics and learning outcomes. They viewed the COIL course as a platform that facilitates the creation of a safe learning environment, with one ED expressing:

Well, I think that in many aspects you can take these new experiences and put them into your own environment and realise that, oh, we've got this, they've got that. How can we approach our students with this knowledge? It all comes down to diversity, inclusion and sense of belonging, I think. Well, that we as teachers and educators have an obligation to make students feel a sense of belonging, even though they're very different from one another (ED5).

This indicates the recognition of the role of diversity and inclusion in the teaching and learning processes within a COIL context. These aspects are crucial in cultivating a sense of belonging and community, as they encourage individuals to critically engage with diverse perspectives and develop a deeper understanding of global issues. Addressing interconnected global issues is often complex and it can be challenging to break down these issues in ways that are accessible and engaging for students particularly in diverse contexts (Coelho et al., 2022).

Moreover, some EDs emphasised the importance of equity in meaningful teaching, with one ED stating, "Through COIL we lead to creating space for discussion and sharing vulnerabilities, make some communities visible" (ED4). This underscores the role of COIL in promoting open dialogue, inclusivity, and visibility of diverse communities within the educational context (Ahmadi et al., 2017).

EDs play a crucial role in promoting quality education in universities by transforming the educational environment, increasing faculty and student engagement in teaching and learning, and driving educational change (Savvinov, 2021). They also contribute to building a critical mass of educators and fostering a culture of innovation and sustainability within higher education institutions. For example, one ED voiced their opinion on the role of EDs as change agents for social justice:

What struck me is, of course, and I say of course, the aspect of white supremacy that we can find all over the place and within the educational system as well, and the strong belief that we can be change makers as educators and this is something that I really cherish (ED3).

This activity, well-known for raising awareness about privilege and its impact on individuals, has been adapted in various educational settings, including pharmacy, nursing, and medical education, to introduce students to the social determinants of health and promote deep reflection on social justice and equity (Brown & White, 2020). The ED's experience with the Privilege Walk Activity resonated with the significance of aligning with their own values and the transformative potential of such activities within the context of GCE.

The perspectives of EDs on GCE not only brings attention to the challenges associated with its implementation but also emphasised the potential of impactful teaching and learning activities to cultivate critical reflection and awareness of social justice issues within educational settings. These perspectives underscore the intricate nature of GCE and its implications for educators and students in navigating complex GCE concepts and practices within the educational landscape. Furthermore, the role of fostering a sense of belonging, empathy, and the relational dimension of GCE in establishing an open and supportive environment for learners has been highlighted (Saleem et al., 2022). The findings of this study emphasise the capacity of COIL courses to facilitate connection and empathy, thereby contributing to the cultivation of a sense of belonging and community among participants. Lastly, the cultivation of a sense of belonging in educational settings strongly aligns with the concept of cultural humility, emphasising the importance for EDs to critically engage with their own cultural identities and confront unfamiliar constructs, thus highlighting the significance of effective and inclusive teacher identity practices and relationships (Arndt, 2018).

## **Sub-Theme 2: Transformative professional development through reflective practice and diverse interactions.**

In general, EDs have reported that sharing experiences, engaging in discussions, reflecting, and examining various experiences have had a positive impact on their professional growth. Several quotes emphasise the importance of reflecting on one's teaching practices and continuously seeking self-improvement. One ED shared an enlightening experience, stating:

One experience was very interesting, when a tandem of professors in Psychology and Anaesthesiology were trying to integrate topics from the COIL course in their courses, their discussions made me reflect and consider what I do in my own courses. And you know, listening and discussing with them was interesting because of their different perspectives then I could think, do I do this in my courses or maybe I don't. For me it was an incentive to consider how do I do it or even if they were lost and they couldn't think of ways of doing it, then I would maybe give some examples (ED10).



The ED thus pointed out the transferability of a different perspective and its capacity to influence own practice. In this way, the ED acknowledges the potential to enhance self-directed learning and application of experiences to understand and solve problems (Anderson & Or, 2023). Another ED described a similar learning opportunity: "The COIL course has generated internationalisation insights" (ED9)

Most EDs indicated that the connection with their own experiences and empathising with others' experiences fostered significant transformation. They emphasised that the ability to connect and empathise with their own and others' experiences served as a motivating element for significant transformation. The sense of gratification they received propelled them to persist in their facilitation of the COIL course. One ED articulated:

Actually, I have to think about it to summarise, because I think I've had these insightful conversations in every single iteration. It's been, uh, transformative experience for me from the very beginning and up to now. And that's one of the many reasons why I continue to do this COIL course, because every single iteration I learn new things. So even though we are managing the very same topics but there is not a single iteration in which I do not learn something new. So that is a value that I take with me and that I'm very grateful for that (ED1).

The EDs reported the development of various skills, such as active listening and adaptability, for example: "Learn how to be a good listener and deal with issues that are not directly connected to our teaching context" (ED2). One of the reasons for choosing a COIL framework was to enhance EDs and course participants' cultural communication skills and cultural humility (Hackett et al., 2023). Specifically, many EDs highlighted the improvement of their active listening skills during the facilitation process. One ED expressed:

It's also developing skills such as listening and what it means to listen, to actively listen to others. I think this has changed me a lot, I think it has helped me to develop that skill or even it kind of raised my awareness about the importance of active listening, in the COIL course especially because I was often facilitating pairs which were struggling in English. Most of the time I was there as well during the discussion, I was taking a step back and just listening to what they were saying and so it's completely different roles that I adopted. So, I had to learn myself how to do that (ED4).

During the interviews, numerous EDs explored a variety of concepts discussed throughout the course. They reflected on the profound influence on the personal and professional self that delving deeper into these specific concepts had. The EDs mentioned these concepts helped empathising with others' viewpoints, which in turn confirmed their teaching methods, pedagogical understanding, and contributed to the formation of their professional identities. One ED reflected on the impact of culture on their teaching:

When it comes to cultural awareness and I realised the importance of culture, and what is a culture or what do cultures mean again, I think the COIL course really gave me the tools on a more professional perspective to highlight its importance. I used to take these things for granted, you know, that's cultural awareness (ED4).

Another specific topic that was raised was how the concept of English as a lingua franca (ELF) can enhance the cultural competence of educational developers, enabling them to design CPD programmes that foster inclusive and authentic interactions, guided by values of mutuality, inclusivity, and equity (Wimpenny et al., 2022). As one ED explained:

The English as a lingua franca, that was a change for me as well. At the very beginning I was struggling myself as saying as a non-native speaker and now I think I'm not so hard on myself, and that's what has happened with many other topics (ED1).

Our study thus points to the fact that learning about English as a lingua franca equips EDs with the skills to raise the visibility of linguistic diversity within educational contexts and promote positive attitudes to language, contributing to the creation of open and supportive environments for professional development (Rodríguez et al., 2016).

Finally, some EDs did express uncertainty regarding the source of their professional growth, questioning whether it was solely attributed to the COIL course or if other activities also contributed to their development. One ED articulated this uncertainty, stating, "It's difficult to say what comes from facilitating the COIL course and what comes from all of those other perspectives" (ED9).

The evolution of teaching practices through EDs' self-reported accounts represents a significant area of interest. The discussions with EDs on the concepts of cultural humility and cultural competence, particularly within the framework of COIL, yield valuable insights into this evolution. The COIL course is also typically designed so that EDs collaborate to resolve challenges and construct knowledge through social interaction, while also assuming the role of facilitator for the course participants. In this way, the study further highlights the potential for COIL courses to contribute to the development of self-efficacy and resilience, which are essential factors in building a supportive and inclusive learning community (Björklund et al., 2020). In summary, the findings of the second sub-theme underscore the transformative impact of discussions and reflections about culture and empathy on teacher identity formation in shifting own teaching practices. These results emphasise the significance of integrating collaborative and culturally humble approaches to enrich educational experiences and outcomes for all.

### **Sub-Theme 3: Fostering transformative and culturally responsive education through reflective practice and continuous growth.**

When asked about the impact of taking part in the COIL course as facilitators, EDs disclosed that the online collaborative discussions prompted them to reassess their personal beliefs, values, principles, and viewpoints, and to form connections by identifying with others' experiences. In trying to create pedagogical impact and change, the significance of ongoing development for educators to enhance their pedagogical development must be highlighted, to indicate a continuous process of growth and transformation (Witterholt et al., 2012). For example, one ED shared their experience of engaging in discussions that aligned with their values, which impacted professional practice through confirmation of being on the right track: "The COIL course was an eye opener, discussions on glocal aspects such as bringing in the social justice aspect. It's one of my values, even beyond being a teacher, discovering and confirming being intentional about your values" (ED3). This type of reshaping of teacher identity through critically reflecting on pedagogy indicates the potential for transformative change in teacher identity and practice (Sardabi et al., 2018).

Indeed, such CPD initiatives should be apprehended as transformative territory, shedding light on the potential for significant growth and transformation among EDs engaged in transnational teaching (Smith, 2009). One ED acknowledged this transformation: "I think that what I see, the change, I think it's more in having to do with this cultural thing, whether it's cultural competence or cultural humility, in a way, I think that is what I've developed" (ED1).

We also found that one ED reflected on the cultural learning they experienced when thinking about the fact that students had diverse linguistic backgrounds:

Sometimes English for students is their second or third language and that they are excellent speakers of languages that I don't speak. This is where they know things about other cultures that I don't know. It became more of it's like a space for sharing experiences. I realised the importance of cultures as disciplinary culture. If I have done anything differently or if I'm doing anything differently because of, you know, what I have been exposed to through COIL in relation to culture and it is on pedagogical level and on a personal level (ED7).

Another ED even dived deeper by challenging prejudice and ways of thinking:

We are conditioned to think in certain ways, but we also have the power to stop thinking that way. We can be open minded, empathetic, and curious but can find ourselves thinking through stereotypes and that's OK if we don't act on it. I mean, you have to realise that this is the moment (ED6).

In general, most EDs identified COIL as a platform that augments knowledge and heightens awareness on various subjects:

I was facilitating, yes, maybe, but I was learning a lot throughout the COIL course and just by you know, many of the readings or some of the readings were new to me and then discussions with the whole group discussions I became more aware. I don't know if you would call this a pedagogical realisation or a personal realisation. I think it's difficult to separate one from the other (ED7)

The EDs in our study highlighted the fact that facilitating the COIL course prompted them to reflect on their personal beliefs, values, principles, and viewpoints, and to form connections by identifying with others' experiences. They shared their experiences of personal and professional transformation, emphasising the significance of sharing with others in supporting their transformation.

These diverse narratives collectively provide evidence of the ways in which EDs' personal and professional growth or transformation can occur within various educational contexts, highlighting the importance of ongoing development, community-building, and personal growth initiatives in shaping EDs' personal and professional journeys (Huang et al., 2023).

### **Conclusion: Implications for Continuous Professional Development (CPD) Initiatives and for Educational Developers (EDs)**

In the context of this Collaborative Online International Learning (COIL) experience, Educational Developers (EDs) have self-reported certain micro-level individual shifts in perspectives, which in turn cultivate a nuanced set of competences. This transformative potential underscores the importance of various frameworks in developing essential competences among EDs and the educators they train. Firstly, the integration of COIL provides a platform for EDs to develop interpersonal skills, fostering empathy among them and creating a supportive learning environment. This not only enhances their professional development but also enriches their capacity to support inclusive educational practices.

Secondly, COIL is also identified as transformative, indicating that EDs engaged in transnational teaching undergo significant growth and development. This experience not only contributes to professional development but also broadens EDs' perspectives on teaching and learning in a glocal context. The transformative nature of COIL courses highlights the need for EDs to continuously reflect on and adapt their pedagogical approaches.

Thirdly, the emphasis on community-building, empathy, and the relational dimensions of Global Citizenship Education (GCE) underscores the importance of fostering a sense of belonging. However, it is important to note that GCE remains an ambiguous term, and EDs do not fully understand its meaning or how to implement it effectively. Despite this ambiguity, GCE serves as a valuable concept for discussion and reflection. Engaging with diverse perspectives facilitates the development of critical thinking and empathy, prompting EDs to consider glocal issues more deeply. This critical interrogation of GCE within COIL courses not only enhances the sense of community and belonging, but also pushes EDs to refine their understanding and application of these principles, further enhancing their competences.

Fourthly, the exploration of cultural humility in educational settings prompts EDs to critically examine their identities, promoting an openness to diverse perspectives. Such experiences become transformative as they allow EDs to model inclusive teacher identity practices and enhance cultural understanding and global perspectives. This critical engagement with cultural and linguistic diversity is vital for the professional growth of EDs and the development of their competences.

Finally, the emphasis on the transformative potential of critically engaging with pedagogy highlights the continuous reflection needed for reshaping professional identity. This shift in perspective involves EDs actively reevaluating their pedagogical approaches, aligning their practices with inclusive, global, and transformative educational strategies.

The implications drawn from this study underscore the critical role of Continuing Professional Development (CPD) initiatives in shaping the educational landscape for university educators. As we navigate an ever-evolving educational environment, it becomes evident that EDs should integrate innovative elements into CPD initiatives to enhance the overall educational experience and outcomes for learning communities, as well as consider their own professional development in the process. These findings have led us to identify eight good practices to support EDs in the design and implementation of quality CPD initiatives by integrating:

1. Collaborative Online International Learning (COIL): CPD initiatives should integrate COIL experiences as transformative for professional development. EDs should engage in transnational teaching to promote significant growth and transformation.
2. Communities of Practice (CoP): CPD initiatives should recognise the importance of a sense of belonging, empathy, and the relational dimensions of GCE in creating inclusive learning environments.
3. Global Citizenship Education (GCE): EDs should incorporate discussions and activities around GCE in their CPD initiatives to encourage the development of critical thinking, empathy, a sense of belonging, and community.
4. Opportunities to reflect about the world critically: CPD initiatives should highlight the significance of GCE in cultivating critical reflection, social justice awareness, and transformative learning among educators and students. EDs should harness the potential of CPD in encouraging individuals to engage with diverse perspectives and develop a deeper understanding of global issues.
5. Opportunities to reflect on cultural and linguistic diversity: CPD initiatives should address the concepts of cultural competence and humility and the need for educators to reflect critically on linguistic diversity. EDs should model inclusive teacher identity practices to enhance cultural understanding, language awareness, and global perspectives.
6. Opportunities to develop self-efficacy and resilience: CPD initiatives should focus on building self-efficacy and resilience among educators, as these factors are essential in creating a supportive and inclusive learning community.
7. Opportunities to transform teaching practices: CPD initiatives should highlight the transformation of teaching practice through reflective engagement.
8. Opportunities to engage critically about pedagogy: EDs should consider the transformative potential that critically engaging with pedagogy has on reshaping professional identity. CPD initiatives should encourage educators to engage in continuous critical reflection to bring about informed changes in identity and practice.

In conclusion, the insights gleaned from this study not only underscore the pivotal role of CPD initiatives in IHE, but also provide a roadmap for EDs to build competence for an ever-evolving educational landscape successfully. As educators grapple with the challenges of fostering inclusive and transformative learning environments, the identified eight good practices above emerge as crucial guidelines for EDs in designing and implementing quality CPD initiatives. In essence, this study calls for a paradigm shift in CPD approaches, advocating for responsiveness to the dynamic educational landscape and the incorporation of collaborative, global, and transformative practices to elevate the educational experiences and outcomes for all learning communities, including EDs themselves.

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