

UNIVERSITÀ CATTOLICA DEL SACRO CUORE

Sede di Milano

Dottorato di ricerca in Scienze linguistiche e Letterarie
Tematica “Higher Education Internationalisation and Educational
Strategies and Practices”

Ciclo XXXVIII

S.S.D. L-LIN/12



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CATTOLICA
del Sacro Cuore

**Continuing Professional Development for the
Internationalisation of the Curriculum:
Academics’ Engagement and Conditions for Change**

Coordinatore:
Ch.mo Prof. Federica Missaglia

Tesi di Dottorato di:

Lucie Weissova

N. Matricola: 5214028

Anno Accademico 2024/2025

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ABSTRACT

Continuing professional development (CPD) is increasingly used to support academics in the internationalisation of the curriculum (IoC), yet little is known about its outcomes or the conditions under which it leads to lasting change. This study examines how Swedish higher education institutions (HEIs) design and support IoC-related CPD, and how these initiatives shape outcomes for different academics. Drawing on Expectancy–Value Theory and Job Demands–Resources Theory, it adopts a longitudinal, multiphase mixed-methods design combining a national survey of 26 HEIs, interviews with 12 CPD facilitators, and a follow-up of three CPD initiatives. Each initiative was analysed through pre-, post-, and follow-up surveys and interviews with participating academics (n = 15 per phase) and content analysis of CPD syllabi. Findings show that institutional support was fragmented, with no HEI operated a fully integrated system. Initiatives supported by leadership commitment, targeted resources, and prior needs assessment produced more consistent positive outcomes. Alignment between CPD content and participants’ expectations enhanced satisfaction, perceived helpfulness, confidence, and learning gains, but did not predict changes in teaching practice. Behavioural change was instead associated with moments of challenge that disrupted established assumptions, while practical skills development facilitated translation into action. The study introduces empirically grounded academic personas that capture the interplay between individual, departmental, and institutional conditions. These insights offer conceptual and practical tools for developing more effective, relevant, and inclusive CPD that supports long-term curriculum innovation in IoC and beyond.

Key words: continuing professional development, internationalisation of the curriculum, academic engagement, higher education, conditions for change

ABSTRACT

Lo sviluppo professionale continuo (CPD) è sempre più utilizzato per sostenere i docenti nell'internazionalizzazione del curriculum (IoC), tuttavia si sa ancora poco sui suoi esiti o sulle condizioni in cui conduce a cambiamenti duraturi. Questo studio esamina come le istituzioni di istruzione superiore svedesi (HEI) progettino e sostengano iniziative di CPD legate all'IoC e come tali iniziative influenzino gli esiti per diversi docenti. Facendo riferimento alla Expectancy-Value Theory e alla Job Demands-Resources Theory, la ricerca adotta un disegno longitudinale, multi-fase e a metodi misti, combinando un'indagine nazionale su 26 HEI, interviste con 12 facilitatori di CPD e un follow-up di tre iniziative di CPD. Ciascuna iniziativa è stata analizzata attraverso questionari pre-, post- e di follow-up e interviste con i docenti partecipanti (n = 15 per fase), oltre a un'analisi dei contenuti dei syllabi dei corsi di CPD. I risultati mostrano che il sostegno istituzionale è frammentato, e che nessuna HEI dispone di un sistema pienamente integrato. Le iniziative sostenute dall'impegno della leadership, da risorse mirate e da una preventiva analisi dei bisogni hanno prodotto esiti positivi più coerenti. L'allineamento tra i contenuti del CPD e le aspettative dei partecipanti ha rafforzato la soddisfazione, l'utilità percepita, la fiducia e i guadagni di apprendimento, ma non ha previsto cambiamenti nella pratica didattica. Il cambiamento comportamentale è stato invece associato a momenti di sfida che hanno messo in discussione presupposti consolidati, mentre lo sviluppo di competenze pratiche ha facilitato la traduzione in azione. Lo studio introduce personas accademiche empiricamente fondate che catturano l'interazione tra condizioni individuali, dipartimentali e istituzionali. Questi risultati offrono strumenti concettuali e pratici per sviluppare CPD più efficaci, pertinenti e inclusivi, in grado di sostenere l'innovazione curricolare a lungo termine nell'IoC e oltre.

Parole chiave: sviluppo professionale continuo, internazionalizzazione del curriculum, coinvolgimento del personale accademico, istruzione superiore, condizioni per il cambiamento

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CHAPTER 1: INTRODUCTION

Internationalisation has become a defining feature of higher education (HE), reshaping classrooms through growing linguistic, cultural, and educational diversity. From its early conceptualisation, internationalisation was primarily a pedagogical matter, concerned with preparing students to engage with the wider world through knowledge, skills, and intercultural understanding (Knight, 1994; Nilsson, 2003). Over time, however, commercialisation and massification of HE shifted the focus toward competitiveness and talent management, emphasising recruitment, mobility, and global visibility (Altbach & Knight, 2007; de Wit, 2020). More recently, globalisation and heightened migration have further diversified HE systems, intensifying the pedagogical challenges faced by academics.

These developments have placed teaching and learning back at the centre of internationalisation, with the internationalisation of the curriculum (IoC) gaining prominence as a strategy to embed international and intercultural perspectives into teaching and learning (Leask, 2015). While academics are positioned as central actors in the IoC process, questions remain about what forms of institutional support and continuing professional development (CPD) can best enable them to meet expectations relating to the IoC in their contexts (Lauridsen & Gregersen-Hermans, 2021).

This thesis addresses this problem by examining CPD as a key institutional mechanism for enabling academics to fully engage with and realise the goals of IoC. It is driven by the need to understand how higher education institutions (HEIs) can better enable academics to implement IoC in ways that are pedagogically effective and sustainable, and that can make a difference for students' learning in increasingly internationalised classrooms. It explores how IoC-related CPD is designed and delivered in Swedish higher education, how academics engage with these opportunities, and under what conditions they support the development of academics' confidence, competence, and teaching practices over time. Before

outlining the broader challenges that motivate this research and the aims it seeks to address, the next section clarifies how key terms are understood.

1.1. Glossary of Key Terms

Several key terms are used throughout this thesis.

Internationalisation of the Curriculum (IoC). In this thesis, IoC is operationalised as: “the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study” (Leask, 2015, p. 9). This research focuses specifically on the formal curriculum, meaning what academics implement in their classrooms through course design, pedagogy, syllabi, and assessment. This focus reflects the centrality of academics’ agency in enacting IoC and the study’s interest in observable teaching practices, recognising that the formal curriculum provides the main channel through which all students are reached.

Continuing Professional Development (CPD). This thesis draws on Kneale et al. (2016), who define CPD as “any activity targeted to strengthen and extend the knowledge, skills, and conceptions of academics in a way that will lead to changes in their way of thinking and their educational behaviour” (p. 14). This definition best reflects the orientation taken herein, as it captures CPD as reflective, developmental learning rather than narrow technical training. While CPD is often used broadly to encompass diverse activities, this research focuses on structured, centralised initiatives such as courses and workshops (Gosling, 2009; Hoare, 2013), as these reflect strategic institutional intentions, which are the main focus of this research. Following Webster-Wright (2009), CPD is further understood as contextually embedded, positioning it as a mechanism through which academics engage with the challenges of internationalisation of the curriculum.

Academics. The term academics as applied in this research refers to staff employed at Swedish HEIs, with particular emphasis on those involved in teaching. Academics are understood not only as subject experts but also as change agents in the sense of enacting curricular innovation and fostering intercultural learning in their classrooms.

Higher Education Institutions. HEIs refer to universities and university colleges (högskolor) in Sweden. These institutions provide organisational, cultural, and policy frameworks that shape how academics can engage with IoC and CPD. Their role is central, since they structure both the opportunities for and the constraints on academics' professional learning. Smaller private or independent providers were excluded from this research, as their operational mandates and funding models differ significantly and could have skewed the results.

In addition to these terms, Internationalisation at Home (IaH) deserves mention, as it has been especially prominent in Sweden. Emerging in the late 1990s, with Malmö University playing a pioneering role in its development (Sild Lönroth & Nilsson, 2007), IaH has shaped national strategies and institutional policies by stressing the inclusion of non-mobile students in internationalisation efforts (Beelen & Jones, 2015). The concept has often been used interchangeably with IoC in both research and practice; therefore, the literature on IaH has also been considered in this research (Jones, 2019). For the purposes of the analysis, however, IoC is adopted as the primary lens, since it places stronger emphasis on pedagogy and curriculum design.

The Swedish context provides a particularly relevant setting for this research, because despite the early prominence of internationalisation in the national discourse, there has been limited research on how HEIs support academics in the pedagogical dimensions of internationalisation.

With these conceptual foundations established, the following section outlines challenges that shape how IoC is approached in HE.

1.2. Key Challenges in Internationalising the Curriculum

A review of the literature highlights a broad range of challenges that impede IoC. Leask (2015), for example, identifies several blockers, including cultural, institutional, and personal factors. It is also evident from this literature that curriculum internationalisation beyond infusion approaches requires new understandings, particularly in relation to inclusivity, curriculum design and development, and pedagogical skills. Yet, despite growing attention at institutional (Jones & Killick, 2013; Ryan, 2021), national (van Gaalen & Gielesen, 2016; Weimer et al., 2019), and policy levels (European Commission, 2013; ECA, n.d.; IEASA, 2014; NIEA, 2022), the implementation of IoC remains uneven and slow. Three interrelated challenges help explain this persistent difficulty.

The first challenge is the gap between rhetoric and practice. According to the 5th IAU Global Survey, 88% of HEIs agree on the importance of IoC, yet only 2% list strengthening international and intercultural content of the curriculum among their top three internationalisation priorities (Marinoni, 2019). As Aškerc Zadavec (2025) observes, ideals of IoC are often articulated in politically correct terms and aligned with high moral principles, yet seldom enacted in ways that reflect the concept's core intentions. This gap reflects a misalignment between institutional priorities and the resources allocated to implementing IoC (Van den Hende et al., 2023). Insufficient investment in staff development, workload adjustments, or incentives leaves ambitions unfulfilled, with responsibility for IoC falling back on individual academics (Sanderson, 2008; Osakwe, 2017; Robson et al., 2018).

The second challenge concerns academics' engagement in IoC. Academics are frequently positioned as central actors, yet their ability to engage meaningfully is constrained by insufficient institutional support, limited training, and a lack of recognition (Green &

Whitsed, 2013; Zou & Timmermans, 2025). Uncertainty about expectations, combined with weak follow-up, further undermines their sustained involvement (Teekens, 2003). The risks of low engagement are well recognised in literature, with scholars emphasising that without stronger institutional commitment, academics cannot be expected to carry IoC forward (Childress, 2010). As Hudzik (2024) emphasises, “the future of higher education internationalisation will depend on a robust and expanded participation of faculty throughout the institution. Success will depend on institutional efforts towards this end” [A culture of international engagement section].

This tension between institutional priorities and the realities of academics’ capacity underscores the importance of professional learning as a strategic response. CPD is therefore positioned as a key mechanism through which institutions can equip academics to design internationalised curricula and learning outcomes, making it central to how IoC ambitions can be realised in practice (Ryan et al., 2021).

However, CPD itself is not without challenges. The third persistent difficulty concerns the availability, design, and knowledge base of CPD for IoC. In contrast to CPD in higher education pedagogy, which is widely established across Europe (Bunescu & Gaebel, 2018), IoC-related CPD is relatively rare and often takes the form of ad hoc initiatives that are poorly aligned with institutional strategies and lack systematic follow-up, which limits their potential to generate lasting pedagogical change (Cozart & Gregersen-Hermans, 2021; Nawaz, 2018). Moreover, little is known about how effective they are in achieving the intended learning outcomes in participants. Lauridsen and Gregersen-Hermans (2023) highlight this gap by raising two crucial questions: Is the right kind of CPD being offered? And how effective is it?

These questions underscore that the challenge is not only about the quantity of CPD available but also about its quality, relevance, and design. These concerns are heightened by

the tendency to design CPD without meaningful input from academics, overlooking their professional needs, disciplinary contexts, and learning preferences (Weissova et al., 2024). This is despite needs assessment being widely recognised as a crucial first step in effective CPD design (Li et al., 2021; Siddiqui, 2006).

1.3. Purpose, Frameworks, and Research Design

Set against the backdrop of the challenges outlined above, and in line with the overarching aim of this thesis, this research examines the forms of CPD and institutional support provided to academics in Swedish HEIs, with a focus on which CPD approaches work, for whom, and under what circumstances. It explores the expectations academics bring to CPD and the extent to which these are met, with particular attention to how alignment or misalignment shapes CPD outcomes. In doing so, the analysis also considers the institutional, departmental, and individual factors that condition these outcomes. To assess the impact of CPD, the study traces outcomes across multiple domains, including perceived satisfaction and helpfulness, confidence, change in perceptions of IoC, perceived knowledge and skill development, change in teaching behaviour, and broader effects at departmental and institutional levels.

To address this purpose, the research is guided by two complementary theoretical frameworks: Job Demands–Resources theory (JD-R; Bakker & Demerouti, 2014) and Expectancy–Value Theory (EVT; Eccles & Wigfield, 2002). These frameworks provide complementary lenses for understanding academics’ engagement with CPD. JD-R highlights how professional resources and constraints shape academics’ motivation and performance, while EVT explains how expectations and values influence their decisions to engage. Together, they inform both the research questions and the interpretation of findings.

Guided by a pragmatic stance, the research adopts a longitudinal, multiphase mixed-methods design (Creswell & Plano Clark, 2017). This design was chosen to capture both

institutional perspectives and individual academic experiences, while also tracing changes over time. The research was conducted in three interconnected phases spanning the period from May 2023 to January 2025. The first phase involved a national survey of Swedish HEIs ($n = 26$) to map institutional support structures and CPD provision related to the IoC. The second phase drew on semi-structured interviews with CPD facilitators ($n = 12$) and document analysis of CPD syllabi to explore how initiatives were conceptualised, developed, and implemented. The third phase followed three selected CPD programmes longitudinally, combining surveys and interviews with participating academics ($n = 15$) at three points: before CPD, immediately after, and 9–12 months following their CPD participation. Given the relatively small number of longitudinally tracked participants ($n = 15$), the findings are analytically generalisable rather than statistically representative.

1.4. This Research's Contribution

This research contributes to the literature on academic development, CPD, and the IoC in three interconnected ways. Empirically, it offers comprehensive accounts of IoC-related CPD in Sweden, showing how institutions design and deliver support and under what conditions this support contributes to positive outcomes. By combining a national overview with longitudinal tracking of CPD participants, the study shows how professional development influences not only academics' knowledge, attitudes, and practices but also their capacity to contribute to departmental and institutional change. In this way, it addresses the gap in evidence on outcomes beyond the individual level and provides insights into how CPD interacts with wider organisational structures. It also adds to the limited body of research from non-English-speaking contexts, where evidence on CPD and IoC remains particularly scarce.

Conceptually, this research extends the application of Job Demands–Resources theory and Expectancy–Value Theory to the field of IoC, where these theories have not been

previously applied. It demonstrates how these frameworks can be further developed to capture the interplay between academics' motivation, contextual conditions, and CPD design. The research also introduces a typology of academic engagement that can inform both theoretical refinement and future research.

Methodologically, this research demonstrates the value of a longitudinal, multiphase mixed-methods design that moves beyond short-term evaluations. By combining survey data, CPD syllabi, facilitator interviews, and participant surveys and interviews, it captures both immediate and sustained outcomes, allowing for triangulation across multiple perspectives. This responds to calls for more robust evaluation of CPD and shows how long-term effects and contextual influences can be systematically studied (Steinert et al., 2016).

Practically, this research offers guidance for different actors involved in IoC-related CPD. It provides insights that can support facilitators in designing and delivering effective CPD, inform institutions in developing more coherent systems of support, and assist policy makers in considering how national frameworks can strengthen the provision and sustainability of CPD.

The final part of this chapter provides an overview of how the thesis is organised.

1.5. Structure of the Thesis

This thesis is organised into ten chapters. Chapter 1 introduces the research, outlining the background, research aims, theoretical framing, methodology, and contributions. Chapter 2 contextualises the Swedish HE system, including structures for academic development and internationalisation policy. Chapter 3 reviews the literature on IoC and CPD, identifies key debates and gaps, and presents the research questions. Chapter 4 outlines the theoretical and conceptual framework. Chapter 5 details the methodological approach, including research design, data collection, and analysis, as well as ethical considerations, methodological trade-offs, and limitations. Chapters 6 to 8 present the empirical results. Chapter 6 explores how

Swedish HEIs support academics in working with IoC, focusing on the types of institutional support and CPD initiatives available, how these are developed and managed, how strategies and resources influence provision, and how institutions seek to ensure that these initiatives meet the needs of academics. Chapter 7 examines how academics engage with CPD, focusing on the expectations they bring, how these align with CPD design, and how alignment or misalignment influences outcomes for academics. Chapter 8 investigates what changed as a result of CPD participation, for whom, and under what conditions, with particular attention to the factors that enable or constrain CPD outcomes. Chapter 9 synthesises the findings across the three results chapters, discussing key tensions, alignments, and the contribution of CPD to IoC. Chapter 10 concludes the thesis by reflecting on implications for theory, policy, and practice, as well as directions for future research.

In sum, this introductory chapter has outlined the rationale, purpose, and scope of the study, clarified how key concepts are used, situated the research design and contributions, and provided an overview of the thesis structure.

Given that this research is situated in the Swedish HE context, the next chapter turns to the Swedish HE system, describing its structures for academic development and the evolution of internationalisation policy. This provides the national context in which institutional CPD provision for IoC can be understood.

CHAPTER 2: CONTEXTUALISING ACADEMIC DEVELOPMENT AND INTERNATIONALISATION IN SWEDISH HIGHER EDUCATION

To understand how academics engage with continuing professional development (CPD) related to the internationalisation of the curriculum (IoC), it is essential to consider the broader policy and structural context in which they operate. This chapter therefore provides a contextual overview of Swedish higher education (HE), beginning with the European framework before turning to the Swedish system. Three dimensions are outlined in particular. The first is the academic working environment, where structural pressures such as workload, funding models, and the balance between teaching and research shape opportunities for professional learning. The second is the organisation of academic development, with attention to national stakeholders, governance arrangements, and the role of HE pedagogical centres. The third is the evolution of internationalisation policy in Sweden, including the emergence and marginalisation of Internationalisation at Home (IaH) and recent strategic debates. Together, these dimensions define the conditions under which Swedish academics engage with CPD for IoC.

Alongside national legislation, Sweden's role in the European Higher Education Area (EHEA), established through the Bologna Process, has been equally important in shaping the direction of Swedish HE. As a member since 1999, Sweden has committed to the shared framework of comparable degree structures, quality assurance, and student mobility that underpins the EHEA. These reforms reinforced outcome-based education and the use of intended learning outcomes, as well as a strong emphasis on student-centred learning as a guiding principle for teaching and curriculum design (Bologna Declaration, 1999; European Ministers of Education, 2001). More recently, the EHEA has placed greater emphasis on the quality of teaching. The 2018 Paris Communiqué underlined the need to promote pedagogical training, CPD, and recognition of innovative teaching, while the 2020 Rome Communiqué

encouraged cross-border exchange and national frameworks to support CPD for academics (EHEA, 2018; EHEA, 2020). Within this framework, Swedish HEIs retain considerable autonomy, yet their pedagogical practices and internationalisation strategies are expected to align with broader European goals of transparency, mobility, and inclusive access.

Building on this European perspective, it is necessary to situate the analysis by outlining the Swedish HE system, which comprises 18 universities, 18 university colleges, and 14 additional education providers (UKÄ, 2020). These institutions vary significantly in size, ranging from major universities with over 45,000 registered students to smaller university colleges with fewer than 1000 students. The primary distinction between universities and university colleges lies in their authority to award doctoral degrees: universities have a general entitlement, whereas university colleges must obtain subject-specific permissions. In the 2019/2020 academic year, 429,000 students were registered across Swedish HEIs (UKÄ, 2020).

Swedish HE is regulated by the Higher Education Act and the Higher Education Ordinance, with oversight and funding allocated by the Swedish Parliament and Government. However, Swedish HEIs operate with substantial autonomy within this legislative framework, allowing them to make independent decisions regarding internal governance, staffing, and academic affairs (UKÄ, 2017). At the same time, they are guided by national regulations on degree structure and learning outcomes. These outcomes, defined in the Higher Education Ordinance (SFS 1993:100), are grouped into three categories: *knowledge and understanding*, *skills and abilities*, and *judgement and approach*. Institutions may also define local programme-level outcomes, providing some curricular flexibility. All programmes and courses, including credit-bearing CPD, are expected to formulate intended learning outcomes (ILOs) in line with this framework.

These regulatory frameworks define the formal structure of HE, but the everyday realities of academics' work are equally shaped by broader structural and institutional conditions.

2.1. Academic Working Environment

Working conditions in Swedish academia have come under growing scrutiny in recent years, with ongoing discussions about stress, burnout, and the long-term viability of academic careers. These concerns are not unique to Sweden but have been reported internationally, for example, in the UK, Australia, and the US (Blackmore & Blackwell, 2003; Smyth, 2017).

According to a recent survey conducted by Fackförbundet ST, seven out of ten academics report feeling stressed, with 40% experiencing increased workloads in the past two years and 17% doubting they will be able to work until retirement (Hellstrand, 2025). Sörensen (2020) described it as a deep-rooted working-for-free culture that permeates everyday life to such an extent that it has become normalised and is no longer seen as abnormal. In their report titled *That's enough! - About the limitless, unpaid work in academia*, the Swedish Association of University Teachers and Researchers (SULF, 2021) revealed that almost 50% of professors and 30% of lecturers work 10-19 hours extra each week in addition to their regular working hours. This points to an unsustainable academic work culture, where invisible and unpaid responsibilities contribute to chronic overload, limited recovery, and a growing imbalance between work and personal life (Malmström & Negretti, 2022). These working conditions leave academics with limited time and energy for pedagogical development, as further reinforced by the structural challenges outlined below.

The role of academics is inherently multifaceted, combining teaching, research, and administration, and is often described as three jobs in one (Siegall & McDonald, 2004). While this variety can be enriching, it frequently leads to overload and conflict (MacPhail et al., 2019). Administrative duties and accountability demands have expanded, reducing the

time available for core tasks such as teaching, research, and opportunities for professional growth (Blackmore & Blackwell, 2003). Some HEIs report that up to 60% of time is now spent on non-core activities (Smyth, 2017).

The roots of many current pressures in Swedish HE lie in earlier policy and funding reforms. The 1993 *Grundbulten reform* introduced a performance-based funding model and annual productivity deductions. Already by 1999, this model was criticised for underfunding, and by 2018, universities were estimated to be underfinanced by 7 billion SEK (SFS, 2024). This reform has led to larger student groups, reduced teacher-led time (the lowest in Europe), and fewer qualified staff (UKÄ, 2024).

Alongside these financial constraints, structural expansion has introduced additional challenges. The massification of HE has significantly reshaped the landscape. Since 1990, the number of students in Sweden has tripled, from 140,000 to over 400,000 (Stier, 2018). As institutional funding is closely tied to the number of students who pass their courses and earn credits, some HEIs have reportedly lowered academic requirements to sustain funding levels. This has contributed to a widening gap in student preparedness, placing additional pressure on academics to compensate for diverse needs and uphold quality (Knapper, 2012).

Another central tension lies in the imbalance between research and teaching, with research dominating hiring, promotion, and institutional reward structures while teaching merits remain undervalued (SFS, 2024). This imbalance leads many academics to buy out their teaching time to prioritise research, which further undermines the role of teaching within the academic profession (Stensaker, 2018). This devaluation of teaching has unfolded alongside the rise of managerialism and professionalisation, which have reshaped governance structures, reduced academic autonomy, and introduced more top-down steering, resulting in less freedom and flexibility (Stensaker, 2018).

In this complex landscape, engaging academics in CPD becomes increasingly difficult. A 2017 study conducted at Stockholm University found that while 90% of responding university teachers expressed a need for pedagogical development, more than half reported lacking time for it within their workload (SFS, 2023). These structural constraints, compounded by heavy workloads and limited institutional support, not only affect research and teaching directly but also shape how, when, and whether academics can engage in pedagogical development. To understand how academic development is organised and valued in this context, the following section outlines the history, governance, and strategic role of academic development in Swedish HE.

2.2. National Structures and Local Realities in Academic Development

Academic development in Swedish HE refers primarily to the pedagogical professional development of academic staff, typically coordinated through higher education pedagogical centres (HPCs; högskolepedagogiska center) or by educational developers working in similar institutional units. Although such development activities are widely offered across Swedish HEIs, the field remains fragmented, governed at the local level, and unevenly integrated into institutional strategies (Silander & Stigmar, 2023; Stigmar & Edgren, 2014; SUHF, 2017). Beyond these institutional arrangements, national actors also influence the direction of academic development, as outlined in the following section.

2.2.1. National Stakeholders and Frameworks

Several national stakeholders play key roles in shaping academic development in Sweden. The Swedish Higher Education Authority (UKÄ) is responsible for quality assurance reviews and evaluations of HEIs. The Swedish Council for Higher Education (UHR) supports cooperation, guidance, and coordination in areas such as admissions and internationalisation. The Association of Swedish Higher Education Institutions (SUHF) offers a platform for consultation and collaboration among Swedish HEIs and engages with national

and international actors on issues of shared interest. SUHF issues recommendations and reports, and coordinates expert groups in areas such as pedagogy, quality, and internationalisation. The Swedish National Union of Students (SFS) is a federation of student unions; it advocates for student interests and has been a central voice in debates on pedagogical quality since 1955, when student organisations first raised concerns about the lack of teaching quality in Swedish HEIs (SFS, 2023). The Swedish Association of University Teachers and Researchers (SULF) represents academic staff, with a focus on labour conditions and professional recognition.

In parallel, several national networks have emerged to support the professionalisation of academic development. Swednet, a national network for educational developers, has provided a key platform for collaboration and knowledge exchange since 1997. The journal *Högre utbildning* (Higher education) and the NU Conference (National Conference for the Advancement of HE Pedagogy and Subject Didactics) also contribute to promoting pedagogical scholarship and dissemination. While these arenas foster academic dialogue and professional exchange, they operate outside formal governance frameworks and do not carry policy-making or regulatory authority.

2.2.2. Historical Reforms and Policy Developments

Efforts to support pedagogical competence in Swedish HE date back to the 1950s and were reinforced by the national inquiry on university pedagogy in 1970 (SUHF, 2017). The 1993 university reform, grounded in the *Grundbulten report* (SOU 1992:1), introduced institutional autonomy and decentralised the organisation of HE, including academic development. Between 2003 and 2011, national regulations required ten weeks of pedagogical training, supported by targeted government funding, for appointment as a lecturer (*adjunkt*) or senior lecturer (*lektor*) (SOU 1992:1; SUHF, 2017). This requirement was removed with the 2011 autonomy reform, transferring responsibility to individual HEIs.

Despite the longstanding importance of pedagogical competence in Swedish HE, there is no binding national framework for academic development. In this policy vacuum, SUHF has taken on a coordinating role. In 2005, SUHF issued *Recommendations for the goals of qualifying higher education pedagogical training*, which were revised and reissued in 2016 and have since been widely adopted by Swedish HEIs (SUHF, 2005; SUHF, 2017). These recommendations propose a minimum of ten weeks of full-time pedagogical training for academic teaching positions. Notably, one of the recommendations emphasises the importance of values such as *internationalisation*, democracy, gender equality, non-discrimination, and sustainability as part of academic teaching practice (SUHF, 2017, p. 5). However, according to SFS (2024), many HEIs do not follow up on these recommendations, and support for ongoing competence development is often inconsistent.

Later, SUHF expanded its efforts with the *2023 Recommendations for Academic Development*, which set out eight overarching principles to strengthen academic development in Swedish HE. Of these, the most relevant to this research are Principle 4, which emphasises institutional responsibility for pedagogical competence; Principle 6, which calls for incentives; Principle 7, which highlights collaboration with external actors; and Principle 8, which connects pedagogical work to internal quality assurance systems (SUHF, 2023).

Throughout the years, SFS, SUHF, SULF, and UKÄ have consistently advocated for clearer national direction, stronger institutional incentives, and long-term policy commitments to support pedagogical competence (SFS, 2024; SUHF, 2017; UKÄ, 2025). However, the government has maintained a limited role in this area. A notable exception was the short-lived Higher Education Pedagogy Initiative (Högskolepedagogiskt lyft), commissioned by the government and coordinated by UHR, which aimed to create a national arena for pedagogical development and foster coordination and knowledge exchange across HEIs. However, the initiative was discontinued in 2023 (UHR, 2024).

2.2.3. Institutional Variation in Higher Education Pedagogical Centres

As a result, the responsibility for organising academic development has fallen primarily to individual institutions, most often through HPCs, which vary significantly in structure and function across institutions. Initially located centrally under the rector, many units have since been reorganised, and their institutional placement now varies across administration, faculties, or libraries (SUHF, 2017; Stigmar & Edgren, 2014). Stigmar and Edgren (2014) found no consistent link between HPCs' organisational placement and their functional roles. Most HPCs have similar mandates, typically delivering pedagogical courses (often 'behörighetsgivande' - qualification-granting and recommended for teaching eligibility), offering individual consultations, and supporting teaching quality. However, they operate under very different conditions and levels of institutional integration. Some have evolved into well-resourced, multi-staffed units aligned with strategic quality assurance and organisational development, while others function as small, marginalised entities or even 'centres of one' with limited visibility and institutional leverage (Cramblet Alvarez et al., 2025).

The institutional status of HPCs also varies, with many occupying ambiguous positions between academic and administrative structures, which raises questions about their autonomy and strategic influence (Silander & Stigmar, 2023). Repeated reorganisations have contributed to a lack of clear mandates, limited integration into recruitment or promotion processes, and, in some cases, uncertain legitimacy and continuity. This instability hampers long-term planning and weakens the potential for CPD, particularly in strategic areas such as internationalisation, as well as its systematic embeddedness in recruitment, promotion, and curriculum development structures. Because pedagogical competence continues to carry less weight than research in recruitment and promotion, the courses and support offered by HPCs are often marginalised within institutional merit structures. Few institutions provide protected

time for pedagogical activities in employment contracts, which limits the reach and impact of these initiatives (SUHF, 2017; SFS, 2023).

Many HPCs offer pedagogical courses aligned with SUHF's recommendations, but these are not always integrated into formal merit structures or career advancement pathways. A 2015 survey presented in *Agenda: Pedagogik* (Agenda: Pedagogy) found that two-thirds of HEIs lacked formal guidelines for ongoing pedagogical development, and more recent findings show that academics often lack both time and institutional support to engage in such training (SFS, 2023). Although SUHF's (2017) revised framework recommends embedding values such as internationalisation, sustainability, and democracy into pedagogical development, these priorities are rarely reflected in merit structures or workload planning. As a result, CPD related to IoC tends to remain marginal, attracting mostly already motivated or internationally experienced staff (Pleschová & Simon, 2024). SUHF's proposed framework for merit assessment in 2025 encourages greater recognition of pedagogical skills and collaborative contributions, but its future uptake and practical implications remain to be seen (SUHF, 2025).

Beyond the CPD provision, HPCs are increasingly positioned as drivers of institutional development and quality enhancement, although this potential is often underutilised. Some units are linked to internal quality assurance processes, and academic developers are increasingly involved in recruitment, career frameworks, and evaluation structures. Academic developers often operate across multiple levels: providing individual support to teachers (micro), contributing to pedagogical development within departments (meso), and participating in institutional strategies such as promotion frameworks and quality systems (macro) (Nygren & Sjöberg, 2023). As brokers of change, academic developers are expected to navigate institutional politics, foster innovation, and build trust across diverse

academic cultures (Nygren & Sjöberg, 2023). This reflects a broader shift in Sweden from a focus on quality assurance to quality enhancement.

However, pedagogical development is still not used strategically to drive educational innovation. As Silander and Stigmar (2023) observe, pedagogical courses are seldom seen as tools for institutional transformation. Instead, there is an ongoing tension in how HPCs are perceived, raising the question: are they spaces for fostering critical reflection and pedagogical advancement, or merely administrative units that ensure compliance with institutional requirements? Much of the quality-related work remains disconnected from the everyday practice of teaching, and the effectiveness of academic development continues to depend heavily on local leadership, engagement, and institutional culture (Nygren & Sjöberg, 2023; UKÄ, 2025).

In summary, academic development in Sweden is shaped by strong local autonomy, limited national coordination, and uneven institutional commitment. While HPCs and educational developers play a central role in supporting pedagogical competence, their position remains precarious due to unclear mandates and fragmented structures. Without stronger alignment between governance, incentives, and strategic vision, the full potential of academic development for enhancing teaching quality and academic professionalism remains unrealised.

The challenges faced by academic development are closely intertwined with Sweden's approach to internationalisation, as both are concerned with curriculum, quality of education, and the development of intercultural and global competences. Yet, like pedagogical development, internationalisation has long lacked coordinated national support, particularly in relation to IoC.

2.3. Internationalisation of Swedish Higher Education

Internationalisation has been a recurring theme in Swedish HE policy for more than four decades. The following subsections trace key developments, from early policy initiatives to the emergence of internationalisation at home (IaH) and recent debates on strategy.

2.3.1. Early Policy Developments

Strategic efforts toward internationalisation in Swedish HE began in 1974 with the first Internationalisation Inquiry *Motives and Goals for Increased Internationalisation in the Field of Higher Education*, which made funding available to HEIs that developed plans to integrate internationalisation into their education. The 1977 Higher Education Act reinforced this direction by stating that HEIs should promote understanding of other countries and international conditions through their education, thereby embedding internationalisation as a core academic responsibility (1992:1434).

In the decades that followed, several policy developments strengthened Sweden's commitment to internationalisation. A 1989 reform of the student financial aid system allowed Swedish students to use their grants for studies abroad, contributing to a rise in mobility. Sweden joined the Erasmus programme in 1992 and the European Union in 1995, which significantly boosted academic exchange. Other initiatives, including the Baltic 21 plan (1998), the Bologna Declaration (1999), the Linnaeus-Palme programme (2000), and Nordplus Nabo (2004), further strengthened collaboration with international partners.

In the 2004 inquiry *The Open University* (Prop. 2004/05:162), the government set the explicit goal of making Swedish HEIs increasingly internationalised. This led to the adoption of a national internationalisation strategy in 2005, which emphasised that Sweden should become an attractive destination for international students while also urging HEIs to remove barriers that hinder internationalisation at both national and institutional levels. The strategy highlighted the importance of integrating internationalisation into education and identified

academics as a key strategic group for advancing this agenda. Several of these goals were reaffirmed in the 2008 inquiry *Unlimited Knowledge – The University in the Age of Globalisation* (Prop. 2008/09:175). Importantly, IaH was already recognised in the 2004 inquiry, which recommended that HEIs develop coherent strategies for IaH and stressed that all students, including those who do not study abroad, must be prepared to operate in international environments. Despite these early initiatives, no new national internationalisation strategy has been adopted since 2008 (SFS, 2014).

2.3.2. The Emergence and Marginalisation of Internationalisation at Home

It was within this evolving policy context that the concept of IaH was first introduced in Sweden by Bengt Nilsson at Malmö University in the late 1990s. IaH emphasised the importance of providing international and intercultural learning opportunities for all students, not just the mobile minority, through the domestic curriculum. At the time, Malmö University was a newly established institution with limited international partnerships. To address this, it leveraged its surrounding multicultural environment, which was characterised by a high proportion of foreign-born residents, as a resource for embedding global perspectives in teaching (Nilsson, 2003). Nilsson first presented the concept at the 1999 European Association of International Education (EAIE) Forum, sparking broad international interest and leading to the establishment of an official IaH network, followed by the IaH interest group. The term gained traction across Europe as a response to the limited reach of student mobility.

At the turn of the millennium, IaH received substantial attention, yet its emphasis on curriculum and pedagogy gradually faded and was later marginalised in the agendas of Swedish HEIs. The reasons were both structural and economic: IaH was not integrated into quality assurance processes or national funding mechanisms, and Swedish HEIs increasingly prioritised the recruitment of fee-paying students following the 2011 tuition reform (Stier,

2018; SFS, 2014; SOU, 2018:3). National support also weakened. UHR, the Swedish Council for Higher Education, lacked the authority and funding to coordinate pedagogical internationalisation, particularly when compared with well-resourced national agencies such as DAAD in Germany or NUFFIC in the Netherlands (SOU, 2018:3).

2.3.3. Recent Strategies and Policy Debates

From the mid-2010s, debates about internationalisation in Sweden became more fragmented, with growing concerns about the limited pedagogical dimension of institutional strategies. The Swedish National Union of Students (SFS) played a central role in voicing these concerns.

In 2014, SFS reviewed the internationalisation strategies of eight HEIs and found that most had shifted their focus to international student recruitment and branding. Although institutions often claimed to offer international perspectives to all students, few had clear strategies for how this would be achieved pedagogically. SFS called for mandatory pedagogical training in English-medium instruction (EMI) and stronger support for both student and staff mobility. These concerns were echoed in a joint letter sent in 2015 by SFS, SUHF, UKÄ, UHR, and the Swedish Institute (SI), urging the Ministry of Education to provide a new national strategy for internationalisation of Swedish HE.

This led to the appointment of Agneta Bladh in 2017 to draft a renewed strategic agenda. Her 2018 inquiry, *A Strategic Agenda for Internationalisation*, outlined clear goals for 2020–2030. A central proposal was that all students graduating from Swedish HEIs should develop international understanding or intercultural competence. To support this, Bladh recommended amending the Higher Education Act to include internationally relevant learning outcomes, and proposed investments in digitalisation, virtual mobility, and academic development. The report also called for HEIs to work more strategically with IaH and for UHR to coordinate national support (SOU 2018:3).

Beelen, a European expert on HE internationalisation, welcomed the inquiry's ambitions but noted that its approach to IaH remained superficial (Beelen, 2018). Although the inquiry cited Beelen and Jones's (2015) definition of IaH, it did not address its implementation at the programme or course level, where internationalised learning outcomes are shaped. Beelen also critiqued the framing of COIL and virtual exchange as alternatives to mobility, rather than integrated options available to all students. This misalignment, he argued, mirrors similar shortcomings in Dutch policy.

Despite Beelen's critique, the inquiry was received positively within Sweden. For instance, SFS welcomed it as very ambitious (Adamowicz, 2018). Still, the inquiry was not formally adopted. As Myklebust (2021) noted, the report has gathered dust, and responsibility for implementing its recommendations remains with individual HEIs, many of which lack the institutional capacity to realise its goals (SOU 2018:3). Nevertheless, two outcomes proposed in the inquiry were later realised: the 2021 revision of the Higher Education Act and the establishment of the Platform for Internationalisation (PLINT, Plattform för internationalisering) in 2022.

The 2021 revision to the Higher Education Act introduced a stronger mandate, stating that "the collected international activities of each higher education institution must enhance the quality of its research and education, and make a national and global contribution to sustainable development" (SFS 2021:1282, 5§). Although this affirms the strategic value of internationalisation, the absence of explicit references to curriculum or student learning risks sidelining the pedagogical dimensions of internationalisation.

In 2022, the government launched the platform for internationalisation, PLINT, a cross-sector initiative involving UHR, UKÄ, Swedish Institute (SI), the Swedish Research Council, and Swedish Governmental Agency for Innovation Systems (Vinnova). Its goal is to remove barriers to internationalisation in education, research, and innovation. However,

PLINT's scope omits teaching and learning, with no explicit reference to curriculum-related internationalisation.

2.4. Summary of Contextualising Academic Development and Internationalisation in Swedish Higher Education

This chapter has outlined the policy and institutional context in which Swedish academics engage with CPD, particularly in relation to internationalisation. It has shown that academics face demanding working conditions characterised by high workloads, limited time for pedagogical development, and structural imbalances between research and teaching. Academic development, meanwhile, is organised primarily at the institutional level, with higher education pedagogical centres playing a key but often under-recognised role in supporting teaching quality. At the national level, development is shaped by non-binding recommendations and fragmented governance, which leaves significant variation across institutions.

The chapter has also traced the evolution of internationalisation in Sweden, highlighting how IaH emerged as a pedagogical concept but has been marginalised in practice over the years. Despite repeated inquiries and strategies, national policies continue to frame internationalisation largely in administrative or economic terms rather than integrating it into the curriculum and student learning. Together, these conditions influence how academics are able to engage with professional learning for IoC.

Building on this contextual overview, Chapter 3 reviews the literature on CPD and IoC. It examines how existing research has addressed academic development, internationalisation, and the role of CPD in enabling academics to respond to these challenges, thereby establishing the conceptual foundations for this research.

CHAPTER 3: LITERATURE REVIEW

Chapter two presented an overview of the Swedish higher education (HE) sector with a focus on institutional and national policies related to continuing professional development (CPD) and HE internationalisation in Sweden. The aim of this chapter is to review the literature informing this research, unpack the complexity of academics' engagement in CPD for internationalising the curriculum (IoC) and identify key research gaps that this research seeks to address. It brings together conceptual, empirical, and practical perspectives to map current understandings of IoC and the role of CPD in supporting its implementation in HE contexts.

The chapter is structured as follows. Section 3.1 examines academics' engagement with IoC and reviews six strands of literature relevant to CPD design: academic engagement, implementation challenges, disciplinary differences, practical examples of IoC, competency frameworks, and the debate over generic versus discipline-based approaches. Section 3.2 turns to empirical research on CPD initiatives explicitly linked to IoC, synthesising what has been done, what is missing, and the main patterns observed across recent studies. Section 3.3 broadens the lens to consider insights from the wider CPD literature, exploring dominant models, recurring tensions, and the evolving role of higher education pedagogy centres. Section 3.4 synthesises four key areas of focus for understanding CPD effectiveness: the outcomes CPD can generate, how impact is evaluated, the conditions that shape engagement, and the features of effective CPD design. Finally, Section 3.5 summarises the key knowledge gaps identified across the literature and presents the research questions that guide this research.

3.1. Diverse Views on IoC and Implications for CPD

To understand the varied conditions under which academics engage with curriculum internationalisation, this section reviews six interconnected strands of literature. It begins by

examining how academics perceive and engage with IoC, followed by key challenges and influencing factors. Disciplinary differences are then explored, along with patterns of implementation and the role of competences. The final part addresses ongoing debates about whether CPD for IoC should be generic or discipline based.

3.1.1. Academics' Engagement with IoC

Understanding how academics perceive and engage with IoC is essential for designing professional development that is both relevant and effective. However, putting IoC into pedagogical practice remains challenging, partly because it requires shifts in teaching practices, curriculum design, and underlying assumptions about learning (Leask, 2015). These demands make the concept difficult to operationalise in day-to-day teaching, which in turn limits its practical uptake. This challenge is echoed by Osakwe (2017), who notes that existing research acts as “signposts that point to theories, policies, and success criteria; to the broad venues, but not to the destination” (p. 3), underscoring a persistent gap between conceptual frameworks and classroom realities.

This gap deepens when considering how academics describe their preparedness. Many lack prior training or support for teaching in international and multicultural settings (Hudzik, 2024). Renfors (2019), reporting on a Finnish study, found that while academics were aware of the IoC concept, they lacked the competences, tools, and resources to adjust their pedagogical approaches. Similar patterns were observed in the UK-based study by Lomer et al. (2021), where most of the 45 interviewed academics reported receiving no specific training for working with international students. Van den Hende et al. (2024) similarly highlight that academics often feel unprepared and perceive internationalisation as outside their core expertise. They describe their roles in this area as unclear and express a preference for tailored support that aligns with their individual strengths and motivations.

Despite these limitations, academics generally recognise the growing relevance of IoC and show a willingness to engage if adequate support is provided (Weissova & Johansson, 2022). This combination of awareness and motivation on the one hand, and limited practical capacity on the other, is evident across multiple contexts, including in Malaysia, where academics valued IoC but lacked the tools or know-how to implement it (Ohajionu, 2021).

However, not all scholars view this lack of specific support as problematic. Iosava and Roxå (2019, p. 230) report that internationalisation is widely understood by Swedish faculty members as “a naturally occurring phenomenon,” while Elmgren and Henriksson (2015) similarly argue that diversity has long existed in Swedish university classrooms and does not necessarily call for major pedagogical change. Some scholars frame IoC as simply good teaching that benefits all students, regardless of nationality or background (Clifford, 2009; Lomer et al., 2021).

Other scholars challenge this framing by emphasising the specific pedagogical skills required to engage meaningfully with international and intercultural diversity, highlighting the need for intentional curriculum design and targeted development of academics (Lauridsen & Lillemose, 2015; Dimitrov & Haque, 2016; Cozart & Gregersen-Hermans, 2021). Zou and Timmermans (2025) offer a complementary perspective. While they acknowledge that many IoC practices align with broader principles of high-quality curriculum design, they argue that “internationalisation should also be reimagined as a transformative curriculum practice” (p. 14). This involves educators critically examining the assumptions that underpin their teaching, embracing diverse epistemologies and languages, and confronting the power dynamics embedded in traditional knowledge systems.

Such critiques echo broader concerns raised by Marginson (2023) and Stein (2017) about the reproduction of Western-centric perspectives in IoC initiatives and the risk of perpetuating colonial and neoliberal logics under the guise of global citizenship. Rather than

positioning academic staff merely as implementers, this perspective recognises them as co-creators of internationalised curricula, whose pedagogical choices, disciplinary perspectives, and engagement with global and local diversity shape how internationalisation is enacted in classroom practice.

3.1.2. Challenges and Factors Influencing Academic Engagement with IoC

Translating the concept of IoC into day-to-day teaching remains a significant challenge for many academics. Linguistic, cultural, and didactic barriers are frequently reported (Lauridsen, 2017). A recent Swedish study by Weissova et al. (2024) found that over 60% of academics perceived teaching in internationalised classrooms as challenging, with a total of 73 challenges recorded, including group dynamics, language-related issues, and diverging expectations around classroom participation and assessment. Interestingly, these challenges were not associated with gender, age, or years of teaching experience. However, academics with immersive international experiences, such as postdoctoral research abroad, reported significantly fewer challenges, echoing findings by Iosava and Roxå (2019) and Weissova and Johansson (2022).

Among all reported barriers, time constraints are the most consistently cited. Lomer et al. (2021) note that even when institutional support is available, limited time and resources prevent academics from investing in pedagogical innovation. In the Swedish context, Weissova and Johansson (2022) found that rigid workload models and weak leadership support severely constrain participation in CPD. Van den Hende et al. (2024) similarly point to inflexible systems, unclear strategies, and limited administrative backing, all of which compound time pressure and hinder efforts to internationalise the curriculum.

Beyond time constraints, a broader set of institutional and individual factors shape academic engagement. Niehaus and Williams (2016) distinguish between external barriers (such as lack of incentives, budget limitations, or poor alignment with institutional systems)

and internal ones (including lack of cross-cultural competence or personal interest). Leask (2015) offers a framework to map these enablers and blockers, which Weissova and Johansson (2022) applied in the Swedish context to identify a range of barriers, with uninformed leadership and weak support structures emerging as particularly limiting. Conceptual ambiguity and restricted access to relevant academic development opportunities further complicate implementation (Beelen, 2015; Caruana, 2011; Leask & Carroll, 2011). At the policy level, Hammond and Radjal (2022) highlight that in Japan, a strong emphasis on quantitative metrics within internationalisation agendas has diverted attention from curriculum-level engagement.

Variation in academic engagement with IoC is not only shaped by institutional context, but also by how academics interpret their roles, understand teaching, and relate to the idea of internationalisation. These dimensions interact in complex ways with institutional conditions, yet remain underexplored in the literature (Van den Hende et al., 2024). Several typologies have been proposed to capture this variation. Green and Mertova (2016), for example, distinguish between “transformationalists,” who view internationalisation as a critical, student-centred pedagogy, and “transactionists,” who approach it through a managerial or economic lens. Hill (2024) identifies a spectrum of dispositions in business schools, from “Internationalisation Champions” and “Pedagogic Enthusiasts” to more reluctant “Research Followers” and “Research Stars,” who prioritise research over pedagogical change. Similarly, Hudzik (2024) classifies academics as “predisposed allies”, “uncommitted bystanders”, or “active opponents”. These typologies underscore the need for targeted, differentiated support strategies that take into account the diversity of academic dispositions and institutional realities.

3.1.3. Disciplinary Differences in IoC

Disciplinary affiliation has long been seen as shaping academics' teaching values and openness to pedagogical change (Becher & Trowler, 2001). In the context of IoC, several studies suggest that disciplinary norms and cultures shape both attitudes and practices, affecting how internationalisation is understood and enacted across different academic fields (Bulnes & de Louw, 2024; Eftekhari, 2025). However, recent research has begun to challenge this assumption, revealing a more complex interplay of factors (Aškerc Zadavec & Kočar, 2023; Weissova et al., 2024).

Yet, research continues to show that discipline-specific dynamics influence engagement with IoC. Scholars in the humanities and social sciences are generally more receptive to incorporating international and intercultural dimensions into their teaching compared to those in science and technology fields (Bulnes & de Louw, 2024). Sawir (2011) similarly observed that academics in STEM fields were less likely to adapt their pedagogical approaches to support diverse learners.

Nevertheless, disciplinary identity alone may not fully explain these patterns. Several recent studies suggest that other variables, such as language proficiency, staff composition, or international experience, are more salient. Zou et al. (2023) argue that critical perspectives on internationalisation exist across all fields, and disciplinary boundaries do not always predict individual attitudes. Weissova et al. (2024) found that perceived differences between disciplines (e.g. business vs. health sciences) were largely accounted for by staff composition and contextual factors. These findings are echoed by Aškerc Zadavec and Kočar (2023), who also conclude that institutional context and academic teams are more decisive than discipline alone.

Adding further nuance, quantitative studies have begun to question the explanatory power of disciplinary affiliation. Eftekhari (2025), using Becher's typology of academic

disciplines, found no statistically significant differences in academics' orientation toward internationalisation across fields. She argues that the current disciplinary categories may no longer be adequate for understanding how academics engage with curriculum internationalisation. Instead, she calls for the development of new frameworks that account for the diversity of teaching cultures, institutional missions, and internationalisation goals.

3.1.4. Implementation of IoC

Despite the growing recognition of the importance of internationalising curricula, Zou et al. (2023) note that successful examples of IoC in practice remain relatively rare.

Implementing IoC requires more than surface-level curricular adjustments; it entails pedagogical transformation, including a rethinking of course design, teaching approaches, and the content itself. This content shift reflects an evolving response to a changing and globalised world, calling for the inclusion of diverse perspectives, knowledge systems, and global challenges (Leask, 2015). Schartner and Cho (2017) similarly emphasise the need to move beyond technical fixes and embrace more fundamental change. Sanderson (2008) describes this as a whole-of-person process involving critical reflection on one's own cultural assumptions and teaching identity.

Change, however, often begins incrementally. As Roxå (2018, cited in Pleschová, 2024, p. 8) suggests, it is often "ordinary teachers [who] change their classes" through modest yet meaningful adjustments in their own classrooms. Such micro-level innovation can trigger broader institutional learning over time. Similarly, Zou and Timmermans (2025) argue that IoC should be understood as an ongoing, flexible process in which even minor changes, such as redesigning a single assignment, can initiate wider impact.

Students often perceive course content as the most visible indicator of internationalisation (Liang, 2024). In Liang's study, internationalised curricula were associated with diverse readings, non-Western perspectives, and engagement with global

issues. Academics can support this by broadening reading lists, integrating international guest speakers, and using comparative case studies. However, internationalisation also requires attention to how learning is facilitated, not just what is taught. Lomer et al. (2021) emphasise that inclusive teaching must be reflected in both curriculum content and pedagogy. Aškerc Zadavec (2025) outlines practical approaches such as collaborative online international learning (COIL), culturally mixed student groups, and classroom discussions on ethics and global justice. Mittelmeier et al. (2022) further advocate for active and creative strategies, including role play, project-based learning, and reflective journaling to foster deeper intercultural engagement.

To support the integration of these content and pedagogical dimensions, a growing number of tools and frameworks have been developed. The THIAH mapping framework (Bulnes & de Louw, 2024) enables institutions to assess the extent to which teaching addresses international and intercultural goals across various areas, including content, pedagogy, language, learning outcomes, and staff composition. At the level of individual teaching practice, Lomer et al. (2021) offer a guide that translates IoC principles into actionable strategies, including scaffolding, diverse assessments, and student–staff partnerships, to enhance inclusion and global engagement. Numerous reflective resources, including the IoC Toolkit (Foster & Carver, 2018) and frameworks developed by Leask (2015), Jones and Killick (2007), and Carroll (2015), aim to foster critical reflection and help academics embed global learning outcomes. Sanderson’s (2008) framework for the “internationalisation of the academic self” similarly draws on concepts of authenticity and cosmopolitanism to support identity development in the teaching role.

A growing number of large-scale international projects funded under Erasmus+, including IntlUni, EQUiiP, SUCTIA, IMPACT, DITE, and COALITION (COALITION, n.d.; DITE, n.d.; EQUiiP, n.d.; Pleschová & Simon, 2022; IntlUni, n.d.; SUCTIA, n.d.), point

to a shared commitment to supporting academics in embedding international and intercultural dimensions into their teaching. These initiatives focus on developing practical tools, training opportunities, and institutional support structures to help make IoC a more integrated part of everyday pedagogical practice.

3.1.5. Competences for IoC: What Frameworks Say and What Academics Need

A number of scholars and international initiatives have proposed frameworks to define the competences required for academics working in internationalised higher education. Teekens (2003) introduced the *Profile of the Ideal Lecturer*, identifying nine clusters of competences, such as linguistic and cultural awareness, disciplinary knowledge, and personal attributes. Van der Werf (2012) developed the *International Competences Matrix*, expanding the scope beyond classroom teaching to include supervision, research, and counselling in national and international contexts. Dimitrov and Haque (2016) proposed the *Intercultural Teaching Competence (ITC) model*, outlining 20 competences grouped into foundational, facilitation, and curriculum design domains. EQUiP's *International Competence Profile for Educational Developers*, developed through the EU-funded EQUiP project, identified eight domains for those supporting academic staff, with emphasis on inclusion, global learning, intercultural engagement, and reflective practice (Cozart & Gregersen-Hermans, 2021).

Despite their varied emphases, these frameworks converge around several recurring themes. Intercultural awareness and sensitivity are foundational, requiring academics to demonstrate self-awareness, openness to difference, and the ability to foster inclusive learning environments. Flexible, student-centred pedagogy is also central, highlighting trust-building, responsiveness, and adaptability to diverse learner needs. Intentional curriculum design is crucial for embedding global and intercultural dimensions, including relevant outcomes, assessment tasks, and content. Academics must be able to communicate effectively across linguistic boundaries, often in languages that are not their native tongue. Each

framework also emphasises the importance of CPD, reflective practice, and institutional engagement in sustaining meaningful IoC efforts. Yet, only a few institutions or academic development units systematically draw on these existing frameworks when designing CPD (Hoare, 2013). This gap between design and reality risks undermining the relevance and effectiveness of support structures for IoC.

One attempt to address this fragmentation more holistically is the model proposed by Gregersen-Hermans and Lauridsen (2021), which positions educational development as a bridge between institutional strategies, programme-level curriculum design, and societal outcomes such as inclusion, social justice, and sustainability. Their framework traces how CPD connects inputs (such as strategic aims and staff development) with both learning outcomes and broader impact, and highlights the importance of international and intercultural competences among educational developers themselves. In doing so, it offers a more systemic lens on how institutional efforts to support IoC can be better aligned and evaluated.

While these frameworks provide useful guidance on what competences are needed for teaching in internationalised classrooms, much less is known about how academics themselves perceive their needs, motivations, and barriers in relation to CPD for IoC. Bridging this gap requires not only conceptual clarity but also empirical insight into the actual experiences and preferences of academics.

This was explored in a recent study at one Swedish university, where Weissova et al. (2024) investigated how academics perceive their institutional support and CPD needs related to teaching in internationalised classrooms. Only 5% of academics reported feeling supported by their institution, and just 11% by their faculty or school. Furthermore, 52% were unaware of the CPD opportunities for internationalised teaching that were available to them. At the same time, 54% expressed interest in participating in CPD aimed at improving their competence in internationalised classrooms, while 30% were undecided and 16% were not

interested. Interest levels were higher among lecturers, female academics, and staff in health-related disciplines.

Motivations for engaging in CPD varied, with the most commonly cited reason being the improvement of teaching in internationalised classrooms (69%), followed by personal interest in the topic (62%), making better use of diversity in the classroom (38%), and addressing language-related challenges (34%). Workload emerged as the most frequently cited barrier to participation (75%), followed by competing priorities (45%), and perceived lack of departmental (22%) and institutional support (20%).

Academics also expressed clear preferences for the form of CPD. Only 11% expressed a preference for formal courses, and those who did preferred hybrid or cross-disciplinary formats of up to 7.5 ECTS. The most popular format was workshops or seminar series (48%), followed by learning with and from colleagues (23%), including communities of practice and peer discussion. Self-learning (15%) and conferences (3%) were the least frequently preferred options. Notably, mentoring was favoured particularly by those who were uncertain about engaging in CPD, suggesting a desire for more informal, relationship-based support.

These preferences resonate with broader findings in the literature on academic staff development. Czerniawski et al. (2017) distinguish between two categories of professional learning needs among university teachers: those aimed at improving their immediate pedagogical practice and those oriented toward academic career advancement, such as research and publishing. Importantly, their study highlights a tendency among staff to deepen their expertise in areas where they already feel confident, rather than addressing areas of inexperience or weakness. This has significant implications for CPD design, especially in fields like IoC, which may require new competences that fall outside academics' established comfort zones.

Taken together, the cited literature points to the importance of systematic needs analysis as a foundation for effective CPD design. Without a clear understanding of academics' existing competences, motivations, and barriers, support structures risk being misaligned with actual needs.

3.1.6. Generic or Discipline-Based CPD? A Continuing Debate

These patterns in CPD preferences, particularly the limited interest in formal, cross-disciplinary courses, raise a broader and ongoing question in both research and practice: should CPD for internationalisation be offered in generic, cross-disciplinary formats or tailored to specific disciplinary contexts? Numerous scholars argue that discipline is the primary locus of academic identity and pedagogical meaning-making, and thus should be the starting point for professional development (Roxå & Mårtensson, 2012). Within the context of disciplines, academics are more likely to find pedagogical models that resonate with their content expertise and epistemological assumptions (Crawford, 2008). Roxå and Mårtensson (2012) caution against the common practice of removing academics from their disciplinary context, training them generically, and expecting them to return as change agents, a strategy often ineffective, particularly for junior staff. Neumann (2001) similarly stresses that discipline-based CPD can foster not only teaching techniques but also reflective engagement with disciplinary ways of knowing. Recent work by Iosava & Roxå (2019) points to the value of local, faculty-led initiatives as levers for institutional change in internationalisation efforts, arguing that resources should be targeted to disciplines or interdisciplinary clusters where energy and potential already exist.

However, not all stakeholders uniformly prioritise disciplinary specificity in CPD design. Silander and Stigmar (2023, p. 11), in their analysis of stakeholder perspectives on higher education pedagogy courses, found that “closeness to the discipline and to content was not a focus for any of the stakeholders”, suggesting that it is not seen as important by any of

the stakeholders. Furthermore, their interviews revealed a striking divide in understanding the need for CPD. Government actors and university management emphasised theoretical and normative content (e.g. values, pedagogy as a knowledge domain), while university teachers prioritised practical, curriculum-focused skills. This lack of consensus, the authors argue, reflects a deeper problem: academic development is not widely understood or treated as a strategic priority. As Gregersen-Hermans and Lauridsen (2021) illustrate in their institutional model, CPD is often absent from the chain linking strategy, curriculum design, and student outcomes, which may explain why professional learning remains weakly integrated into broader efforts to internationalise teaching.

This synthesis of previous literature underscores the importance of aligning CPD design with actual staff needs and motivations, and of embedding such efforts within the management control cycle of the institution or unit. To further explore how this can be achieved, the next section turns to empirical research on CPD initiatives explicitly linked to curriculum internationalisation.

3.2. CPD for IoC: What Do We Know?

The previous section highlighted both conceptual and empirical evidence for the need to better support academics in developing the competences required for internationalised teaching. Across diverse international settings – including Australia (Leask & Carroll, 2011; Hoare, 2013), Canada (Garson et al., 2016), Portugal (Lourenço, 2018), Sweden (Kjellgren, 2020), Ireland (Ryan et al., 2021), Hong Kong (Zou et al., 2020), the Netherlands (Beelen, 2015), Malaysia (Ohajionu, 2021), New Zealand (Brunton & Jeffrey, 2014), and the USA (Harder, 2011; Jin & Schneider, 2019) – scholars have reinforced this point, reporting that academics often feel underprepared for teaching in internationalised settings and that institutional support structures remain underdeveloped. While academic development activities are widespread (Zhang, 2022), CPD initiatives explicitly addressing curriculum

internationalisation remain fragmented and often ad hoc (Lauridsen & Lillemose, 2015; Lauridsen & Gregersen-Hermans, 2021). The call for greater investment in CPD has also been recognised at the policy level, including in the 2018 Paris and 2020 Rome Communiqués (EHEA, 2018; 2020), which emphasise pedagogical training, cross-border exchange, and professional development for academic staff.

Building on this recognition, the next section reviews empirical studies that examine how CPD has been designed, implemented, and evaluated specifically in relation to curriculum internationalisation.

3.2.1. What Has Been Done: Empirical Patterns in CPD for IoC

This section draws on 24 studies identified through a review of literature published between 1999 and 2025, examining how CPD has been positioned, structured, and evaluated in relation to curriculum internationalisation. The review was conducted in Scopus using a combination of keywords related to professional development, academic staff, and internationalisation of the curriculum (see Annex 1 for the full search strategy). Together, these studies reveal a diverse and still-emerging field, characterised by variation in conceptual foundations, methodological approaches, and institutional contexts (see Table 1 for an overview).

For analytical clarity, the studies were grouped into four categories: field-mapping contributions; studies that use CPD as a lens to explore academics' conceptualisations of internationalisation; accounts focused on the design and implementation of CPD initiatives; and those evaluating CPD outcomes.

Table 1*Overview of Literature on CPD for Internationalisation of the Curriculum: Contexts, Formats, and Foci (1999–2025)*

Authors	Context	CPD Type	Focus
Lauridsen (2017)	Europe	N/A	State of the art in CPD
Wimpeny et al. (2020)	Global	N/A	State of the art in CPD
Lauridsen & Gregersen-Hermans (2023)	Europe	N/A	State of the art in CPD
Green & Whitsed (2013)	Australia	A year-long Community of Practice	Explore the alternative way to the formal PD. Engaging academics in a critical interdisciplinary environment
Clifford & Montgomery (2015)	Global	Online course	CPD influences academics' understanding of IoC
Zou et al. (2020)	Hong Kong	Three-year-long Community of Practice	CPD influences academics' understanding of IoC
Mak et al. (2013)	Australia	Workshop + learning circle	CPD design and implementation
Osakwe (2017)	USA	Pework, workshop, follow-up	CPD design and implementation
Smith & Paracka (2018)	USA	professional development of faculty	CPD design and implementation
Smyth et al. (2013)	Global	Online open course	CPD design and implementation
Whitsed et al (2024)	Australia	CoP	Development of the CPD framework
Weissova et al. (2024)	Sweden	N/A	Professional development needs of academics
McKinnon et al. (2019)	UK	N/A	Engagement with institutional IoC resources

Authors	Context	CPD Type	Focus
Nguyen (2020)	Australia & Vietnam	Capacity building project	CPD enabling academic internationalisation
Hoare (2013)	Australia	10 days of transnational teaching	Transnational teaching as a site of professional learning
Svetlik & Bracek Lalic (2016)	Slovenia	Academic staff development	CPD as academic career advancement
Garson et al. (2016)	Canada	Four-day CPD programme	Evaluating the outcomes of CPD
Niehaus & Williams (2016)	USA	CoP	Evaluating the outcomes of CPD
Lauridsen & Lauridsen (2018)	Denmark	Mentoring + seminars/workshops	Evaluating the outcomes of CPD
Urban et al. (2017)	USA	One-year faculty development programme with transnational teaching	Evaluating the outcomes of CPD
Lourenço (2018)	Portugal	A series of workshops	Evaluating the outcomes of CPD
Ryan et al. (2021)	Ireland	Community of Practice	Evaluating the outcomes of CPD
Lauridsen & Gregersen- Hermans (2022)	EU	Prework, 4-day seminars, follow-up	Evaluating the outcomes of CPD
Pleschová & Simon (2024)	Slovakia	Seven workshops + coaching + research	Evaluating the outcomes of CPD

Three studies have provided broader overviews of the field (Lauridsen, 2017; Lauridsen & Gregersen-Hermans, 2023; Wimpeny et al., 2020). Lauridsen (2017) highlighted the predominance of fragmented and ad hoc CPD activities and called for more embedded, strategic approaches. Building on this, Lauridsen and Gregersen-Hermans (2023) identified common features of effective initiatives, including interdisciplinary collaboration, alignment with institutional priorities, peer learning, and flexible language practices. Wimpeny et al. (2020) offered a partial synthesis of selected studies, though their inclusion criteria are limited and exclude several significant contributions.

A second group of studies investigated how CPD influences academics' understanding of internationalisation. Clifford and Montgomery (2015), for instance, described a strong pedagogical commitment among academics, but limited agency in the face of conservative institutional norms. Similarly, Zou et al. (2020) examined how communities of practice can assist academics in navigating issues of identity and power. Green and Whitsed (2013) used positioning theory to analyse how IoC challenges and reshapes professional identity of academics.

Other contributions focused on particular aspects of the CPD process, such as design and implementation (Mak et al., 2013; Osakwe, 2017; Smith & Paracka, 2018; Smyth et al., 2013), the development of professional development frameworks (Whitsed et al., 2024), perceived professional development needs (Weissova et al., 2024), patterns of engagement with institutional IoC resources (McKinnon et al., 2019), and the relationship between internationalisation and academic career advancement (Svetlik & Bracek Lalic, 2016).

To deepen understanding of how CPD is evaluated in relation to IoC, Table 2 provides an overview of eight studies that explicitly assess CPD outcomes. It outlines the

format of each initiative, participant characteristics, data collection methods, and any stated theoretical framing.

Table 2*Empirical Studies Evaluating CPD Impact on IoC-Related Teaching Practice*

Authors	CPD Format	Participants	Data Collection	Theoretical framing
Garson et al. (2016)	A four-day intensive programme, followed by individual curriculum internationalisation actions and a written impact report six months later, with an interdisciplinary participant cohort.	20 academics from different disciplines	Mixed method (survey + interviews)	Transformative Learning
Niehaus & Williams (2016)	Semester-long professional learning community with monthly meetings, guided reflection, and collaborative development of intercultural learning outcomes.	15 academics from the education faculty	Semi-structured interviews, observations and document analysis	Transformative Learning
Lauridsen & Lauridsen (2018)	Mandatory departmental initiative for EMI lecturers combining two rounds of mentoring (each including a classroom observation and feedback report) with follow-up seminars and a concluding half-day workshop.	24 academics teaching in EMI programmes	Mixed method (questionnaire, 2 reports from the observations per participant, and online survey)	None stated
Urban et al. (2017)	One-year faculty development programme combining monthly workshops, peer mentoring, classroom implementation of globally focused teaching, and reflective portfolio assignments; includes an international teaching component.	8 academics from the agricultural discipline	Semi-structured interviews	Social cognitive theory; self-efficacy

Authors	CPD Format	Participants	Data Collection	Theoretical framing
Lourenço (2018)	A series of short workshops (3 hours each) over one semester, supported by an online platform and reflective activities	7 teacher educators for pre-primary and elementary education	Pre/post questionnaires, reflective diaries, and course evaluations	Transformative Learning
Ryan et al. (2021)	An interdisciplinary community of practice over two semesters, including monthly meetings, peer feedback, reflective practice, and a capstone presentation	8 academics from interdisciplinary backgrounds	Semi-structured interviews before and after CoP	Change theory
Lauridsen & Gregersen-Hermans (2022)	Preparatory reading, 4-day residential course, and 6-month follow-up assignment	16 academics (from an interdisciplinary, multilingual context)	Pre/post questionnaires, reflections, observations, and post-post final assignment	None stated
Pleschová & Simon (2024)	Seven face-to-face workshops (two days each) over 14 months, with structured peer feedback and one-on-one mentoring. Participants also conducted a small-scale research project on their own teaching practice and submitted a final written report.	2 academics	Mixed method (Programme evaluation via final reports and feedback; participants collected surveys, interviews, syllabi, and institutional data)	Grassroots leadership theory

These eight studies are of central interest as they explicitly evaluate the outcomes of CPD in relation to teaching practice (Garson et al., 2016; Lauridsen & Lauridsen, 2018; Lourenço, 2018; Niehaus & Williams, 2016; Ryan et al., 2021; Urban et al., 2017; Lauridsen & Gregersen-Hermans, 2022; Pleschová & Simon, 2024). Across these studies, several synergies emerge. Many underline the transformative potential of CPD when it enables critical reflection and raises awareness of inclusive, global pedagogies. Collaborative formats such as interdisciplinary workshops, learning communities, or action research–based CoPs are often linked to stronger engagement and reflective practice (Ryan et al., 2021; Urban et al., 2017). Structured mentoring or coaching appears to enhance participants’ ability to implement changes (Lauridsen & Lauridsen, 2018; Pleschová & Simon, 2024).

3.2.1.1. Observed Patterns in CPD Studies Focused on IoC

Dominance of qualitative methods. Of the 24 studies reviewed, 15 used primarily qualitative methods, 7 adopted mixed-method designs, and only two employed quantitative approaches. Mixed-methods studies often combined surveys, interviews, and teaching portfolios to assess impact (e.g. Garson et al., 2016; Ryan et al., 2021). However, only two used a pre-post design or post-post design (Lauridsen & Gregersen-Hermans, 2022; Ryan et al., 2021), and most data collection occurred shortly after the intervention. Urban et al. (2017) stand out for offering rare longitudinal data, following participants over a six-year period.

Variation in CPD formats. Some initiatives were short, stand-alone workshops or seminars (Mak et al., 2013; Vaccarino et al., 2018; Garson et al., 2016), while others extended over several months or years, often through communities of practice or structured multi-phase programmes (Lourenço, 2018; Zou et al., 2020; Pleschová & Simon, 2024). Delivery modes

ranged from in-person to fully online or hybrid models, with some programmes incorporating international teaching mobility (Hoare, 2013; Urban et al., 2017). Most interventions were small in scale, typically involving cohorts of 10 to 20 participants. Lauridsen (2017) notes that this is common for this type of CPD. Disciplinary composition varied, with CPD initiatives distributed roughly equally between mono- and cross-disciplinary formats.

Rationale for CPD development. In most cases, CPD was developed to bridge implementation gaps between institutional rhetoric and classroom practice (Green & Whitsed, 2013; Zou et al., 2019) or to address faculty-reported challenges, such as low confidence in teaching diverse cohorts (Mak et al., 2013). Yet, the clarity of these rationales varied. Initiatives tied to institutional strategy typically had better-defined outcomes (Garson et al., 2016; Lauridsen & Gregersen-Hermans, 2022), while those framed more broadly around reflection tended to report more diffuse aims and results.

Variation in terminology. Across the reviewed studies, the most common label for these initiatives is professional development (n = 11), followed by faculty development (n = 4) and academic development (n = 4). Other terms such as CPD, educational development, and capacity building also appear, reflecting the variation in the field and aligning with previous literature (Inamorato et al., 2019; Jawahir, 2021). Similarly, IoC is the most frequently used term (n = 11), though related concepts like internationalisation, internationalisation at home, and global learning also appear, often used interchangeably and without clear distinction.

Geographic concentration. Geographically, the reviewed studies are concentrated in Western and Anglophone higher education systems. Most are set in Australia (n = 5) and the USA (n = 4), with additional cases from Canada, the UK, Denmark, Ireland, Portugal, Slovakia,

Slovenia, Sweden, Hong Kong, and New Zealand. Some studies adopt broader EU or global perspectives, but engagement with non-Western contexts remains limited.

Theoretical orientation. In terms of theoretical orientation, transformative learning is the most common framework (e.g. Garson et al., 2016; Clifford & Montgomery, 2015). Other approaches include experiential learning (Hoare, 2013), change theory (Ryan et al., 2021), social cognitive theory (Urban et al., 2017), positioning theory (Green & Whitsed, 2013), and grassroots leadership (Pleschová & Simon, 2024). However, many studies are under-theorised and rarely draw on the broader CPD literature.

This descriptive mapping of what has been done sets the stage for a more critical synthesis of key limitations and gaps in the literature, which are discussed in the following section.

3.2.2. What Is Missing: Gaps and Weaknesses in the CPD Literature

This section synthesises key patterns and limitations across the reviewed studies to better understand the current state of CPD for IoC and to identify conceptual and practical gaps that inform the design of this study.

A developing area of academic research. Although this review included literature from 1999 onward, all 24 studies were published between 2013 and 2025, confirming that CPD for internationalisation is a relatively recent area of research. Across these studies, several recurring patterns and gaps emerge.

Small-scale and voluntary participation. Most CPD interventions were voluntary and small in scale, with only one reported as mandatory (Lauridsen & Lauridsen, 2018). Participation numbers were typically low, which may reflect limited institutional promotion or a lack of prioritisation by leadership and academics. Nearly all initiatives focused specifically on the

internationalisation of the curriculum, with only one programme integrating it into a broader higher education pedagogy course (Pleschová & Simon, 2024).

Limited institutional support or incentives. Few studies reported incentives for participation. Only two mentioned offering time allowances or financial support (Niehaus & Williams, 2016; Osakwe, 2017). Notably, longer formats, especially those spanning multiple semesters, often included components where participants engaged in researching their own teaching practice (e.g. Pleschová & Simon, 2024; Osakwe, 2017), potentially promoting deeper engagement and more sustained impact.

Weak evaluation design. Evaluation of CPD effectiveness was rarely built into the intervention design. Outcomes typically focused on participants' intentions rather than demonstrated changes in practice (e.g. Hoare, 2013; Mak et al., 2013). Only two studies conducted a needs assessment in advance (Mak et al., 2013; Lauridsen & Gregersen-Hermans, 2022), and only two applied a pre–post design (Lauridsen & Gregersen-Hermans, 2022; Ryan et al., 2021). Most data were collected shortly after the intervention, providing limited insight into long-term impact.

Methodological constraints. Several studies faced analytic limitations. Some studies faced constraints due to anonymisation protocols that prevented data linking (e.g. Lauridsen & Lauridsen, 2018), while others were published before full data analysis had been completed (Lourenço, 2018; Mak et al., 2013). A few studies relied on guiding questions that may have shaped participants' responses (Garson et al., 2016). In some studies, facilitators also acted as researchers, and this dual role may have introduced power dynamics that influenced participants' engagement (Lauridsen & Lauridsen, 2018; Niehaus & Williams, 2016).

Limited attention to participant background. Little information was provided about participants' teaching contexts, prior international experience, or institutional environments. Their motivations, expectations, and perceptions of institutional support were seldom explored, limiting understanding of how CPD interacts with academics' professional realities.

Neglect of facilitator characteristics. Most studies did not specify whether facilitators were internal or external to the institution, nor did they describe their disciplinary background, pedagogical stance, or orientation toward internationalisation. This omission is striking, given that facilitator credibility and positionality are widely acknowledged as critical to CPD effectiveness (Cramblet Alvarez et al., 2025).

Weak conceptual integration. Despite the clear relevance of this work to academic development, most studies lacked strong conceptual links to the broader CPD or faculty development literature. This limited engagement reduces the transferability of findings, constrains robust design and evaluation, and restricts opportunities for theoretical development. The following section therefore turns to general CPD literature to identify features of effective professional development and conditions that enable academic engagement. This broader perspective offers both a conceptual foundation and practical insights that inform the design and focus of the present research.

3.3. Expanding the Lens: Insights from General CPD Literature

To better understand the opportunities and constraints of CPD for internationalisation, it is essential to consider insights from the wider literature on academic development. While internationalisation poses specific challenges, many of the underlying tensions, models, and institutional dynamics reflect broader debates in CPD research and practice.

3.3.1. Broader CPD Approaches and Tensions

The relative disconnect between CPD for internationalisation and the general CPD literature reflects systemic issues in professional development research. As Kennedy (2014) observed in a systematic review, the literature is often “partial in its coverage, fragmented and undertheorised” (p. 689). Chalmers and Gardiner (2015) similarly note that few studies draw on established theoretical frameworks, limiting the transferability and contextual interpretation of findings. Longitudinal studies remain rare, though there is growing interest in the sustained effects of CPD.

Building on the work of Sachs, Kennedy (2014) outlines two broad approaches to CPD that help clarify how professional development is framed in both policy and institutional practice. The managerial approach views CPD as a remedy for individual deficits and is often externally imposed and behaviourist in nature. By contrast, the democratic professional approach highlights educator agency, shared values, and collaboration, positioning CPD as a collective process with the potential to influence policy itself. While no CPD fits neatly into one category, this distinction offers a useful way of understanding how different CPD strategies are shaped.

This contrast is echoed in broader policy discourse. Although international frameworks increasingly advocate CPD as a means of enhancing teaching quality and student learning, national and institutional policies often adopt a more instrumental view (Inamorato et al., 2019). CPD is frequently valued for its measurable outcomes rather than its developmental potential. Critics argue that this emphasis risks reducing CPD to a series of standardised and compliance-driven activities (Crawford, 2008), undermining professional agency and limiting responsiveness to local teaching contexts. As MacWilliam (2002) notes, CPD is “neither innocent nor neutral” (p. 289), a claim that also applies to curriculum internationalisation. Leask (2015) similarly

emphasises that all curriculum decisions are shaped by broader ideologies, values, and understandings of globalisation.

Recent contributions have extended this line of critique by examining the internal tensions within academic development. Fremstad and Ewins (2023), for example, describe the challenge of reconciling the emancipatory aims of academic development with its more regulatory functions. On the one hand, CPD can support academics in reflecting critically on their roles and pedagogical practices. On the other, it is often used as a tool to align staff with institutional standards and strategic goals. O'Mahony et al. (2025) similarly highlight the difficulty of balancing top-down institutional expectations with the bottom-up needs of academic staff. Teaching and learning centres frequently occupy this middle space, navigating demands from both directions (Cramblet Alvarez et al., 2025).

However, these aims are not necessarily in conflict. Costa and Peterbauer (2024) argue that alignment between institutional strategies and staff needs can be mutually beneficial and even enhance the effectiveness of both. When staff development initiatives are anchored in genuine academic concerns and pedagogical inquiry, and simultaneously recognised and supported by the institution, their impact is likely to be greater. Mihai et al. (2025) further suggest that such alignment contributes to the long-term legitimacy and sustainability of teaching and learning centres.

There is an inclination within HE to prioritise CPD activities that are formally structured and credit-bearing, as these are often seen by leadership as more accountable and aligned with institutional goals (Hoare, 2013). Yet, not all professional learning is explicit or easily formalised. As Knight (2006) points out, pedagogical growth is often tacit and contextual. While formal initiatives such as workshops or courses remain central, learning also occurs informally

through peer dialogue, reflective practice, and experimentation (de Wal et al., 2020). Effective CPD often blends these forms, combining individual and collective, as well as structured and emergent processes (Steinert, 2010).

Although the literature offers many models to categorise CPD, Kennedy (2014) notes that they are rarely synthesised or conceptually integrated. Her own typology, however, has been widely adopted. It distinguishes between transmissive, malleable, and transformative models of CPD based on their purpose and the degree of agency they afford academics. Transmissive models such as training or cascade approaches are typically top-down, with academics in passive roles. Malleable models, including mentoring, communities of practice, and award-bearing courses, allow for varying degrees of collaboration and flexibility. Transformative models such as action research or collaborative inquiry position academics as co-constructors of knowledge, encouraging reflection and peer learning. These models support different types of learning and afford different forms of agency. For instance, cascade models often produce superficial knowledge transfer, while mentoring and CoPs vary in depth depending on design and support. Action research connects teaching with inquiry and offers opportunities for deeper engagement with one's practice (Khan et al., 2019).

The literature shows that no delivery format inherently guarantees pedagogical impact. A credit-bearing course may adopt a highly collaborative and reflective design, just as a workshop can become a space for meaningful dialogue and shared inquiry. Likewise, mentoring may reinforce hierarchical norms in some contexts but support mutual learning in others. What matters is how the initiative is structured, facilitated, and embedded in its institutional and disciplinary context, as well as how it responds to the needs, experiences, and motivations of the participating academics. This suggests that the same CPD activity may function quite differently

depending on its intent, design, context, and the level of participant engagement. Recognising this complexity enables a more nuanced understanding of CPD, not as a set of fixed forms, but as a spectrum of professional learning opportunities shaped by both structure and practice.

Understanding this complexity also requires closer attention to the institutional actors involved in designing and delivering CPD.

3.3.2. Educational Developers and Pedagogical Centres as Key Actors

This section builds on the conceptual discussion in the previous section and the background overview in Chapter 2 by examining the evolving role of higher education pedagogy centres (HPCs) in Sweden, particularly in relation to CPD for internationalisation. While research on CPD for IoC rarely specifies who is responsible for designing and delivering such initiatives, higher pedagogy centres (HPCs) have long played a central role in pedagogical training and the promotion of teaching quality. Their ability to engage with strategic priorities, such as IoC, depends not only on thematic expertise but also on their institutional positioning, clarity of mandate, resourcing, and overall recognition.

Across institutions, many centres, besides offering qualifying pedagogical training provide thematic CPD activities focused on areas such as intercultural competence, inclusive teaching, curriculum design for diversity, or EMI (Lauridsen, 2017). Such initiatives are often facilitated by staff in niche roles, educational developers specialising in areas like internationalisation, inclusive pedagogy, SoTL, or digital learning (Cramblet Alvarez et al., 2025). Larger universities are more likely to support these specialised positions and sustain a broader, more flexible CPD portfolio, while smaller institutions tend to rely on regional or cross-institutional collaborations (Bolander Laksov et al., 2024). These CPD activities are typically delivered as elective courses, stand-alone workshops, or short seminars, rather than through

integrated or mandatory programmes. Participation in thematic CPD is usually voluntary and tends to attract a relatively small group of pedagogically engaged academics or *eldsjälar* (a Swedish term meaning passionate individuals or driving forces behind a cause), which limits both scalability and long-term institutional impact.

While literature on IoC rarely specifies who is responsible for delivering relevant CPD, one notable exception is the work of Dafouz et al. (2020), who draw on the EQUiiP project to explore the roles and experiences of educational developers in the context of internationalisation. They describe educational developers as a “family of strangers” (p. 327), often working in ambiguous institutional spaces without a unified professional identity, despite playing a key role in implementing internationalisation. Their findings highlight the paradox of educational developers being both central and marginal, as they are expected to advance institutional agendas, yet are often excluded from strategic decision-making processes.

Beyond this, research on educational developers offers additional insights. In their book *Understanding Educational Developers: Tales from the Centre*, Cramblet Alvarez et al. (2025) describe educational developers as often mid-career professionals, predominantly white women, who enter the field from a range of academic disciplines, with varied career paths that may or may not include prior faculty status. Their trajectories are frequently characterised as “accidental” or “serendipitous,” and they tend to work in liminal, hybrid spaces, lacking a clear professional identity or pathway. Many report feelings of impostor syndrome, lack of belonging, and institutional invisibility. Yet, they bring significant expertise in pedagogy, facilitation, and change management, often operating as institutional glue across fragmented academic environments.

SUHF (2017) explicitly recommends that pedagogical development in HE be grounded in research, however, HPCs often struggle to realise this ideal in practice. Research is typically not part of their formal responsibilities, and both funding structures and organisational placement tend to limit sustained scholarly engagement (Stigmar & Edgren, 2014; SUHF, 2017). These limitations are exacerbated by a constrained national funding landscape. According to SFS (2023), nationally, only 12% of Swedish Research Council funding is allocated to educational science, with only a small share directed specifically toward higher education research. As a result, HPCs often lack the research base that would strengthen their academic legitimacy and may be perceived more as practical support units than scholarly actors.

Amid growing demands on teaching and learning in HE, the role of HPCs is expected to grow (Cramblet Alvarez et al., 2025). Global trends, including increased attention to inclusive teaching, digital learning, and the internationalisation of HE, position them as essential actors in academic development. However, their ability to support initiatives such as IoC depends not only on individual commitment and thematic innovation but also on greater institutional recognition, sustainable funding models, and stronger alignment between pedagogical work and broader strategic priorities. Although HPCs in Sweden and internationally are evolving quickly, their position remains precarious due to structural conditions, fragmented mandates, and institutional cultures that often fail to recognise them as drivers of meaningful change.

3.4. Towards Impact: CPD Outcomes, Evaluation, Conditions, and Effective Design

This section brings together four strands of literature that inform how CPD can support the internationalisation of the curriculum. It first considers what kinds of outcomes CPD can generate, distinguishing between individual, departmental, and institutional levels. It then turns to the question of how impact is evaluated, highlighting both common practices and their

limitations. The third part synthesises literature on the conditions that shape CPD engagement and effectiveness, including individual motivations, departmental contexts, and institutional structures. Finally, the section identifies key features of effective CPD design, with particular attention to relevance, duration, and opportunities for reflection and collaboration.

3.4.1. Understanding CPD Outcomes

To better understand the role of CPD in supporting IoC, it is important to consider what kinds of outcomes such initiatives can realistically achieve. These outcomes can be conceptualised at three interrelated levels: individual (micro), departmental (meso), and institutional or systemic (macro).

3.4.1.1. Individual-Level Outcomes (Micro Level). The most frequently reported outcomes of CPD are situated at the individual level, particularly in how academics think about teaching, engage with their practice, and relate to diverse student groups. Studies consistently describe CPD participation as a catalyst for increased pedagogical awareness, critical reflection, and confidence in one's teaching identity (Steinert et al., 2016). Academics report expanding their vocabulary in relation to educational theories and developing a stronger sense of agency in the classroom (Lauridsen & Gregersen-Hermans, 2022). There is also consistent evidence that CPD contributes to greater adoption of student-centred teaching strategies, including active learning, inclusive pedagogies, and increased attention to formative feedback (Chalmers et al., 2012). In the context of IoC, participants commonly report increased comfort and competence in teaching international students and designing courses with global or intercultural dimensions (Pleschová & Simon, 2024). However, actual changes to course syllabi and materials are less consistently evident. For example, Pleschová (2025) found that while participants articulated student-centred

and internationalised teaching values in interviews, these shifts were not always reflected in their documented course designs.

3.4.1.2. Departmental-Level Outcomes (Meso Level). At the departmental level, outcomes tend to be more emergent, informal, and mediated by contextual factors such as leadership support and peer culture. CPD participants sometimes take on roles as pedagogical ambassadors, initiating conversations about teaching or modelling new practices within their local units (Steinert et al., 2016). These interactions can result in the formation of informal learning networks, co-teaching initiatives, or departmental discussions about curriculum renewal.

In the IoC context, Pleschová and Simon (2024) observed two distinct strategies through which participants attempted to disseminate their learning: some focused on single pedagogical issues (such as inclusive classroom language or intercultural group work), while others engaged in broader, multifaceted efforts to embed internationalisation into departmental teaching cultures. Success in these efforts, however, was highly dependent on peer receptivity, existing institutional dynamics, and whether participants held positions that enabled influence. Indeed, Pleschová and Simon (2024) report only mixed results at the meso level, suggesting that departmental uptake remains uneven even when individual motivation is strong. Lauridsen and Gregersen-Hermans (2022) similarly stress that departmental outcomes are more likely to materialise when CPD participants are senior, experienced, or already engaged in leadership roles. However, such outcomes remain context-dependent, often informal, and are rarely subject to systematic evaluation, which makes them difficult to capture or generalise (Niehaus & Williams, 2016; Urban et al., 2017).

3.4.1.3. Institutional and Systemic Outcomes (Macro Level). At the macro level, CPD has the potential to influence institutions broadly, though empirical evidence remains sparse. In a

few cases, CPD has been linked to the embedding of pedagogical values in mission statements, the establishment of new teaching recognition structures, or the inclusion of internationalisation goals in quality assurance frameworks (Steinert et al., 2016; Roxå & Mårtensson, 2008).

Within the IoC domain, studies such as Lauridsen and Gregersen-Hermans (2022) and Garson et al. (2016) illustrate how CPD programmes have been strategically aligned with national or institutional policy priorities, thereby reinforcing their systemic relevance. Yet, even in these cases, actual influence on institutional culture or structures is often indirect and mediated through leadership decisions or policy framing. Pleschová and Simon (2024) note that while some participants attempted to reach beyond their departments, their impact was frequently limited by fragmented governance and lack of institutional readiness for change.

As a result, macro-level outcomes are often aspirational and dependent on the interaction between grassroots initiatives and top-down structures. They may include greater alignment between CPD and strategic goals, expanded investment in teaching development infrastructure, and broader recognition of teaching excellence as integral to academic professionalism. Nonetheless, without mechanisms for institutional follow-up and cross-level coordination, the transformative potential of CPD at the macro level remains largely unrealised.

Taken together, this three-level perspective illustrates the complex and multi-layered nature of CPD outcomes. But how can we know whether these outcomes have actually been achieved? The next section turns to the question of evaluation and examines how impact is assessed in the literature.

3.4.2. Evaluating CPD impact

Although CPD is often positioned as a key mechanism for improving teaching and advancing institutional priorities, determining whether it actually leads to meaningful change is

far from straightforward. Calls for greater accountability have made evaluation an expected part of CPD initiatives, yet in practice, evaluation is frequently superficial and focused more on participation rates and satisfaction than on long-term educational outcomes. This mismatch raises important questions about what CPD is expected to achieve, how its impact is conceptualised, and what kinds of evidence are considered valid. Without stronger evidence of educational value, institutional support may weaken, and resources may be diverted elsewhere (Bamber & Stefani, 2016).

Over time, research on educational and instructional development has become increasingly grounded in an established theoretical and methodological base (Amundsen & Wilson, 2012). As a result, a range of frameworks now exists for investigating the characteristics and outcomes of instructional development programmes, alongside clearer descriptions of common training practices and dominant research designs (Ilie et al., 2020). This body of work demonstrates that challenges in evaluating CPD impact do not stem from a lack of conceptual frameworks, but rather from enduring difficulties in operationalising, evidencing, and comparing outcomes across contexts.

Early and subsequent reviews have proposed a series of increasingly differentiated frameworks for conceptualising CPD outcomes. Levinson Rose and Menges (1981) developed one of the earliest outcome classifications, distinguishing between changes in teachers' attitudes, knowledge, and skills, as well as effects on students' attitudes and learning. Building on this foundation, McAlpine (2003) retained these individual-level outcome categories but extended the framework by explicitly incorporating effects at the organisational level, including changes to departmental and institutional culture (Ilie et al., 2020). Later reviews and meta syntheses further systematised these outcome categories by clarifying levels of impact, strengthening links

between programme characteristics and outcome types, and providing detailed guidance on evaluation design and reporting practices (Amundsen & Wilson, 2012; Stes et al., 2010; Ilie et al., 2020).

Across more than four decades of research, reviews of instructional and educational development have articulated remarkably stable priorities for evaluating CPD. These include attention to individual participant characteristics, comparative analysis of programme types, theoretically grounded designs drawing on adjacent fields such as adult learning and organisational psychology, and the use of longitudinal and mixed methods approaches capable of capturing sustained and multi-level effects (Ilie et al., 2020). Despite this cumulative guidance, empirical studies continue to rely primarily on short-term, self-reported outcomes and rarely examine variation in impact across participants, programmes, or institutional contexts, leaving the question of what works for whom persistently under explored (Stes et al., 2010). More recent syntheses therefore reiterate the need for detailed programme descriptions, examination of interrelationships between outcome levels, and systematic reporting of non significant or negative findings in order to strengthen explanatory power and comparability across studies (Ilie et al., 2020).

The literature identifies three main purposes for evaluating CPD: to assess whether learning objectives have been met; to support the iterative improvement of CPD programmes; and to generate insights into the impact, successes, and failures of specific CPD initiatives (Simon & Pleschová, 2012).

There is increasing recognition that impact is difficult to attribute directly to CPD participation, especially when trying to connect academics' learning with student outcomes (Bamber & Stefani, 2016). The effects are often indirect, occurring through positive participant

experiences that gradually translate into enhanced practice. Research consistently highlights the difficulty of directly linking CPD participation to student learning outcomes, given the complex, indirect pathways through which professional development influences teaching and, ultimately, student achievement (Hattie, 2008; Trigwell et al., 2012). The challenge is exacerbated by the absence of a shared operationalisation of impact, resulting in variation in how outcomes are defined and measured across studies (Land, 2004).

In response to this ambiguity, several frameworks have been proposed to bring greater structure to CPD evaluation efforts. One of the most widely adopted is Kirkpatrick's Four-Level Model (2006), which structures impact across four tiers, each representing progressively deeper and more impactful changes resulting from CPD participation:

Level 1: Reaction – Participants' initial satisfaction and perceptions of quality and relevance.

Level 2: Learning – Gains in knowledge, skills, confidence, or attitudes.

Level 3: Behaviour – Changes in teaching practice following the intervention.

Level 4: Results – Broader outcomes such as improvements in student learning, curricular changes, or institutional culture.

Most studies focus on Levels 1 and 2, assessing immediate reactions or self-perceived learning, often through basic metrics like attendance, participation rates, or satisfaction surveys (Steinert et al., 2016; Inamorato et al., 2019). Deeper outcomes such as behavioural change or student learning (Levels 3 and 4) are rarely examined, and when they are, data are typically self-reported rather than observed or triangulated (Simon & Pleschová, 2012). More robust methods, such as pre/post testing, classroom observation, or control group comparisons, are seldom used, largely due to resource and ethical constraints (Stes et al., 2010). Longitudinal studies, which could capture sustained impact, are particularly rare (Urban et al., 2017).

In addition to methodological constraints, many evaluations face design challenges that further limit their interpretive value. Self-selection bias and small sample sizes are common, as participation in studies is usually voluntary. Even when student evaluations are included as proxies for impact (Gibbs & Coffey, 2004; Kjellgren, 2020), they remain vulnerable to confounding variables unrelated to CPD participation. Given these limitations, there is growing recognition that evaluation must serve more than compliance. As Simon & Pleschová (2012) argue, it should illuminate the educational value of CPD, inform programme design, and strengthen institutional support. Yet these goals are not always aligned, and evaluations often reflect managerial concerns more than pedagogical ones (Kennedy, 2014).

This raises the need for approaches that can capture the complexity of CPD contexts and outcomes. Realistic Evaluation (RE; Pawson & Tilley, 1997) offers a more context-sensitive and explanatory lens. Rather than asking whether a programme works, it asks what works, for whom, in what circumstances, and why. RE links context, mechanism, and outcome to trace the underlying pathways through which CPD leads to change. This helps account for variation in institutional culture, departmental support, and individual academic readiness, which all influence whether CPD knowledge is taken up or not. This perspective is particularly relevant for CPD in IoC, where institutional readiness, disciplinary fit, and cultural dynamics may shape outcomes in complex ways (Steven et al., 2018; Tilley, 2000).

As Trigwell et al. (2012) argue, the central question is not whether CPD has an impact, but why, for whom, and under what conditions it does. These questions guide the structure of the findings chapters that follow, which examine variation in CPD outcomes across participants, initiatives, and institutional contexts.

If we accept that impact depends on context, the next logical step is to examine the conditions under which CPD is undertaken. Why do some academics engage deeply, while others remain disengaged? What factors make a difference? The next section explores these questions by synthesising literature on the conditions that shape CPD engagement and effectiveness at the individual, departmental, and institutional levels.

3.4.3. Conditions That Shape CPD Engagement and Effectiveness

Existing literature frequently cites time constraints, heavy workloads, limited recognition, and weak institutional support as key obstacles (Lauridsen & Gregersen-Hermans, 2022; Nawaz, 2018; Weissova et al., 2024). While useful, such descriptive accounts rarely explain why some academics engage despite these constraints or how individual motivation interacts with organisational context to influence outcomes.

3.4.3.1. Individual Conditions. At the individual level, CPD outcomes are shaped by academics' personal motivations, beliefs, values, and capacities. Participation is influenced not only by opportunity but by how relevant and worthwhile the CPD seems. Academics are more likely to engage when they see value in the outcomes, such as improving their teaching, supporting students, or advancing their careers, and when they believe they have the capacity to benefit from the initiative (Guskey, 2002; Desimone, 2009). Motivation based on personal interest or identification with the programme's goals has been shown to support sustained professional learning. Academics are more likely to engage when activities resonate with their own values or when they see the purpose as meaningful (de Wal et al., 2020). Some are motivated by curiosity and enjoyment, while others respond to professional values such as student success, social justice, or global citizenship (MacPhail et al., 2019; Iosava & Roxå, 2019). These patterns indicate that CPD design may benefit from greater attention to diverse personal goals and identities, rather than treating all academics as a homogenous group. Individual psychological traits also influence engagement. Studies have identified personal resources such as optimism, self-efficacy, and resilience as positively associated with work engagement (Bakker et al., 2022). Academics who feel confident in their ability to improve their teaching or who are open to new ideas are more likely to view CPD as worthwhile. While personality factors (e.g. openness to experience, conscientiousness) are not easily changed, their interaction with institutional context can either support or suppress engagement (Wollard & Shuck, 2011).

Participation is also shaped by background factors such as experience and career stage. Research shows that more experienced or older academics tend to engage less frequently in CPD

activities (Czerniawski et al., 2017; de Wal et al., 2020). These patterns suggest that CPD design must consider the varying motivations and needs of academics at different points in their careers.

Finally, how academics conceptualise their teaching practice matters. CPD has a greater chance of success when it resonates with academics' teaching philosophies and when it acknowledges their prior experience (Pleschová, 2025). Faculty may reject or resist CPD if it feels disconnected from their classroom reality or if it challenges deeply held disciplinary norms. CPD programmes that integrate reflective practice, collegial dialogue, or action research are more likely to foster meaningful engagement than one-size-fits-all models (O'Sullivan & Irby, 2011; MacPhail et al., 2019).

Yet individual motivation and capacity are always shaped by the immediate environment in which academics work, especially their departments. Teaching cultures, peer support, and disciplinary norms either amplify or constrain the uptake of CPD initiatives, regardless of individual interest. These departmental dynamics are explored further in the next section.

3.4.3.2. Departmental Conditions. The academic department represents a critical meso-level context in shaping engagement with CPD. As the primary unit of academic life, it is where teaching norms, incentives, and disciplinary values are most tangibly enacted (Hudzik, 2024; Whitsed et al., 2024). Disciplinary cultures play a central role in how academics conceptualise teaching and in whether they perceive CPD as legitimate or worthwhile (Clegg, 2003; Crawford, 2008). For example, CPD tends to hold greater status in applied fields such as health or business, whereas it may be viewed more sceptically in disciplines that prioritise research or theoretical expertise (Havnes & Stensaker, 2006; Silander & Stigmar, 2023).

Academics are generally more receptive to CPD that aligns with their disciplinary context. Initiatives that lack epistemological grounding in a subject area, or that are seen as too

generic, often struggle to gain traction (Zuber-Skerritt, 1994). These preferences reflect deeper academic identities, shaped by longstanding disciplinary traditions and sustained through shared practices and discourse (Becher & Trowler, 2001).

Departmental culture also plays a key role in determining whether CPD translates into actual change. Studies suggest that when CPD occurs in isolation from departmental priorities or norms, its impact may be limited, especially if trained academics return to environments where teaching innovation is undervalued or resisted (Roxå & Mårtensson, 2012). Importantly, as O’Sullivan and Irby (2011) note, many CPD initiatives still focus too narrowly on individual faculty participants, overlooking the structural realities and social dynamics of the work environment. Without attention to how departmental routines, workflows, and peer interactions shape teaching, even well-intentioned development may fail to take root. They argue for designing CPD in ways that engage intact work groups and better account for the real-world constraints and affordances of academic settings.

Conversely, departments that foster peer dialogue, recognise disciplinary-specific teaching expertise, and provide local leadership support are more likely to facilitate sustained engagement (Van den Hende et al., 2023). The role of programme leaders and line managers is especially influential: they mediate institutional goals, identify development needs, and create spaces for collaborative learning (Jones, 2013; O’Sullivan & Irby, 2011). However, support is often inconsistent, particularly when leaders lack pedagogical experience or when CPD is perceived as misaligned with promotion criteria or accreditation frameworks (Hudzik, 2024; Stensaker, 2018).

Still, even the most engaged departments are shaped by broader institutional systems. University-wide strategies, resource allocation, and recognition structures influence what is possible at the departmental level and how CPD is prioritised.

3.4.3.3. Institutional-Level Conditions. At this level, several structural factors determine the extent to which CPD contributes to the IoC. These include the clarity and scope of institutional strategies, the availability of time and funding, reward structures, career progression opportunities, leadership engagement, and the presence of mechanisms for evaluation and follow-up. Recent work in academic development further emphasises that such institutional conditions do not merely form a passive backdrop for CPD, but actively shape what forms of engagement, uptake, and change become possible within specific organisational contexts (Roxå et al., 2025). While not always consistently implemented, these elements represent key enablers that can support or constrain CPD outcomes. A clear and educationally grounded strategy can provide a powerful foundation for CPD. When internationalisation is framed not only as a policy goal but also as a pedagogical and curricular process, it becomes easier to align CPD with institutional objectives and academic practice (Pleschová, 2024; Orechova, 2021). Research highlights the importance of strategies that articulate conceptual clarity, define intended outcomes, and include concrete mechanisms for implementation (Silander & Stigmar, 2023; Mittelmeier et al., 2022). Strategic documents should also clearly express institutional intentions for higher education pedagogy, and such work must be firmly anchored in institutional practice (Bolander Laksov et al., 2024). These strategies often draw on broader rationales for internationalisation, which De Wit (2002) and Knight (2006) categorise into four domains: academic (e.g., improving quality and expanding research horizons), socio-cultural (e.g., fostering intercultural understanding and citizenship), political (e.g., strengthening national

identity and foreign policy), and economic (e.g., enhancing global competitiveness and labour market relevance). Such rationales are a relevant contextual factor influencing the success or failure of implementation (Van den Hende et al., 2023).

In some national contexts, such as the UK and Australia, internationalisation is also linked to the development of ‘graduate attributes,’ or global competences that all students are expected to achieve (Leask et al., 2013). These attributes may include intercultural sensitivity, ethical reasoning, and global awareness, and serve as a bridge between institutional strategy and the practical goals of CPD.

Institutional culture and values also shape how CPD is perceived and enacted. A culture that views teaching as integral to academic identity, and that supports critical reflection and pedagogical experimentation, creates more fertile ground for development initiatives (Nygren & Sjöberg, 2023; Steinert et al., 2016). However, as Stier (2004) argues, implicit ideologies and taken-for-granted assumptions can obscure the goals of internationalisation and create ambiguity around its implementation. Such cultural undercurrents complicate shared understanding and hinder meaningful curriculum development. These dynamics are often reinforced through informal norms, local traditions, and leadership signals, even beyond what is stated in formal policy.

Leadership at multiple levels plays a central role in legitimising and supporting CPD. Engagement from senior leaders, deans, or programme directors can provide coherence between strategy and practice, allocate necessary resources, and establish expectations for participation (Ryan et al., 2021; Blackwell & Blackmore, 2003). Conversely, where leadership is absent or fragmented, CPD efforts risk becoming siloed or disconnected from broader institutional goals.

Institutional time structures are another important condition. CPD engagement is more likely when workload models include time for reflection, collaboration, and experimentation in teaching (Hoare, 2013; Pleschová, 2025). Without formal recognition of the time demands associated with pedagogical innovation, staff may struggle to participate in CPD or to apply its outcomes in meaningful ways. Allocating time for development work signals institutional commitment and reinforces the legitimacy of teaching-focused activities.

Resourcing is also critical. Sustainable CPD requires financial and human resources, not only for programme delivery, but also for follow-up, peer learning, and dissemination (Van den Hende et al., 2023). Strategic allocation of funding can enhance accessibility, provide continuity, and support staff at different career stages. Clear guidelines on how resources are distributed and evaluated help align CPD with institutional priorities (Crosling et al., 2008).

Reward and recognition structures help reinforce the value of teaching and internationalisation. Incentives such as teaching awards, grants, and acknowledgements can contribute to motivation and visibility, especially when they are embedded within broader performance review or promotion systems (O'Mahony et al., 2025; Hudzik, 2024). Jones (2013) stresses that systematic inclusion of international engagement in standard performance review and salary policies signals that internationalisation is a shared responsibility across academic and professional staff. Furthermore, long-term rewards linked to career progression tend to carry greater status and influence than one-off awards or temporary titles (Winka, 2017). As Graham (2018) argues, teaching excellence is most meaningful when supported by structured and coherent organisational frameworks.

Career progression frameworks that recognise teaching and CPD participation provide an important lever for change. In contexts where academic promotion includes teaching innovation

or internationalisation, CPD becomes more directly relevant to career advancement (Winka, 2017; Zhang, 2022). Models such as pedagogical merit tracks or alternative criteria for appointment as docent offer examples of how CPD can be institutionally embedded, though implementation remains uneven (Blackwell & Blackmore, 2003).

Finally, systems for monitoring and evaluation help ensure that CPD contributes to long-term institutional learning. Mechanisms to track participation, gather feedback, and assess outcomes support accountability and continuous improvement (Van den Hende et al., 2024; Steinert et al., 2016). They also offer a basis for recognising impact, sharing good practices, and aligning CPD with quality assurance processes.

Understanding the conditions that shape CPD engagement and outcomes is only part of the puzzle. Equally important is knowing how to design and deliver CPD in ways that foster meaningful and lasting impact. The following section explores what literature identifies as key features of effective CPD, particularly in relation to IoC, and considers how these elements can be brought together to support diverse academics in diverse contexts.

3.4.4. What Makes CPD Effective?

A growing body of literature has examined the characteristics of effective CPD, particularly its ability to support lasting pedagogical change, foster educator engagement, and align with institutional priorities. Rather than offering universal blueprints, researchers have proposed a series of design principles and contextual conditions that enhance CPD effectiveness in HE.

Grounding CPD in academic realities. One key insight is the need to ground CPD initiatives in academics' own understandings and teaching realities. Clegg (2003) argued that the development of meaningful CPD should begin by asking academics what they already do, why

they do it, and in what context. Similarly, Loughran (2014) emphasised that CPD must be carefully conceptualised and embedded into institutional practices rather than treated as an add-on. A systematic needs assessment is often recommended as a first step (Siddiqui, 2006), enabling institutions to align CPD content with academics' priorities and existing practices (Inamorato et al., 2019). In doing so, the CPD offer becomes more targeted, responsive, and likely to be perceived as relevant. Several pedagogical design strategies have been highlighted in this regard, including real-life scenario-based learning, hands-on workshops, and problem-centred activities (Boström & Palm, 2020). Because these strategies draw on academics' own experience and challenge them to apply ideas in authentic contexts, they not only promote relevance but also foster deeper engagement.

Time and flexibility emerge as major conditions for participation. MacPhail et al. (2019) and Czerniawski et al. (2017) argue that without dedicated time slots for collegial interaction, CPD uptake remains low, even when well-designed. In response to such constraints, some institutions have introduced asynchronous or online CPD resources, allowing academics to engage at their own pace. This has, in some cases, increased participation (Jacob et al., 2015), particularly when online access complements, rather than replaces, opportunities for dialogue and reflection.

Sustained duration of CPD also matters significantly. One-off sessions are widely regarded as ineffective, while short-term programmes are often associated with limited and superficial impact (Cordingley, 2015). Learning to teach in new ways, particularly within the context of internationalisation, requires sustained engagement, experimentation, and reflection over time (Roxå & Mårtensson, 2012; Boström & Palm, 2020). Osakwe (2017) noted that determining whether CPD has achieved its aims may require a period of one or more semesters.

Reflection, feedback, and professional community. The literature also emphasises the value of reflection and feedback. Reflection enables academics to gain metacognitive insight into their teaching assumptions and practices (Clegg, 2021), while feedback, whether from peers or facilitators, enhances the relevance and adaptability of learning. Collaborative elements of CPD, such as discussion of classroom implementation and peer sharing of pedagogical strategies, help build professional communities of practice (Boström & Palm, 2020; Inamorato et al., 2019). Knight (2002) further recommended the cultivation of a shared pedagogical repertoire, which can serve as a foundation for collegial dialogue and innovation.

Leadership and institutional support. Institutional support and leadership engagement are consistently identified as decisive enablers of effective CPD (Boström & Palm, 2020; Timperley et al., 2007). Strong CPD programmes often combine external expertise with internal knowledge to challenge existing assumptions and encourage critical reflection (Cordingley, 2015).

Despite the abundance of literature outlining features of effective CPD, a significant gap remains in how effectiveness is conceptualised and for whom. Much of the research lists common characteristics of “successful” programmes but stops short of explaining who benefits, how and why. As Trigwell et al. (2012) argue, understanding why certain CPD initiatives are effective for some academics and not for others is essential for improving practice. Similarly, Realistic Evaluation reminds us that attention must be paid to local conditions and underlying mechanisms, not just surface-level outcomes (Tilley, 2000). In short, it is not enough to ask what works; we must understand how, for whom, and under what conditions.

3.5. Summary of Gaps and Research Questions

Despite increasing scholarly interest in CPD and internationalisation, much of the literature remains piecemeal and limited in scope. While many studies focus on identifying

principles of effective CPD or describing implementation challenges, several important knowledge gaps persist. These are both conceptual and empirical in nature. Together, they limit understanding of what makes CPD effective, how it can support deeper academic engagement with internationalisation, and under what conditions it contributes to broader institutional change. The following six areas highlight where further research is particularly needed.

3.5.1. Identified Knowledge Gaps

1. Lack of clarity around CPD impact beyond the individual level

Although CPD's influence on individual academics is relatively well documented, its effects at the departmental (meso) and institutional (macro) levels remain more limited (Pleschová and Simon, 2024; Steinert et al., 2016; Urban et al., 2017). There is limited understanding of how CPD contributes to institutional transformation or supports strategic goals, particularly in relation to the IoC.

2. Evaluation practices remain methodologically weak and disconnected from improvement

CPD is often assessed through short-term, self-reported satisfaction metrics (Inamorato et al., 2019; Steinert et al., 2016). Few studies triangulate data sources or examine long-term behavioural change or changes at the departmental and institutional level (Simon & Pleschová, 2012). Furthermore, evaluation is often shaped by accountability requirements rather than designed to foster learning about what works, for whom, and in which contexts (Lauridsen & Gregersen-Hermans, 2023; Trigwell et al., 2012).

3. Insufficient theoretical integration in research on CPD and academic engagement

Although the lack of academic staff engagement is widely recognised as a key barrier to IoC (Leask, 2013; Ryan et al., 2021), most studies rely on descriptive accounts of practical

challenges, such as time pressure or lack of incentives, without exploring why some academics engage deeply while others do not. Motivational and organisational theories remain underused despite their potential to illuminate these dynamics. More broadly, theoretical frameworks in CPD research are often applied only at the design stage and not revisited in the analysis, limiting the depth and explanatory power of findings (de Wal et al., 2020; Steinert et al., 2016).

4. *Organisational and facilitator-level influences are overlooked*

Much of the existing literature focuses on individual participants, with limited attention to the structural conditions and interpersonal dynamics that shape CPD success. Factors such as leadership support, resource allocation, institutional culture, and the role of facilitators are often neglected (O’Sullivan & Irby, 2011; Stensaker, 2018). Greater attention to these organisational dimensions is needed to understand CPD as a systemic intervention.

5. *Scarcity of longitudinal and mixed-methods research*

Longitudinal studies that follow participants over time or capture delayed changes in practice and outcomes remain rare (Kennedy, 2014; Nevgi, 2012). Similarly, few studies use mixed methods to integrate behavioural data, self-reports, and institutional records. This limits the field’s ability to understand how and why change occurs and under what circumstances it can be sustained (Steinert et al., 2016; Van den Hende et al., 2023).

6. *Geographic and linguistic concentration of the evidence base*

The majority of CPD and IoC research originates in English-speaking countries such as the United Kingdom, Australia, and Canada (Lauridsen & Lillemose, 2015). There is a lack of empirical work in underrepresented contexts, particularly in non-English-speaking systems such as Sweden and other Nordic countries. Differences in policy frameworks, institutional structures, and language may significantly affect how CPD is conceptualised and implemented.

3.5.2. Research Questions

Given the gaps identified in the literature and the conceptual framing established in the preceding chapter, this study addresses two overarching research questions, each supported by a set of subquestions.

RQ1. What CPD initiatives and institutional support are provided to support academics in the internationalisation of the curriculum (IoC) at Swedish HEIs?

RQ1.1: What types of CPD initiatives and institutional support are offered by Swedish HEIs to support the IoC, and what are their main objectives?

RQ1.2: What organisational factors or relationships influence how CPD is provided?

RQ1.3: How are these CPD initiatives managed, developed, and delivered, and what are the main challenges for stakeholders?

RQ1.4: How do Swedish HEIs ensure that CPD initiatives meet the needs of academics?

RQ2. How do CPD initiatives work for different academics, and under what conditions do they align with academics' expectations and teaching contexts?

RQ2.1: How do CPD initiatives align with participants' expectations, and how does this (mis)alignment influence outcomes?

RQ2.2: How do CPD initiatives contribute to a range of professional outcomes for different academics, and what factors influence these outcomes?

3.5.3. Guiding Assumptions

The design of this study was informed by a set of sensitising assumptions grounded in both prior research and personal professional experience. These assumptions served not as hypotheses to be tested, but as orienting ideas that shaped the study's focus and design.

It was assumed that institutions with clearly articulated IoC strategies and targeted CPD provision would demonstrate higher staff engagement and uptake. CPD initiatives in Sweden were expected to be limited in scope, participation, and alignment with academic needs. Academics were anticipated to benefit the most when CPD aligned with their personal values, professional goals, and teaching contexts. Finally, it was assumed that those who participate in CPD are often already motivated and internationally engaged, and that greater strategic alignment and institutional resourcing would be associated with more impactful CPD outcomes.

Building on these assumptions, a multilevel conceptual framework was developed to guide the study's theoretical and methodological choices. It shaped the design of data collection tools, the participant sampling strategy, and the analytic approach, all intended to capture the complex, layered nature of CPD engagement in the context of IoC. The framework itself is presented in detail in the next chapter, Chapter 4.

CHAPTER 4: THEORETICAL AND CONCEPTUAL FRAMEWORKS

While the previous chapter reviewed empirical conditions that shape CPD outcomes, these accounts often remain descriptive and lack explanatory depth. They seldom address why some academics engage deeply despite obstacles such as time constraints or weak institutional conditions, or how organisational support might be better structured.

To address this, the present chapter introduces two theoretical models: Job Demands–Resources Theory (JD-R; Bakker & Demerouti, 2014; Bakker & Demerouti, 2018) and Expectancy–Value Theory (EVT; Eccles & Wigfield, 2002), which offer complementary perspectives for analysing academics’ engagement in CPD and IoC. JD-R provides a multilevel lens on how institutional, departmental, and individual factors interact to shape engagement and outcomes, while EVT helps explain the motivational processes that underpin academics’ decisions to engage. Together, they support a conceptual framework that informs the design, data collection, and analysis of this research, and the following sections outline each theory and show how they are applied.

Other theoretical frameworks were also considered during the design of this study. Motivation Systems Theory (Ford, 1992) was explored as an alternative to JD-R for its focus on personal agency, but JD-R was preferred for its clarity and applicability to workplace conditions. Organisational Learning Theory (Argyris & Schön, 1996) was also reviewed, but its emphasis on collective learning processes made it less suitable for the individual-level focus applied here. In the end, JD-R and Expectancy–Value Theory were chosen because together they capture both the structural and motivational aspects of CPD in HE.

4.1. Job Demands-Resources Theory

4.1.1. Theoretical Overview

A core assumption of JD-R theory is that job characteristics can be categorised into two broad groups: job demands and job resources. Employees in demanding roles experience less strain when sufficient resources are available, and more strain when demands outweigh resources (Demerouti et al., 2001). Job demands are aspects of the job that require sustained physical, cognitive, or emotional effort and are associated with certain psychological and physiological costs. In the HE context, examples include high workload, emotional exhaustion, role ambiguity, and work–home conflict (Sabagh et al., 2018). Job demands are not always negative, but they become so when sustained effort is demanded without adequate compensation (Bakker & Demerouti, 2014).

In contrast, job resources are physical, social, or organisational elements that help employees achieve work goals, buffer the impact of demands, and stimulate personal growth (Bakker & Demerouti, 2017). Examples include professional development opportunities (Hakanen et al., 2006), autonomy, social support, and constructive feedback. The basic dynamic is that job demands drain energy, whereas appropriate resources provide support and replenishment.

JD-R theory builds on the original JD-R model (Demerouti et al., 2001) while also drawing on earlier approaches, including Herzberg's two-factor theory (1966), the Job Characteristics Model (Hackman & Oldham, 1976), the Demand–Control Model (Karasek, 1979), and the Effort–Reward Imbalance Model (Siegrist, 1996). These models, in various ways, point to the importance of factors such as the distinction between motivators and working conditions, the role of job design in motivation, the balance between demands and autonomy,

and the reciprocity between effort and reward. JD-R incorporates these insights but offers a more flexible framework for understanding how demands and resources interact across contexts.

4.1.2. Application and Relevance for This Research

As outlined in the Literature Review (see Chapter 3), academics' engagement in CPD is shaped by a range of individual, departmental, and institutional conditions. JD-R theory helps interpret these conditions by framing them in terms of resources and demands operating at the individual, departmental, and institutional levels, offering a systematic way to analyse how they enable or hinder participation. JD-R theory sets out nine propositions, all of which are relevant to this research. These are briefly outlined below.

First, all job characteristics can be understood through the lens of demands and resources, making the framework applicable across various organisational contexts. Second, job demands and resources initiate two distinct processes: a health impairment process and a motivational process. While excessive demands may result in disengagement and burnout, adequate resources foster motivation and engagement. Third, job resources can buffer the negative effects of demands. In this research, it is anticipated that academics who engage in CPD are supported by sufficient job resources that reduce their perceived demands.

Fourth and fifth, personal resources such as optimism, self-efficacy, and resilience moderate the effects of job demands and correlate with access to job resources. Academics with stronger personal resources may be more likely to engage in CPD and benefit from it. The sixth proposition introduces job crafting, whereby employees proactively shape their roles to align with their skills and interests. This is particularly relevant for CPD participation, as academics who engage in job crafting may also be more willing to experiment with internationalisation-related practices.

The seventh and eighth propositions describe two cyclical processes: the gain cycle, where engagement leads to more resources, and the loss cycle, where high demands lead to greater strain over time. The ninth and most recent proposition, introduced in the 2022 update (Bakker et al., 2022), emphasises the role of daily fluctuations in personal resources and work–life interactions, which is particularly relevant in academic environments where boundaries are often blurred, as these fluctuations can influence levels of engagement, strain, and recovery (Sabagh et al., 2018).

In sum, JD-R supports this research by providing a multilevel structure for understanding how institutional conditions, departmental culture, and individual resources interact to shape CPD engagement and outcomes. The nine propositions add further depth by showing how demands and resources initiate both strain and motivational processes, how appropriate resources can buffer excessive demands, and how personal resources and job crafting influence academics' willingness to engage. They also point to cyclical patterns of gain and loss and the importance of daily fluctuations in resources and work–life interactions. Taken together, these insights highlight the complex dynamics within academic work that influence participation and effectiveness, which is central to this research.

4.1.3. The Multiple Levels Model

An important extension of JD-R is the Multiple Levels Model (Bakker & Demerouti, 2018), which, in addition to the individual level discussed above, situates employees within nested systems: organisation, team, and individual. This makes it especially fitting for the current research, which examines the factors influencing the effectiveness of CPD at all three of these levels: the individual educator, the academic department or disciplinary context, and the broader institutional setting.

At the team level, particularly academic departments and disciplines, transformational leadership can mitigate job demands and strengthen engagement through practices such as individual consideration and intellectual stimulation (Fernet et al., 2015). Resources such as supervisor support and constructive feedback support engagement, while task conflict or poor relationships reduce it (Costa et al., 2015). Importantly, engagement is socially contagious: employees within the same team influence one another's engagement and performance (Bakker & Demerouti, 2018).

At the organisational level, HR practices such as performance management, socialisation, and learning and development affect the availability of resources (Albrecht et al., 2015). Psychological safety and a supportive organisational climate also play an important role (Dollard & Bakker, 2010; Idris et al., 2014).

4.1.4. Previous Studies

Most studies using JD-R in higher education have focused on burnout and work stress (Bakker et al., 2005; Sabagh et al., 2018; Springer & Werner, 2020). A second strand of research explores how job resources predict engagement (Sock Lee et al., 2015; Winarno & Hermana, 2019; Whitsed et al., 2025). For example, Mazetti et al. (2021) found that developmental resources, such as learning opportunities, have a stronger effect on engagement than other types.

To date, no published studies have applied JD-R to explore internationalisation or CPD in HE specifically. However, related research in primary and secondary education provides relevant insights. For instance, de Wal et al. (2020) found that job resources, such as autonomy and leadership support, significantly influenced teachers' commitment to learning. Outside of the education field, Molino et al. (2013) showed that professional development opportunities

mediated the relationship between job resources and work–family enrichment, a positive spillover where gains from work enhance functioning or satisfaction in family life.

4.1.5. Gaps and Limitations

The JD-R literature tends to emphasise job resources over demands and often overlooks personal resources. It also tends to focus on the individual level, with fewer studies examining team or organisational contexts. Bakker et al. (2022) have called for more intervention-based, team-level research, as well as studies exploring the interplay between work and life demands. Moreover, although JD-R recognises the role of learning and development in fostering engagement, the psychological mechanisms remain under-theorised. Some researchers (de Wal et al., 2020) have used Self-Determination Theory to fill this limitation.

In this research, Expectancy–Value Theory is used similarly to complement JD-R, providing a more detailed understanding of the motivational processes that underpin academics’ engagement in CPD. The following section outlines its key concepts and explains how it informs the analysis of participant motivation and engagement.

4.2. Expectancy–Value Theory

4.2.1. Theoretical Overview

Expectancy–Value Theory (Eccles et al., 1983) explains individuals’ choices, persistence, and performance by examining two core constructs: expectancies for success and task value. Expectancies for success refer to individuals’ beliefs about how well they will perform on an upcoming task. Task value reflects the importance or usefulness that individuals assign to the task. Together, these beliefs influence motivation and behaviour.

Expectancy beliefs are shaped by perceptions of competence, task difficulty, personal goals, and self-schema (that is, individuals’ self-conceptions), which in turn are influenced by

previous experiences, affective memories, and others' expectations (Eccles & Wigfield, 2002). Task value consists of four components: attainment value (importance of doing well), intrinsic value (personal enjoyment), utility value (relevance for future goals), and cost (negative consequences of engaging in the task, such as effort, time, or fear of failure). These values guide individuals' decisions about whether to engage in a particular activity.

The theory builds on Atkinson's (1964) expectancy model, which sought to explain achievement motivation. However, Eccles and colleagues extended the model by positing a positive relationship between expectancy and value, and by elaborating the different types of values. Their framework brought greater conceptual detail to how individuals assess tasks and make decisions based on perceived competence and perceived value.

4.2.2. Application and Relevance for This Study

As highlighted in the Literature Review (see Section 3.4.4), academics' perceptions of relevance, confidence, and anticipated benefits strongly influence their CPD engagement. Expectancy–Value Theory provides a framework for interpreting these motivational patterns in a more systematic manner.

This theory is relevant in two main ways. First, it helps explain how academics make decisions about engaging in CPD and adopting IoC-related practices. Academics' beliefs about their competence and expectations for success influence whether they participate, how they experience CPD, and whether they apply what they learn. Second, it helps clarify why CPD is effective for some academics and not for others. If CPD aligns with academics' goals and perceived value, and the cost is manageable, they are more likely to be motivated and persist. In contrast, if they perceive low value or high cost, they may disengage regardless of CPD's actual quality.

Expectancy–Value Theory is especially relevant in the context of IoC, where change requires not only participation but also a willingness to take risks, experiment, and revise established practices. Understanding what motivates academics to take these steps, and what hinders them, can help identify the conditions under which CPD is most likely to lead to meaningful outcomes.

In this research, EVT is used to explain how academics weigh the expected benefits and perceived challenges. These psychological mechanisms are central to understanding the variability in CPD outcomes, including why intentions to change do not always result in behavioural change. Together with JD-R, Expectancy–Value Theory strengthens the conceptual framework by foregrounding individual decision-making within broader institutional and social contexts.

4.2.3. Previous Studies

Expectancy–Value Theory has been widely applied in educational research, particularly to examine students’ academic motivation, career choices, and dropout risk (Bargmann et al., 2022). While many studies focus on students, the theory has also been applied to academics. For instance, Ferland et al. (2022) explored teaching motivation, and Fischer and Hänze (2020) investigated how academics’ personal values shaped their teaching practices. Matusovisch et al. (2014) employed the theory to investigate why academics do not engage in research–practice integration. A study by Harvey et al. (2005) developed a scale to assess academics’ motivations for pursuing postgraduate study, identifying a range of internal and external motivators as well as barriers such as cost.

Of particular relevance to this study is the work of Boström and Palm (2020), who applied the theory to examine changes in formative assessment among Swedish teachers in

compulsory school following CPD. Their findings showed that differences in outcomes were explained by school context, leadership support, working conditions, and resource constraints, which acted as stressors influencing teachers' engagement. They concluded that CPD for teachers must be aligned with their values and supported by the organisational context to be effective.

4.2.4. Gaps and Limitations

While Expectancy–Value Theory offers a robust framework for studying motivation, it has been criticised for lacking clarity in how its components relate to one another (Eccles & Wigfield, 2002). Fischhoff et al. (1982) raised the concern that rational decision-making is often not used in real-life scenarios because people prefer simpler decision-making strategies. In addition, task values can shift quickly, especially when individuals encounter unfamiliar or complex tasks, such as those linked to curriculum internationalisation.

The theory also pays limited attention to the organisational context (Eccles & Wigfield, 2002), which is critical in this research. For this reason, it is complemented by JD-R theory, which addresses the structural and environmental factors that affect motivation, such as workload, leadership, and institutional culture.

4.3. Summary of Theoretical Framework

The two theories selected for this research, Job Demands and Resources Theory (JD-R) and Expectancy–Value Theory (EVT), offer complementary perspectives for analysing academics' engagement in CPD related to the internationalisation of the curriculum (IoC). JD-R theory provides a contextual lens for understanding how job demands, job resources, and personal resources influence academics' capacity to engage in CPD. Its multilevel approach, addressing individual, departmental, and institutional dimensions, aligns closely with the design

of this research. It also helps explain how organisational support and leadership shape academics' motivation and well-being over time.

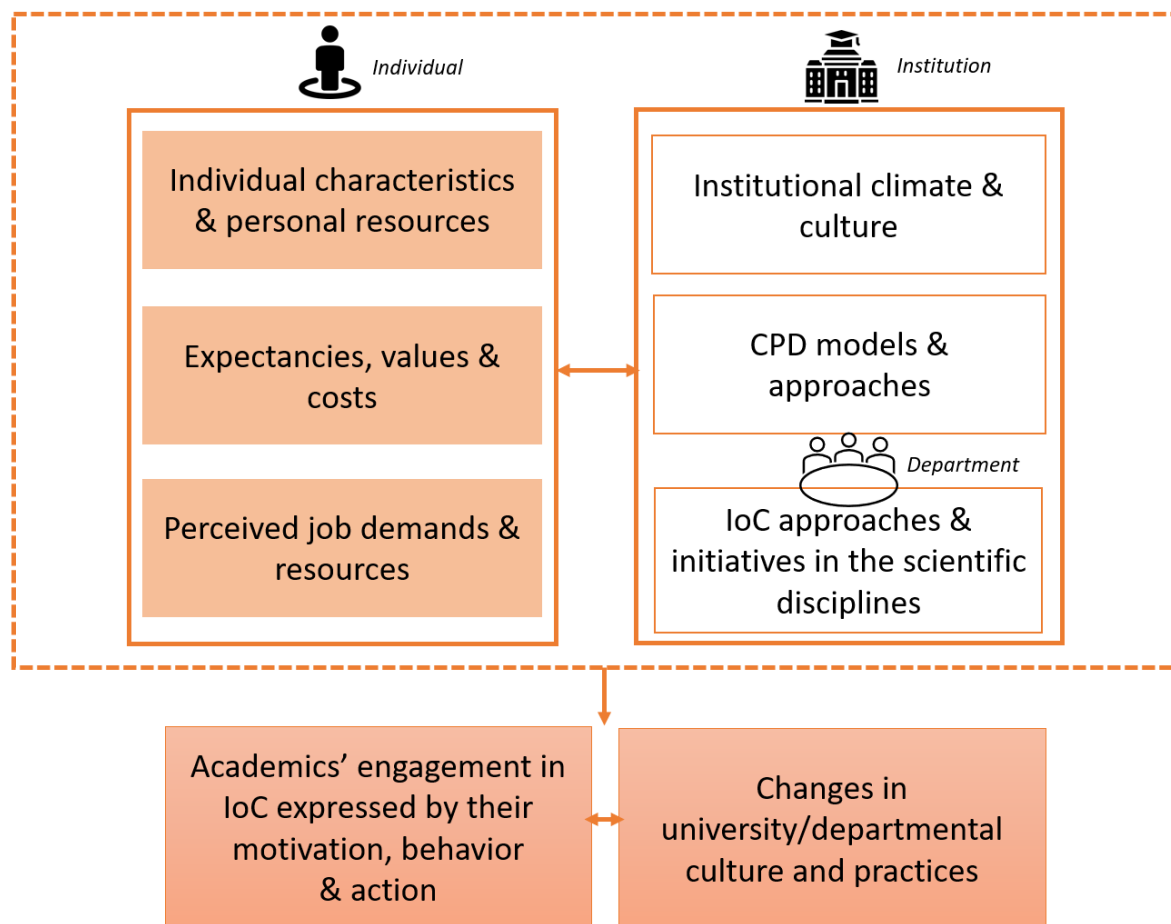
To address JD-R's limited attention to psychological mechanisms, EVT is used to examine how academics evaluate the relevance, benefits, and costs of CPD. It helps to explain why some academics perceive CPD as meaningful and engage deeply, while others do not. Together, the two theories allow for an integrated analysis of both external conditions and internal decision-making processes that influence CPD engagement and its outcomes.

4.4. Conceptual Framework

Chapter 3 reviewed the empirical studies on CPD and IoC, as well as the conceptual debates on academics' engagement. The previous section outlined two complementary theories: Job Demands-Resources (JD-R) theory and Expectancy-Value Theory (EVT). Building on these foundations, this section introduces a conceptual framework that integrates these insights into a coherent visual structure. The framework is designed to explain academics' engagement in CPD and the resulting outcomes of CPD activities in the context of IoC. It visually represents the key factors and their relationships across individual, disciplinary/departmental, and institutional levels (see Figure 1). Importantly, it conceptualises academics' engagement not only in CPD related to IoC, but also in the ongoing implementation of IoC in teaching practice, with CPD often serving as a catalyst or support mechanism. This framework informs the design, analysis, and interpretation of the research.

Figure 1

Initial Conceptual Framework for Academics' Engagement and Outcomes in CPD for IoC



4.4.1. Individual-Level Factors

Individual Characteristics & Personal Resources

Building on the literature review in Chapter 3 (see Section 3.4.3.1), the framework includes academics' disciplinary affiliation, academic position, employment profile, percentage of teaching duties, number of years of teaching experience, and formal teaching qualification. Previous international experience, such as teaching abroad or in internationalised classrooms, is also included, as it influences confidence and perceived relevance of IoC (Iosava & Roxå, 2019; Weissova & Johansson, 2022). Drawing on JD-R theory, personal resources refer to internal

psychological assets that help academics manage demands and persist with developmental goals. These include self-efficacy, resilience, optimism, and organisational-based self-esteem (Bakker et al., 2022; Xanthopoulou et al., 2007). Confidence before engaging in CPD is also considered here, as it often determines readiness to experiment with new teaching practices (Desimone, 2009).

Expectancies, Values and Costs

Expectancy for success involves academics' beliefs about their likelihood of succeeding in CPD, how relevant it is to their specific teaching context, and what outcomes they expect (Eccles & Wigfield, 2002). Value includes both intrinsic interest and the perceived opportunity to enhance teaching through internationalisation (de Wal et al., 2020; Eccles et al., 1983; MacPhail et al., 2019). Cost refers to anticipated or experienced barriers, such as workload, effort, time, stress, and the perceived difficulty of implementing changes. It also includes how challenging IoC was perceived before, during, and after the CPD (Lauridsen & Gregersen-Hermans, 2022; Nawaz, 2018).

Perceived Job Demands and Resources

As in JD-R theory, the framework treats academics' perceptions of job characteristics as key to understanding their engagement (Demerouti et al., 2001; Bakker & Demerouti, 2014, 2017). Job demands refer to aspects that require sustained effort or cause stress, while job resources support learning, motivation, and persistence (Sabagh et al., 2018). These specific demands and resources are not itemised in the framework, as they are highly individualised; what constitutes a resource for one academic may act as a demand for another (Xanthopoulou et al., 2007).

4.4.2. Departmental/Disciplinary-Level Factors

IoC Disciplinary Approaches

Disciplinary affiliation is included in the framework as a relevant contextual factor, given its influence on teaching practices and openness to curriculum internationalisation. While a more detailed discussion of disciplinary dynamics is provided in the literature review (see Section 3.1.3), the conceptual framework acknowledges that disciplinary cultures may shape how academics perceive and respond to CPD, especially in relation to IoC (Bulnes & de Louw, 2024; Eftekhari, 2025).

4.4.3. Institutional-Level Factors

Institutional Climate and Culture

As outlined in Chapter 3 (see Section 3.4.3.3), academics' engagement in CPD is shaped by how internationalisation is positioned within the broader university mission. When IoC is explicitly supported through visible strategies, clear goals, or leadership messaging, it signals institutional commitment and enhances the perceived relevance of CPD (Ryan et al., 2021; Silander & Stigmar, 2023). Institutional climate also includes recognition and incentives, such as promotion criteria or rewards that value teaching, CPD participation, and contributions to internationalisation (Hudzik, 2024; Winka, 2017). Where such mechanisms are absent or inconsistent, CPD may be perceived as peripheral rather than integral to academic advancement. More broadly, institutional support plays a role: expectations to innovate and contribute to internationalisation goals can encourage participation, while cultures that prioritise research over teaching may undermine motivation to engage in CPD even when structural resources are present (Nygren & Sjöberg, 2023; Stier, 2004).

CPD models and Approaches

Institutions also differ in how they structure and deliver professional learning. CPD may be offered as voluntary or mandatory, organised as collaborative inquiry or delivered through top-down training. Support structures such as dedicated units, communication channels, and administrative assistance affect both accessibility and the perceived legitimacy of CPD (O’Sullivan & Irby, 2011; Van den Hende et al., 2023). These models and approaches frame how academics engage with professional learning and the extent to which it supports IoC.

4.4.4. Expected CPD Outcomes Across Levels

The conceptual framework accounts for a range of outcomes stemming from academics’ engagement in CPD related to IoC. These outcomes are organised at two levels. At the individual level, engagement is expressed through academics’ motivation, behaviour, and action. At the departmental and institutional levels, outcomes take the form of changes in cultures and practices. The emphasis is on academics’ own perceptions and experiences of these outcomes, rather than on externally imposed metrics.

Individual Outcomes

At the individual level, academics’ engagement in IoC is expressed through motivation, behaviour, and action (see Chapter 3, Section 3.4.1.1). Motivation refers to academics’ willingness to engage with internationalisation and the value they attach to it (Eccles & Wigfield, 2002; de Wal et al., 2020). Behaviour captures shifts in confidence, attitudes, or pedagogical approaches, such as becoming more open to experimenting with IoC practices or adopting inclusive strategies (Steinert et al., 2016; Chalmers et al., 2012; Pleschová & Simon, 2024). Action reflects the extent to which academics translate CPD participation into new practices in their classrooms and curricula, for example redesigning assignments, introducing

internationalised content, or using intercultural group work (MacPhail et al., 2019; Lauridsen & Gregersen-Hermans, 2022).

Departmental and Institutional Outcomes

At the departmental and institutional levels, outcomes are reflected in changes to academic cultures and practices (see Chapter 3, Sections 3.4.1.2–3.4.1.3). These may include greater openness to discussing IoC, informal learning networks, or peer encouragement to try new approaches (Roxå & Mårtensson, 2012; Steinert et al., 2016). In some cases, CPD participants act as pedagogical ambassadors, attempting to embed IoC into departmental practices, though success depends on peer receptivity and leadership support (Lauridsen & Gregersen-Hermans, 2022; Pleschová & Simon, 2024). At the institutional level, CPD may be linked to increased visibility of IoC in strategies, recognition structures, or leadership messaging (Garson et al., 2016; Silander & Stigmar, 2023).

4.5. Summary of Theoretical and Conceptual Framework

This chapter has presented both the theoretical and conceptual frameworks that guide the research. Two complementary theories were outlined: Job Demands–Resources (JD-R) theory and Expectancy–Value Theory (EVT). JD-R provides a multilevel lens for analysing how job demands, resources, and personal resources interact at individual, departmental, and institutional levels to influence engagement. EVT complements this by focusing on the psychological mechanisms of motivation, particularly academics’ beliefs about their competence, value, and cost. Together, these theories explain why CPD engagement varies across contexts and individuals.

Building on these foundations, the conceptual framework was developed to integrate theoretical insights with empirical findings from the literature review. It positions CPD

engagement as a dynamic process shaped by the interplay of internal motivations, personal resources, and contextual conditions. Rather than treating individual, departmental, and institutional factors as static inputs, the framework emphasises their interaction in shaping both engagement and outcomes.

For example, an academic may be motivated to engage in CPD but withdraw if their department devalues teaching innovation or if time is not allocated. Conversely, institutional messages that prioritise internationalisation, when reinforced by departmental support and aligned with personal goals, can amplify engagement even under demanding conditions. The same factor, such as workload pressure, may function either as a barrier or an energising challenge depending on available resources and perceived alignment with CPD goals.

By combining JD-R's focus on structural and contextual conditions with EVT's focus on motivational processes, the framework supports a nuanced analysis of how and why CPD works differently for different academics. It also identifies the conditions under which CPD outcomes are most likely to be sustained, not only in individual practice but also in departmental culture and institutional priorities.

Finally, this integrated framework informed key methodological choices, including the formulation of research questions, the selection of participants, and the design of data collection instruments. It also guided the analytic approach by highlighting the importance of context, motivation, and perceived demands and resources across institutional levels. The next chapter outlines the methodological design and procedures that operationalise these insights in the empirical research.

CHAPTER 5: METHODOLOGY

This chapter outlines the methodological approach used to investigate what kinds of CPD initiatives are offered to support academics in the Internationalisation of the Curriculum (IoC) at Swedish higher education institutions (HEIs), and under what conditions they are perceived as effective for shaping teaching practice and fostering academic engagement. Given the complexity of this topic and the need to examine both institutional strategies and individual academic experiences over time, a longitudinal, multiphase mixed-methods design was adopted. This approach made it possible to capture variation across contexts, triangulate data from multiple sources, and explore change as it unfolded.

The chapter begins by presenting the study's philosophical foundations and paradigmatic stance, which informed its design and analytical strategy. It then details the sequential structure of the research, including sampling strategies, data collection methods, and the integration of qualitative and quantitative data analysis. Ethical considerations and methodological limitations are addressed at the end of the chapter. Supplementary material is provided in the appendix to support transparency and replicability.

5.1. Philosophical Foundations and Paradigmatic Pluralism

This study adopts a pragmatic stance within a mixed-methods framework, drawing on additional philosophical perspectives where relevant. This orientation supports methodological flexibility across the three research phases and enables analyses that connect broad institutional patterns with the situated experiences of individual participants (Cohen et al., 2018).

Paradigmatic pluralism is applied not only through mixing data types but also through incorporating diverse ontological and epistemological traditions, reflecting the layered nature of

IoC-related CPD, where institutional, departmental, and individual dimensions intersect in ways that make a single paradigm insufficient.

While pragmatism provides the overarching logic of inquiry, constructivism, critical realism, and post-positivism are drawn upon to enhance the study's analytical scope. The aim is to respond to the research questions and design needs, rather than to follow fixed philosophical commitments.

5.1.1. Pragmatism as a Central Paradigm

Given that this research aims to identify what makes CPD for the IoC effective, relevant, and motivating for academics, and to generate practical recommendations for institutional support, a pragmatic research paradigm was adopted. Specifically, a “pragmatism of the middle” (Johnson & Onwuegbuzie, 2004) supports this purpose by emphasising practical consequences, methodological flexibility, and the integration of diverse perspectives across varying institutional contexts. Pragmatism is not committed to any single philosophical position but instead focuses on what is useful and appropriate for answering the research questions, offering a logic of inquiry in which methodological decisions are guided by the nature of the problem being investigated.

This orientation accommodates both qualitative and quantitative methods, which in this research are used to explore institutional support for CPD and the experiences of academics participating in IoC-related initiatives, thereby addressing structural conditions as well as individual interpretations.

Ontologically, pragmatism acknowledges that institutional factors such as CPD offerings and organisational support structures can be objectively described and measured, while also recognising that their meaning and impact are socially constructed. Epistemologically, it

accommodates both empirical generalisation and interpretive understanding, enabling analysis of system-level practices alongside the lived experiences of those involved. Axiologically, this approach prioritises practical outcomes and the usefulness of research findings, aligning with the study's aim to inform the design and implementation of CPD initiatives that are both theoretically grounded and applicable in real-world higher education contexts (Pretorius, 2024).

5.1.2. Complementary Paradigms: Constructivism, Critical Realism, and Post-Positivism

While pragmatism provides a flexible foundation, the study also draws on constructivism, critical realism, and post-positivism to support different aspects of the research design and analysis. Constructivism informs the qualitative components, highlighting how participants experience and make sense of CPD in relation to IoC. It ensures that the study attends to context, interpretation, and lived meaning (Pretorius, 2024). Critical realism strengthens the analysis of institutional and systemic conditions by drawing attention to structures, mechanisms, and constraints that shape the provision and outcomes of CPD. It supports the exploration of how organisational practices and policies interact with individual experience (Cohen et al., 2018). Post-positivism underpins the quantitative strands of this research and informs the treatment of certain qualitative data, where responses were quantified to identify broader patterns. This reflects a post-positivist concern with analytical rigour and empirical insight, while acknowledging the contextual and interpretive nature of the findings (Pretorius, 2024). Each paradigm is used where it contributes most directly to addressing the research questions.

5.2. Research Design: A Longitudinal Multiphase Mixed-Methods Approach

This study applies a longitudinal, multiphase mixed-methods design (Creswell & Plano Clark, 2017). The design was chosen to address the research questions from multiple

perspectives, capturing both systemic structures and individual experiences while tracing developments over time.

Mixed Methods Research (MMR) offers a pragmatic and flexible approach to inquiry, especially when addressing complex, real-world problems (Cohen et al., 2018). Its strength lies in its ability to combine the breadth of quantitative data with the depth of qualitative insight, thereby improving the validity, contextual relevance, and practical usefulness of findings. As Bergman (2011) notes, MMR can be applied across all stages of research, from paradigm and design to sampling, data collection, and analysis.

The study follows a sequential and iterative design, allowing each phase to build on the previous one, enabling triangulation and a deeper understanding of complex dynamics. The three interconnected phases of the research are briefly summarised below (see Table 3 for an overview), with detailed descriptions provided in the following sections.

Table 3*Overview of research phases*

Phase	Aim of the phase	Methods	Participants
Phase 1 (05/2023 - 08/2023)	Mapping the existing institutional support and CPD initiatives provided to academics to support them in IoC at Swedish HEIs	National-level online survey	Swedish HEIs
Phase 2 (06/2023 – 12/2023)	Exploring CPD initiatives available at Swedish HEIs	Online/IRL Semi-structured interviews	CPD facilitators
Phase 3 (01/2024 – 02/2025)	Following the three CPD initiatives and their participants to explore the effects of CPDs Pre-phase: Before CPDs start Post-phase: Immediately after CPD completion Post-post phase: 9-12 months after CPD completion	Online surveys + Online semi-structured interviews	Academics enrolled in 3 different CPDs

The research was conducted in three sequential phases, each aligned with a distinct research focus. Phase 1 involved a national survey of Swedish HEIs, aimed at mapping existing CPD initiatives and support structures related to IoC. Phase 2 consisted of semi-structured interviews with CPD facilitators to explore how these initiatives were designed and implemented. Phase 3 followed a group of academics participating in three selected CPD initiatives over time through surveys and interviews conducted at three key points: before, immediately after, and 9–12 months following the CPD. This design enabled the study to examine perceived outcomes and changes across multiple domains, including individual development and broader organisational impact. Each phase built on the insights of the previous one, allowing for an increasingly in-depth understanding of CPD for IoC.

The use of mixed methods enabled triangulation across institutional, departmental, and individual levels (Creswell & Plano Clark, 2017; Greene, 2007). Notably, the longitudinal element of Phase 3, still relatively uncommon in CPD research (Brannen & O’Connell, 2015; Kennedy, 2014), made it possible to examine developments from both individual and institutional perspectives (Brannen, 2005; Steinert et al., 2016). These methodological choices align with the study’s aim to explore what types of CPD initiatives are effective, for whom, and under what conditions.

In line with this design, multiple datasets were used to address individual research questions, allowing for more nuanced and layered analysis. For instance, research question 2.1: *How do CPD initiatives align with participants’ expectations, and how does this (mis)alignment influence outcomes?* was addressed using datasets 3, 4, 5, and 6, which included online surveys and semi-structured interviews conducted before and after CPD participation (see Table 4 for an overview of dataset alignment with the research questions).

Figure 2 synthesises the research design and methodological logic outlined above. It uses mixed-methods notation to indicate both the sequence and integration of quantitative and qualitative components. $QUAN > QUAL$ indicates a sequential design, whereas $QUAN + qual$ signals concurrent or supportive use of methods. Capital letters signify dominant strands of data, while lowercase letters indicate supporting ones. In the diagram, circles represent qualitative methods, squares represent quantitative methods, and arrows show the sequencing of components across the study.

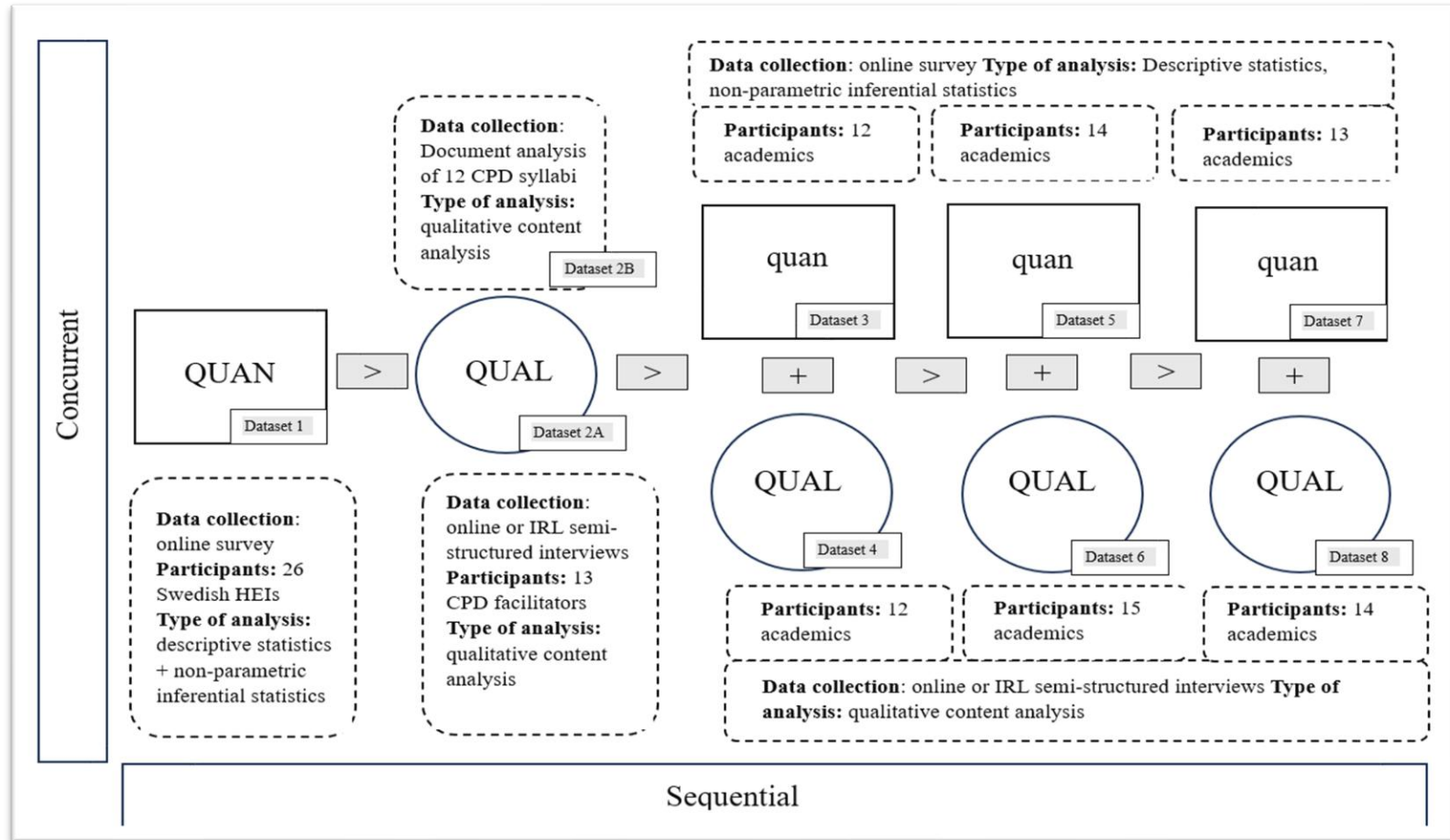
Table 4*Overview of the research phases with datasets, RQs and methods*

Phase	Aim of the phase	Overall RQs	Sub questions covered	Dataset	Method	
Phase 1	Mapping the existing institutional support and CPD initiatives provided to academics to support them in IoC at Swedish HEIs	RQ1: What CPD initiatives and institutional support are provided to support academics in the IoC at Swedish HEIs?	1.1	What types of CPD initiatives and institutional support are offered by Swedish HEIs specifically aimed at supporting the IoC, and what are their main objectives?	1	Online survey
			1.2	What organisational factors or relationships influence how CPD is provided?	1	Online survey
Phase 2	Exploring CPD initiatives available at Swedish HEIs		1.3	How are these CPD initiatives managed, developed, and delivered, and what are the main challenges for stakeholders?	2, 2B	Semi-structured interviews + document analysis

Phase	Aim of the phase	Overall RQs	Sub questions covered	Dataset	Method	
			1.4	How do Swedish HEIs ensure that CPD initiatives meet the needs of academics?	2	Online/IRL Semi-structured interviews
Phase 3	Following the three CPD initiatives and their participants to explore the effects of CPDs	RQ2: How do CPD initiatives work for different academics, and under what conditions do they align with academics' expectations and teaching contexts	2.1	How do CPD initiatives align with participants' expectations, and how does this (mis)alignment influence outcomes?	2, 3, 4, 5, 6, 7, 8	
	Pre-phase: Before CPDs start (pre-phase)		2.2	How do CPD initiatives contribute to a range of professional outcomes for different academics, and what factors influence these outcomes?	2, 3, 4, 5, 6, 7, 8	Online surveys + online/IRL semi-structured interviews
	Post-phase: Immediately after CPD completion					
	Post-post phase: A couple of months after CPD completion					

Figure 2

Overview of the Research Design: A Longitudinal Multiphase Mixed-Methods Approach



5.2.1. Phase 1: Mapping Institutional Support and CPD Initiatives for IoC at Swedish HEIs

The first phase of the study aimed to map institutional CPD provision and support structures for the IoC across Swedish higher education institutions (HEIs). This exploratory phase served a dual purpose: (1) to generate a national overview of institutional strategies, activities, and challenges related to IoC-oriented CPD, and (2) to inform the purposive sampling of CPD initiatives and facilitators for Phase 2. It addressed the overarching research question: *What CPD initiatives and institutional support are provided to support academics in the IoC at Swedish HEIs?* Specifically, it contributed to two subquestions:

RQ1.1: What types of CPD initiatives and institutional support are offered by Swedish HEIs specifically aimed at supporting the IoC, and what are their main objectives?

RQ1.2: What organisational factors or relationships influence how CPD is provided?

5.2.1.1. Data Collection. A national exploratory survey was developed to generate Dataset 1. Exploratory surveys are particularly well-suited to contexts where limited prior empirical data exist and where the goal is to identify patterns, map practices, and generate hypotheses for further investigation (Anderson & Lightwood, 2022). The survey included 18 closed-ended items and two open-ended questions, covering areas such as institutional IoC strategies, types of CPD available, modes of delivery, and perceived challenges (see Annex 2 for the full instrument).

The survey was developed in both Swedish and English and administered in esMaker, a GDPR-compliant Swedish survey software. To enhance content validity and clarity, the survey underwent a two-step pilot process. First, feedback was gathered from a panel of four researchers working in the field of higher education pedagogy. Based on this input, several terminological and structural adjustments were made. The revised

version was then piloted at a small urban HEI, where selected respondents were invited to test completion and provide further feedback. Minor technical and formatting changes were made following the second round.

The final survey was disseminated to all Swedish universities ($n = 18$) through the UNSI network (University Network for Strategic Internationalisation), to university colleges ($n = 18$) via the HÖNSI network (University Colleges Network for Strategic Internationalisation), and to individual education providers ($n = 14$) through direct email contact. To ensure clarity and enhance engagement, the researcher presented the project at the annual meetings of both networks, clarified the terminology used (e.g., IoC, CPD), and invited input from member institutions prior to the full rollout. The survey was available for three months, from late May 2023 to August 2023.

Given the multifaceted nature of the survey, institutions were encouraged to respond collaboratively. Respondents were invited to consult relevant colleagues in internationalisation, academic development, and teaching leadership. In 27% of cases, responses were submitted jointly by two or more respondents. The average time to complete the survey was 39 minutes.

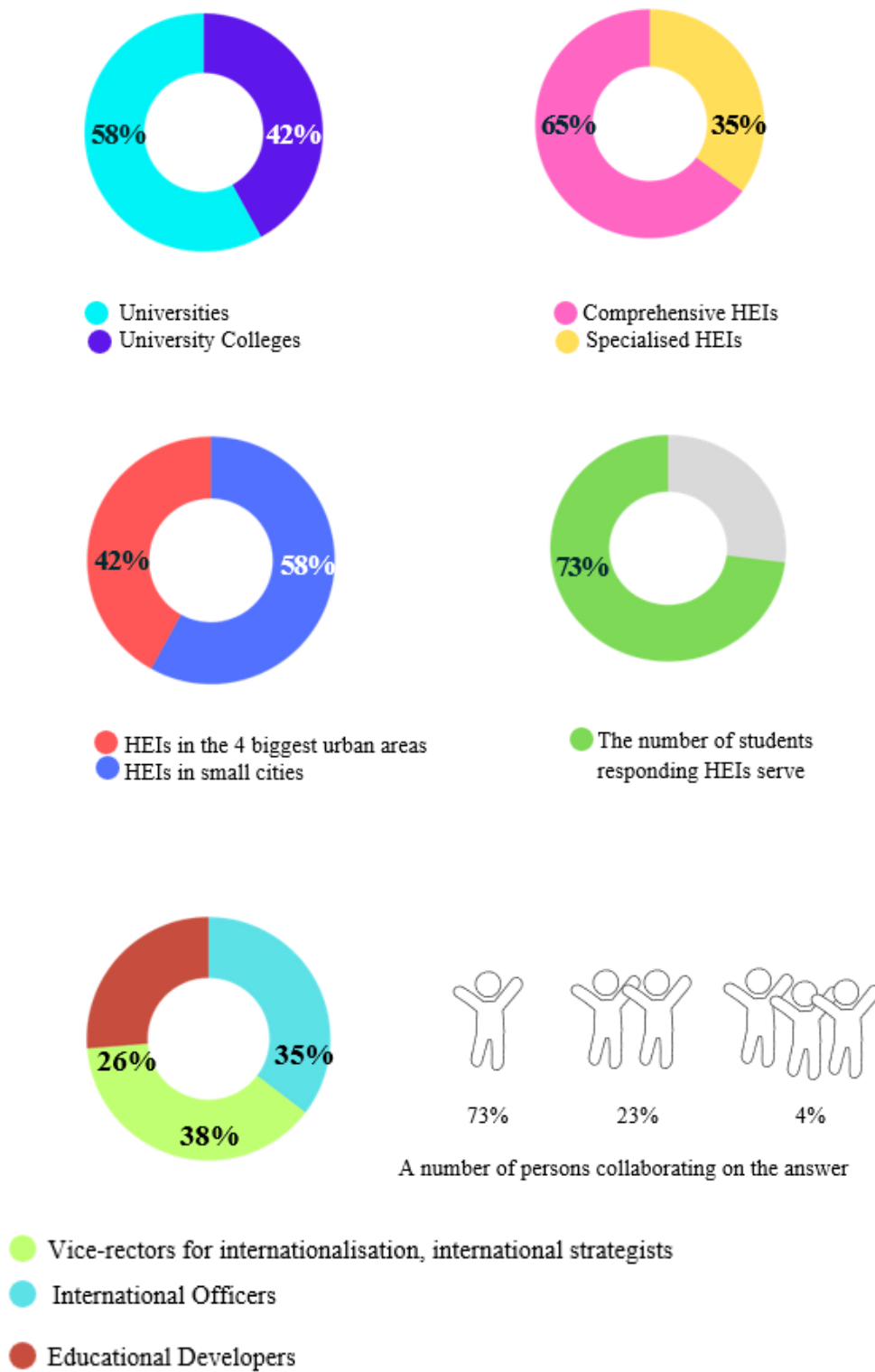
5.2.1.2. Participants and Response Rate. In total, 26 Swedish HEIs responded to the survey, representing 72% of the country's universities and university colleges. These institutions collectively serve 73% of the national student population (403,458 students), ensuring broad representativeness across geographical and institutional profiles. Respondents primarily held roles such as internationalisation strategists, educational developers, vice-rectors for internationalisation, and directors of pedagogical centres. Although individual education providers ($n = 14$) also received the survey, their responses were in the end excluded from analysis due to significant structural differences

from the university sector (e.g., size, mission, governance). Including them would have risked skewing the results.

Figure 3 provides an overview of the institutional characteristics of participating HEIs, including sector, institutional profile, urban context, student population coverage, and respondent roles.

Figure 3

Demographics of participating HEIs



5.2.1.3. Data Analysis and Validation. Quantitative survey data were analysed in SPSS using descriptive statistics and non-parametric tests (e.g. Mann-Whitney U, Chi-squared, or Fisher's exact test, as appropriate based on sample size and distribution). Open-ended responses were subject to content analysis (Cho & Lee, 2014; Timmermans & Tavory, 2012). Given the exploratory nature of the instrument and the predominance of categorical data, Cronbach's Alpha was not applied, as the survey did not contain scale-based constructs requiring internal consistency reliability. Instead, the instrument's rigour was supported through content validation (expert review and piloting), as outlined above.

5.2.1.4. Output and transition to phase 2. The data collected in this phase provided a national-level overview of CPD for IoC and revealed key variations in institutional support. These insights informed the purposive sampling of initiatives and facilitators for Phase 2, which examined how CPD is designed, delivered, and embedded within institutional contexts.

5.2.2. Phase 2: Exploring CPD Initiatives at Swedish HEIs

Phase 2 aimed to gain a detailed understanding of how CPD initiatives identified in Dataset 1 were managed, developed, and delivered within Swedish HEIs. The purpose was twofold: (1) to examine institutional processes, challenges, and perceived conditions for effective CPD in the IoC context and (2) to guide the purposive selection of initiatives and participants for Phase 3. This phase generated Datasets 2 and 2B and contributed primarily to two research subquestions:

RQ1.3: How are these CPD initiatives managed, developed, and delivered, and what are the main challenges for stakeholders?

RQ1.4: How do Swedish HEIs ensure that CPD initiatives meet the needs of academics?

5.2.2.1. Data Collection

Semi-structured interviews

To explore these questions, semi-structured interviews were conducted with 13 facilitators of CPD initiatives. Given the limited empirical work on IoC-related CPD, an exploratory design was adopted. Interview questions addressed the structure, content, delivery mode, and institutional embedding of CPD, as well as facilitators' reflections on motivation, perceived effectiveness, and challenges.

The interview guide was piloted with one facilitator and then refined. Interviews were conducted in Swedish or English, depending on the participant's preference, and lasted between 26 and 77 minutes ($M = 50$ minutes, 23 seconds). Eleven were conducted online, and two in person. Data collection took place between June 2023 and December 2023. Details about the interview protocol are available in Annex 3.

Document Analysis of CPD Syllabi

To complement the facilitator interviews and support a deeper understanding of CPD content and learning goals, a qualitative document analysis (Bowen, 2009) was conducted on CPD syllabi ($n = 12$) identified in Phase 1. This included both CPDs dedicated to IoC and broader pedagogical development initiatives in which IoC content was integrated. The analysis focused on intended learning outcomes (ILOs), examining how IoC-related competences were framed and categorised.

Syllabi were analysed using qualitative content analysis (Cho & Lee, 2014). ILOs were then classified through three complementary lenses: (1) the Swedish Higher Education Ordinance's three outcome domains (Knowledge and Understanding, Skills and Abilities, and Judgement and Approach), (2) Bloom's revised taxonomy (Anderson & Krathwohl, 2001) to assess cognitive complexity and learning domains, and (3) inductively developed thematic subcategories, including global competence, diversity

and inclusion, theoretical foundations, internationalising the curriculum, and professional growth.

This analysis formed an additional dataset (Dataset 2b) and provided both conceptual grounding and practical support for the selection of representative CPD initiatives in Phase 3. It also contributed to the interpretation of institutional perspectives gathered through facilitator interviews.

5.2.2.2. Participants. Of the 14 HEIs identified in Phase 1 as offering institutional CPD initiatives, 12 agreed to participate in Phase 2. Semi-structured interviews were conducted with 13 facilitators involved in 12 distinct CPD initiatives. In one case, two facilitators were interviewed from the same course because they had jointly contributed to its development and delivery. Demographic and professional background data were collected for 12 of the 13 participants. One facilitator, although no longer formally involved in the initiative, contributed mainly by providing contextual background on its development. These interviews offered insight into the CPD initiatives themselves as well as the perspectives and experiences of those responsible for facilitating them; detailed demographic and professional background information is presented in Chapter 6.

5.2.2.3. Data Analysis. Interview transcripts were coded using qualitative content analysis (Cho & Lee, 2014), adopting an abductive approach that allowed both theory-informed and data-driven insights. Coding was conducted manually in Excel using a structured codebook developed iteratively across phases, following established guidelines for qualitative coding (Saldaña, 2016). The process began with open coding to capture concepts emerging directly from the transcripts. These codes were then reviewed in relation to the theoretical and conceptual framework, and the codebook was revised across several iterations to ensure clarity and consistency. In the final step, codes were grouped into broader categories and themes that informed the analysis. Chapter 6 presents a thematic synthesis of the findings derived from this analysis.

5.2.2.4. Output and Transition to Phase 3. Phase 2 generated Dataset 2 (interviews) and Dataset 2b (document analysis), providing an in-depth understanding of how CPD initiatives were structured, implemented, and institutionalised. These insights informed the selection of three representative CPD initiatives for longitudinal follow-up in Phase 3. Additionally, the facilitators' reflections on effectiveness, challenges, and institutional embedding were used to contextualise and interpret participant experiences and outcomes. Phase 3 builds on this work by following academics enrolled in three of these initiatives over time.

5.2.3. Phase 3: Assessing the Effects of CPD Initiatives on Academics

Phase 3 aimed to explore how CPD initiatives influence academics' knowledge, skills, and attitudes toward IoC, and how these initiatives translate into changes in teaching practices. Data collection for this phase took place between January 2024 and February 2025. To capture short- and longer-term effects, data were collected across three time points:

- Pre-phase: prior to participation in the CPD initiative

- Post-phase: immediately after course completion
- Post-post phase: 9-12 months following the CPD

This phase generated Datasets 3–8 and addressed the second overarching research question: *How do CPD initiatives work for different academics, and under what conditions do they align with academics' expectations and teaching contexts?* And the following subquestions: *RQ2.1: How do CPD initiatives align with participants' expectations, and how does this (mis)alignment influence outcomes?*

RQ2.2: How do CPD initiatives contribute to a range of professional outcomes for different academics, and what factors influence these outcomes?

5.2.3.1. Selection of CPD Initiatives. Three CPD activities were purposively selected to represent variation in format, delivery mode, and institutional context. Key criteria included: (1) likelihood of sufficient participant enrolment; (2) alignment with the study timeline, prioritising CPD initiatives scheduled for the spring semester; (3) alignment with IoC through explicit Intended International Learning Outcomes (IILOs); (4) diversity in course type (dedicated vs. integrated IoC); and (5) institutional diversity in terms of specialisation. Based on these criteria, three initiatives were chosen to illustrate the variation in CPD and are described briefly below.

- **CPD 1:** A mandatory, in-person pedagogical course on diversity and inclusion (2 ECTS), with two workshops focusing on IoC, offered since 2017 at a medium-sized, specialised university.
- **CPD 2:** A hybrid, optional IoC-dedicated course (3 ECTS), offered since 2016 at a medium-sized, specialised university.
- **CPD 3:** A fully online, optional IoC-dedicated course (5 ECTS), launched in 2022 at a medium-sized, comprehensive university.

All three selected institutions were located in large urban areas, although they were geographically distributed across Sweden. Despite institutional variation in size and specialisation, they shared several important characteristics relevant to this research. Each had an explicit IoC strategy and demonstrated leadership commitment to internationalisation. In terms of CPD, all three offered opportunities targeting IoC, either through dedicated courses (CPD 2 and CPD 3) or integration within broader pedagogical courses (CPD 1). Furthermore, each HEI offered additional CPD opportunities related to internationalisation beyond the focal initiative, such as workshops or online resources.

At the same time, the three institutions also shared certain structural gaps: none included IoC in course evaluations or salary review processes, and none had formally assigned institutional responsibility or workload allocation for IoC. This combination of formal commitment and limited structural embedding provided a consistent contextual backdrop across the sites, allowing for meaningful comparison of the CPD initiatives and their effects within broadly similar institutional conditions. A full overview of institutional support and CPD opportunities at each site is presented in Table 5.

As part of the selection process, attention was also paid to the content and intended aims of each CPD course, specifically the presence of explicit IoC-related ILOs. To better understand the pedagogical focus and cognitive expectations embedded in these courses, each set of ILOs was subsequently analysed using Bloom's revised taxonomy (Anderson & Krathwohl, 2001). This framework enabled classification of the ILOs by both cognitive category and learning domain, providing a basis for later comparison. The findings of this analysis are presented in Chapter 6.

To protect the confidentiality of the participating institutions and their CPD initiatives, the exact wording of ILOs is not reproduced in this study. Instead, the ILOs were analysed and classified based on their cognitive level and domain, maintaining the anonymity of the course providers.

Table 5

Overview of Institutional Support and CPD Available at the Three Research Sites Selected for This Research

Research site	IoC strategy	IoC in course evaluations	IoC part of salary review	Assigned responsibility	Leadership thinks it's important	Workload allocation	Funding	An IoC-specialised course	An HPC course with IoC integrated	One-off workshops	Series of workshops	CoP	Tailored support	Mentoring	Online resources	
HEI 1	X				X		X	X	X	X	X	X	X			X
HEI 2	X				X				X							X
HEI 3	X				X		X	X	X	X		X				

5.2.3.2. Sampling and Participants. Participants were recruited purposively in collaboration with CPD facilitators at the three sites. All academics enrolled in the selected initiatives were invited to participate in a longitudinal study involving surveys and interviews across three stages. To encourage retention, participants who completed all three interviews received a small financial incentive (500 SEK). Inclusion criteria were intentionally broad: participants needed to be employed at a Swedish HEI and enrolled in one of the three CPDs. No restrictions were placed on discipline, seniority, or previous experience.

Across the three initiatives, a total of 65 academics were enrolled in the CPD courses. CPD 1 had 35 participants, of whom 6 took part in the study; CPD 2 had 12 participants, with 5 participating in the study; and CPD 3 had 20 participants, of whom 4 participated. In total, fifteen academics participated in this phase across three different CPD initiatives.

As detailed in Table 6 (response rate and attendance) and Table 7 (demographic profile), the sample consisted predominantly of senior academics, most of whom held permanent positions and had extensive teaching experience. However, two participants had fewer than three years of teaching experience, offering important insights from early-career academics. The proportion of time spent on teaching varied significantly across participants, ranging from less than 25% to more than 75% of their workload. Nearly half of the participants were in the process of completing formal pedagogical qualifications, including some who had been teaching for many years. Nine of the fifteen participants did not have Swedish as their native language.

Table 6*Overview of Participant Attendance in Phase 3*

Research site	Total no participants	Pre-CPD phase		Post-CPD phase		Post-post-CPD phase	
		Survey	Interview	Survey	Interview	Survey	Interview
HEI 1	6	6	6	6	6	5	6
HEI 2	5	5	5	5	5	5	5
HEI 3	4	1	1	4	4	3	3
In total:	15	12	12	15	15	13	14

Table 7*Demographic and Professional Profile of Academics Participating in CPD Interviews*

Participant/ research site	Gender	Swedish as native language	Age	Employment profile	Title	Discipline	Years of teaching	% of teaching	Formal pedagogical qualification
P1 – HEI 1	Male	Yes	41-50	Permanent	Professor	Engineering	10-20	25-50%	Yes
P2 – HEI 1	Male	Yes	41-50	Permanent	Assoc. Professor	Engineering	10-20	51-75%	Yes
P3 – HEI 1	Female	No	31-40	Permanent	Assoc. Professor	Chemistry	10-20	<25%	No
P4 – HEI 1	Male	No	41-50	Permanent	Assoc. Professor	Statistics	10-20	25-50%	Yes
P5 – HEI 1	Female	No	31-40	Permanent	Assist. Professor	Physics	0	<25%	In progress
P6 – HEI 1	Non- binary	Yes	31-40	Temporary	Lecturer	Engineering	>20	>75%	In progress
P7 – HEI 2	Female	No	31-40	Temporary	Assist. Professor	Epidemiology	5-10	25-50%	In progress

Participant/ research site	Gender	Swedish as native language	Age	Employment profile	Title	Discipline	Years of teaching	% of teaching	Formal pedagogical qualification
P8 – HEI 2	Male	No	31-40	Temporary	Assist. Professor	Neuroscience	2-5	<25%	In progress
P9 – HEI 2	Female	Yes	41-50	Permanent	Professor	Medicine	10-20	<25%	In progress
P10 – HEI 2	Female	No	41-50	Temporary	Assist. Professor	Medicine	10-20	<25%	Yes
P11 – HEI 2	Female	No	31-40	Temporary	Assist. Professor	Nutrition	2-5	25-50%	In progress
P12 – HEI 3	Female	Yes	41-50	Permanent	Adjunct	Social Work	5-10	>75%	Yes
P13 – HEI 3	Female	Yes	51-60	Permanent	Assoc. Professor	Sport Science	>20	25-50%	Yes
P14 – HEI 3	Female	No	41-50	Permanent	Assist. Professor	Media & Communication	10-20	>75%	Yes
P15 – HEI 3	Male	No	41-50	Permanent	Assoc. Professor	Political Science	>20	51-75%	In progress

To ensure data quality and clarity, all instruments used in Phase 3 were piloted by an academic enrolled in a CPD initiative not included in this study. This included the three online surveys and the three semi-structured interview protocols for the pre-, post-, and post-post phases. Feedback from the pilot informed small refinements to question clarity, wording, and structure.

5.2.3.3. Data Collection

Online Surveys

Online surveys were administered at all three phases (pre, post, post-post) via SUNET Survey software. They included scaled and closed-ended items to assess self-reported competence linked to Intended International Learning Outcomes (IILOs), perceived institutional support, experienced challenges, and satisfaction with the CPD initiative. A 5-point Likert scale was used throughout. Each survey was designed to be brief, taking no longer than 10 minutes to complete.

All three surveys used an identical core set of scaled questions to enable comparison across time points. The pre-CPD survey (Dataset 3) additionally included demographic and background questions, while the post-post survey (Dataset 7) incorporated delayed evaluation items (Steinert et al., 2016) on sustained satisfaction and the perceived helpfulness of the CPD. The post-CPD survey generated Dataset 5. The pre-, post-, and post-post survey instruments from one of the participating CPD initiatives are included in Annexes 4A-C, with identifying details removed.

Semi-Structured Interviews

Interviews were conducted at three points across the CPD trajectory and analysed to capture changes over time. Each phase focused on distinct, yet complementary aspects of participants' experiences:

Pre-CPD phase (Dataset 4): Investigated motivations for participation, initial expectations, and their view on institutional/disciplinary perspectives on IoC.

Post-CPD phase (Dataset 6): Explored immediate experiences with the CPD, perceived gains in knowledge and skills, and any anticipated changes in practice.

Post-post phase (Dataset 8): Conducted 9-12 months later, these interviews examined longer-term implementation of insights, reflections on impact, and perceived enablers or constraints at institutional, departmental and individual levels.

Interview protocols were guided by the study's conceptual framework (see Chapter 4, Section 4.4). Interviews were conducted in either Swedish or English, depending on the participant's preference, and ranged from 6 to 48 minutes. The full interview guides for all three interview points are provided in Annexes 5A–C to support transparency and replicability of the research.

The longitudinal data generated in this phase captured shifts in academics' perspectives, practices, and perceived support related to IoC. These findings are considered alongside the institutional and CPD design insights from Phases 1 and 2 in the following findings chapters, where broader patterns and implications are discussed.

5.2.3.4. Data Analysis and Integration Strategy. Quantitative data were analysed in SPSS using descriptive and non-parametric statistical techniques to examine patterns of change in participants' self-reported competence, perceived institutional support, and experienced

challenges related to IoC. Given the small sample size ($n = 15$) and the ordinal nature of the Likert-scale data, non-parametric tests were selected. The Wilcoxon signed-rank test was used for within-subject comparisons across phases, while the Mann-Whitney U test was applied for any relevant between-group comparisons. Further details on the statistical thresholds and interpretive benchmarks applied are presented in the findings chapters, where they are discussed in relation to specific outcomes. Interview transcripts were analysed using qualitative content analysis with an abductive approach, following Cho & Lee (2014) and Timmermans & Tavory (2012). Coding was informed by both theoretical constructs and emerging patterns, drawing on established practices for qualitative coding (Saldaña, 2016). To accommodate the longitudinal design, analysis occurred both within each phase and across phases, tracing individual development trajectories.

To identify broader trends, selected qualitative insights, such as self-reported workload, expected enhancement in teaching, priority placed on implementing change, and scope of alignment between CPD expectations and outcomes, were transformed into ordinal scales (e.g., minimal = 1, moderate = 2, major = 3). This *quantitising* of qualitative data allowed for statistical analysis to detect significant differences across variables and aligns with best practices in transforming thematic data for pattern identification (Sandelowski et al., 2009). While this inevitably simplifies some nuance, the interpretive richness was preserved through joint reporting of quantitative trends and qualitative analysis.

Integration of qualitative and quantitative data in this research was primarily guided by corroboration logic, in which different data sources were used to validate and reinforce one another (Onwuegbuzie & Hitchcock, 2015). By collecting and analysing multiple datasets across three phases, and at multiple timepoints, this research was able to examine similar phenomena

from different methodological angles. This convergence of evidence significantly strengthened interpretive confidence: for example, patterns identified in survey responses about perceived gains in knowledge and skills were repeatedly supported by interview narratives, enabling claims that would not have been made based on a single dataset.

While corroboration was the most prominent integration logic, elements of elaboration and complementarity also supported the analysis (Onwuegbuzie & Hitchcock, 2015). Survey data provided a structured overview of change over time, while interview data revealed the reasoning behind those changes and how they were shaped by academic roles, expectations, and institutional conditions. The iterative, dataset-linked analysis allowed for both within-case and cross-case comparisons, enhancing the overall robustness of findings. This multi-perspective approach aligns with established principles of mixed-methods integration (Bryman, 2007; Onwuegbuzie & Hitchcock, 2015) and supports analytic and naturalistic generalisation through a design that balances empirical breadth with contextual depth.

5.3. Ethical Considerations

This research was approved by the Ethics Committee at Università Cattolica del Sacro Cuore (Italy), which oversaw all phases of the research. Two separate applications were submitted: one for Phases 1 and 2, and a second for Phase 3. In Sweden, formal ethical clearance is not required for studies that do not involve sensitive personal data or physical or psychological intervention (Lag SFS 2003:460). The present study was designed and conducted in accordance with the European Code of Conduct for Research Integrity and relevant institutional ethical frameworks.

The research followed the ethical principles of voluntary participation, informed consent, confidentiality, and data protection, with particular attention to the integration of qualitative and

quantitative data. For survey-based data (Datasets 1, 3, 5, and 7), informed consent was obtained implicitly through voluntary participation, as participants were provided with full information about the study's purpose and data use. For interview-based data (Datasets 2, 4, 6, and 8), written informed consent was obtained through a Study Participation and Data Processing Consent Form, which outlined the purpose, procedures, rights of withdrawal, and guarantees of confidentiality.

All participants' confidentiality was rigorously safeguarded. Identifying information was removed or anonymised, and all data were stored on GDPR-compliant, password-protected institutional servers. A detailed Data Management Plan guided secure storage, access control, and long-term data protection, in line with institutional policies at Chalmers University and European standards.

5.3.1. Language inclusivity

Following Holmes et al. (2022), language choice was treated as carrying ethical and political implications for whose perspectives are voiced and how findings are interpreted. Participants could therefore choose to complete interviews and surveys in either Swedish or English. Coding was conducted in the original language to preserve nuance, with translation into English applied only when needed for reporting. Care was taken to maintain key terms and culturally embedded phrasing, and the process was documented to ensure transparency.

5.3.2. Researcher Positionality and Reflexivity

As a senior research-practitioner (Montgomery et al., forthcoming), I bring both institutional insight and academic inquiry to this study. Although formally positioned on the administrative side, my current work supporting academics in the IoC has given me close access to the everyday realities of academic engagement in this area. While I began this project as an

outsider to academic development, I have become increasingly embedded in the field. I see value in combining the pragmatic, systems-oriented perspective that comes from administrative work with the curiosity, critical reflection, and theoretical grounding that academic research affords. To maintain integrity and critical distance, I deliberately avoided collecting data from settings where I was personally involved and adopted ongoing reflexive practices, including memo-writing and peer debriefing.

5.4. Methodological Trade-Offs and Limitations

This study involved several methodological trade-offs, necessary to manage scope, depth, and feasibility within the constraints of a PhD project. While these decisions enabled the completion and analytical coherence of the thesis, they also introduce limitations that should be acknowledged.

Scope and Depth of CPD Mapping. The analysis focused on CPD initiatives organised at the institutional level and excluded department-specific or grassroots efforts. This focus reflected the study's interest in examining central strategic support for IoC, as institutional provision is where policies, resources, and leadership commitments are most clearly articulated. While this ensured consistency in data collection and comparability across institutions, it also meant that departmental-level CPD activities, potentially highly relevant for IoC, were not included. The decision was further shaped by feasibility considerations and the lack of systematic documentation of departmental initiatives across HEIs. Future research could extend the analysis to include these decentralised efforts, offering a more comprehensive picture of the CPD landscape.

Timing and Data Completeness. Due to scheduling constraints, some interviews intended as "pre-CPD" were conducted straight after CPDs' start. This introduces potential recall bias, as

participants may have been influenced by very early course experience. Due to delays in finalising the selection of the third CPD initiative, three participants did not take part in the originally planned pre-CPD interviews. To address this, they received a combined interview protocol incorporating key questions from both the pre- and post-CPD phases. While this allowed the collection of relevant data on initial expectations and outcomes, the retrospective nature of some responses may introduce recall bias and reduce comparability with participants who were interviewed at distinct timepoints. This variation is acknowledged in the analysis, and care was taken to interpret these cases with appropriate caution.

Follow-Up Duration. The post-post follow-up was conducted between 9 and 12 months after CPD completion. While this timeframe enables the observation of medium-term developments in teaching practices and attitudes, it may not fully capture longer-term impacts, which often take several years to unfold. Nonetheless, this follow-up period exceeds that of many comparable CPD studies and provides valuable insights into the early stages of sustained change. It also reflects the maximum feasible duration within the scope and timeline of the PhD project.

Sample Size in Phase 3. Phase 3 included 15 participants across three CPD initiatives. While this to some extent limits generalisability, it enabled in-depth, longitudinal, and context-sensitive analysis. The small sample reflects the realities of CPD participation; for example, CPD 2 had only 12 total participants, five of whom were included in the study. Small-scale cohorts are common in academic development interventions, as has been captured in previous studies (Lauridsen, 2017).

Self-Reported Data and Methodological Alternatives. This study relied primarily on self-reported data from surveys and interviews, which carry inherent limitations such as recall

inaccuracies and social desirability bias, particularly when participants are asked to reflect on changes in teaching practice or institutional support (Cohen et al., 2018). To mitigate this, the study employed a longitudinal, mixed-methods design with data collected at three timepoints, allowing for internal triangulation and greater credibility of reported change. Alternative methods, such as classroom observation or student interviews, were carefully considered but ultimately deemed unfeasible. Observational data posed significant logistical constraints due to participants being based at multiple institutions and the variability of teaching schedules. Interviewing students was likewise inappropriate, as students in Sweden rarely follow a single teacher across multiple courses, making it difficult for them to evaluate change over time. The use of course materials was also ruled out as an indicator of impact, since many participants taught less than 25% and did not hold primary responsibility for syllabus design, which limited the visibility of any curriculum-level changes. Given these constraints, the chosen approach represents a pragmatic and contextually grounded solution, enabling a multi-angle view of impact while acknowledging the limitations of relying on participants' own accounts.

Online Interview Format. Most interviews were conducted online to ensure participation from geographically distributed HEIs and to reduce travel-related environmental impact. While online formats increase accessibility and feasibility, they may limit rapport-building and reduce access to non-verbal cues, possibly influencing depth and disclosure. Still, for a longitudinal study with repeated interviews, the online format ensured sustainability and consistency across time points.

Acknowledging these limitations clarifies the boundaries within which the results should be interpreted. The following summary consolidates the methodological contributions of this chapter and sets the stage for the findings presented in Chapter 6, 7 and 8.

5.5. Summary of Methodology

This chapter has detailed the methodological approach adopted for the study. A pragmatist stance within a mixed-methods framework provided the flexibility to integrate institutional, departmental, and individual perspectives on CPD for IoC. The research was organised into three phases: Phase 1 mapped national-level CPD provision and institutional support structures through a survey of Swedish HEIs; Phase 2 explored the design and delivery of CPD initiatives via facilitator interviews and syllabi analysis; and Phase 3 followed academics participating in three selected CPD initiatives through pre-, post-, and post-post surveys and interviews to capture short- and longer-term effects. Ethical safeguards, including formal approvals, data protection, and attention to language inclusivity, were applied throughout. Several methodological trade-offs were also acknowledged, including the exclusion of department-level initiatives, the reliance on self-reported data, and the small sample size in Phase 3. These considerations clarify the scope and boundaries of the research and prepare the ground for the findings presented in Chapters 6, 7, and 8.

CHAPTER 6: FROM STRATEGY TO PRACTICE: EXPLORING INSTITUTIONAL SUPPORT AND PROFESSIONAL DEVELOPMENT FOR IOC

This chapter examines how Swedish higher education institutions (HEIs) support academics in working with internationalisation of the curriculum (IoC). It focuses on the types of institutional support and continuing professional development (CPD) initiatives available, how these initiatives are developed and managed, how institutions identify and address the needs of academics, and how institutional strategies and resources influence CPD provision. The analysis draws on three complementary datasets: (1) a national survey conducted at the institutional level (n = 26), (2) semi-structured interviews with CPD facilitators responsible for the development and delivery of IoC-related initiatives (n = 13), and (3) a qualitative content analysis of CPD course syllabi (n = 12).

The institutional survey attained a response rate of over 70% across Swedish HEIs, allowing the results to be considered representative at the national level. Respondents typically held responsibility for internationalisation or educational/pedagogical development, and in many cases, responses were prepared collaboratively across these functions, offering a consolidated institutional perspective. The syllabi analysis provides insights into the actual content of CPD initiatives, examining how IoC is integrated into professional development offerings, while the interviews add depth to the understanding of how CPD is designed, delivered, and experienced by those facilitating it.

The chapter is organised into four parts. The first maps the institutional landscape for IoC, including leadership commitment, strategic frameworks, funding structures, workload arrangements, quality assurance, and the overall range of CPD opportunities. The second investigates how strategic priorities and resource conditions influence CPD provision, drawing on quantitative patterns across the surveyed HEIs. The third examines how CPD initiatives are developed, delivered, and sustained in practice, focusing on development

pathways, facilitator profiles, design principles, delivery formats, and organisational challenges. The final part looks at how HEIs identify and respond to the needs of academics, particularly through needs assessment, feedback mechanisms and evaluation practices. Each section concludes with a brief summary of key findings.

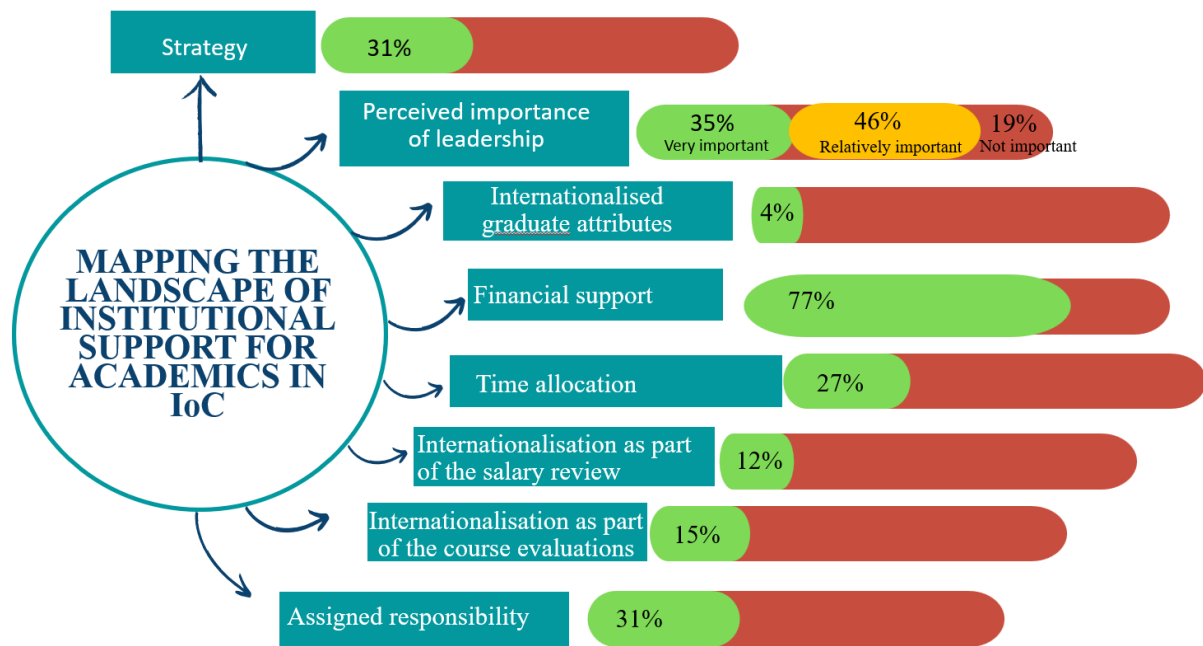
By mapping institutional support structures, analysing CPD initiatives, and comparing strategic intentions with practical realities, the chapter reveals how systemic enablers, resource constraints, and organisational priorities collectively shape the everyday conditions for academics working with IoC.

6.1. Institutional Support and CPD Initiatives for IoC at Swedish HEIs

This section elaborates on institutional conditions that influence academics' ability to engage with IoC. Drawing on the literature, it identifies six key dimensions of institutional support: the presence of formal strategies, leadership engagement, time and funding, reward structures, quality assurance and responsibility, and continuing professional development opportunities. For analytical clarity, these are grouped into three clusters: (1) strategies and leadership commitment, (2) structural conditions, and (3) professional development opportunities. An aggregated overview of institutional practices is presented in Figure 4, with detailed descriptions provided in Annex 6. The following sub-sections elaborate on these findings, beginning with the strategic and leadership inclinations toward IoC.

Figure 4

Overview of Institutional Support for Academics Engaged in the Internationalisation of the Curriculum in Swedish HEIs (n = 26)



Note. This figure maps institutional support across eight areas, grouped under strategy, leadership engagement, structural conditions (including time and funding), reward structures, and quality assurance mechanisms. Values represent the proportion of responding HEIs that reported support in each category.

6.1.1. Strategies & Leadership Engagement

An institutional commitment to the IoC is often seen as an essential condition for motivating and supporting engagement among academics (Mittelmeier et al., 2022). Such commitment may be signaled through dedicated IoC strategies (Pleschová, 2024), strong leadership advocacy (Ambagts van Rooijen et al., 2021) and the articulation of internationalised graduate attributes linked to global competence (Leask et al., 2013).

However, among the 26 Swedish HEIs that responded, formal indicators of strategic commitment were relatively rare and, when present, not always consistently operationalised. Only eight HEIs (31%) reported having an explicit IoC strategy in place. In most of these

cases, IoC was integrated into the overarching institutional strategy rather than formulated as a separate, standalone document. An additional five HEIs (19%) indicated that they were in the process of developing a strategy, reflecting a growing interest in this area. The remaining institutions lacked a formal strategy and other strategic frameworks related to IoC. Notably, seven of the eight HEIs that reported having an IoC strategy were universities, suggesting that larger, research-intensive institutions are more likely to formalise internationalisation efforts.

Respondents' perceptions of how their institutional leadership views IoC were generally positive but revealed some tensions. Thirty-five percent of HEIs were described by respondents as having leadership that considers IoC "very important," and 46% as "relatively important." However, open-ended responses pointed to a gap between this perceived importance and the realities of institutional practice. Several respondents expressed concerns about the lack of governance structures to support sustained IoC work. As one participant (respondent from HEI 16) noted, "Leadership views it as important, but not important enough," capturing a recurrent theme: endorsement without follow-through risks remaining symbolic. This echoes observations by Marinoni et al. (2019), who found that policy-level commitment to internationalisation often lacks implementation mechanisms, and is reinforced by Van den Hende et al. (2023), who warn that without clearly defined rationales and outcomes, curriculum internationalisation risks becoming an empty concept disconnected from academic realities.

Internationalised graduate attributes, which represent another possible vehicle for embedding IoC priorities at the institutional level, appeared even less common. Only one institution had completed the formal development of graduate attributes aligned with internationalisation goals, and three others (12%) were in the process of doing so. This

limited integration suggests that while internationalisation may be discussed at strategic levels, its translation into concrete educational outcomes remains underdeveloped.

In summary, while some Swedish HEIs show strategic and leadership commitment to IoC, these efforts remain uneven and are often limited to rhetorical or policy-level support, with few institutions translating these priorities into more concrete institutional agendas.

6.1.2. Structural Support: Resources, Reward Structures and Quality Assurance

While strategic vision sets an important tone for IoC, academics' ability to act on this vision depends heavily on the availability of practical support (Pleschová, 2025; Van den Hende et al., 2023). Material resources, including dedicated funding, allocated time, and clearly assigned institutional responsibilities, are crucial in determining whether internationalisation becomes part of daily academic work or remains a distant aspiration.

Across the 26 responding HEIs, financial support for IoC activities was relatively common. Twenty institutions (77%) reported allocating funds to support the internationalisation of courses or to provide grants for academics pursuing related initiatives. These were managed either centrally, via vice-rectors or internationalisation councils, or at the faculty level, often through competitive calls for projects related to course development, such as blended mobility or COIL. While a variety of funding sources were mentioned, including Erasmus+ funding and general pedagogical development grants, many of which can be used for internationalisation, it remains unclear how much of this support is specifically directed toward curriculum internationalisation. As such, although the survey provides a broad picture of financial support, it does not offer conclusive evidence about the extent to which these funds directly advance IoC efforts within institutions.

In contrast to the relatively widespread financial support, explicit workload allocation for IoC-related activities was far less common. Only seven HEIs (27%) reported providing academics with formal workload allowances to engage in this type of work. All but one of

these institutions also offered financial support, suggesting that time allocation tended to accompany, rather than substitute for, funding. These included both universities and university colleges, indicating that such support is not limited to one type of institution but remains generally scarce across the sector. Although it might be assumed that financial support would translate into time buyout or allocated hours, this was rarely the case. Respondents noted that even when time allowances existed on paper, they were often inconsistently applied or no longer in effect, as one participant observed:

There is a document that our managers have buried deep that says that all courses delivered in English should have 10 extra hours for teaching. This rule has not been applied for the past 10 years or so, but when I started here, I had extra hours for all my courses since they were in English. (Respondent from HEI 24)

This example illustrates how formally established time allocations can erode over time and lose their relevance in everyday academic practice.

Only a small number of HEIs had mechanisms for recognising IoC in academic work or for integrating it into quality assurance processes. Three HEIs (12%) reported considering IoC in annual salary review processes, signalling recognition at the individual level. Four HEIs (15%) included IoC in course evaluations, linking it to quality assurance of teaching and learning. Interestingly, only one of these institutions also had an IoC strategy, suggesting that formal strategies do not necessarily translate into systematic practices, whether related to recognition of academic performance or to evaluation of course quality.

Another critical dimension of institutional support lies in the assignment of responsibility for IoC. Here again, practices varied considerably. Eight HEIs (31%) reported explicitly designating responsibility for IoC within their organisational structures. However, the level of assigned responsibility differed widely: in some institutions it rested with senior leadership roles (such as vice-rectors for internationalisation or strategic advisors), in others

with faculty deans or programme managers, and in still others with support units such as educational development centres or international offices. Notably, no institution explicitly placed the primary responsibility for IoC on individual academics themselves or quality assurance managers. This absence of shared accountability at the individual level may partly explain why IoC remains inconsistently embedded in educational practice across many HEIs.

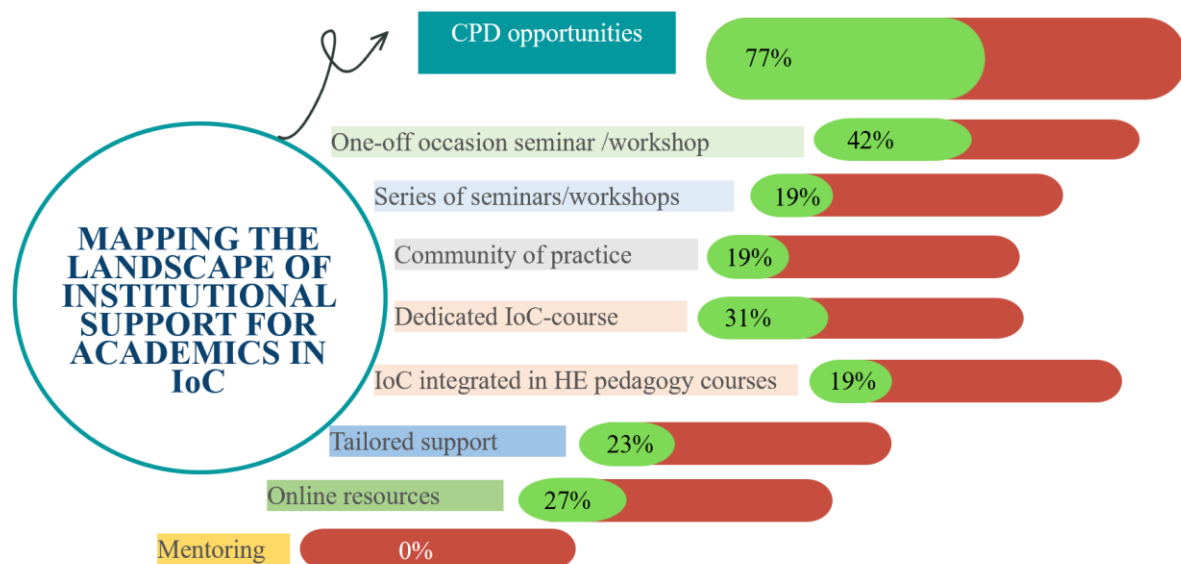
Together, these findings suggest that while strategic and leadership support for IoC is visible in some Swedish HEIs, in many cases, strategic intentions have not yet been translated into consistent practices or institutional mechanisms that meaningfully support academics in internationalising their teaching. Having examined the structural enablers and constraints, the next section describes a crucial mediating factor: continuing professional development opportunities for academics working to embed IoC in their teaching.

6.1.3. Professional Development Opportunities

Beyond financial and organisational support, capacity-building opportunities for academics play a critical role in enabling the IoC (Lauridsen, 2017). CPD initiatives aim to equip academics with the knowledge and skills needed to integrate international and intercultural elements into their teaching practices. Notably, most of these initiatives identified through the survey were developed within the last six years, suggesting that institutional support for IoC through CPD remains a relatively recent development. Through these efforts, institutions invest in strengthening academic capacity for fostering internationalisation in education. Figure 5 summarises the prevalence of each CPD initiative, expressed as a percentage of the 26 responding HEIs. It shows the range of CPD opportunities currently available across Swedish HEIs, highlighting both common practices and notable gaps.

Figure 5

Types of CPD Initiatives Supporting Academics in IoC and Their Prevalence Across Swedish HEIs (n = 26)



Among the 26 responding HEIs, 20 (77%) reported offering some form of CPD targeting internationalisation. While such opportunities appeared relatively common, their scope, depth, and coherence varied considerably across institutions.

One-off seminars or workshops were the most frequently reported format, facilitated at 11 HEIs (42%). These sessions typically covered topics such as intercultural competence, IoC, inclusion, or teaching in English. Respondents noted that these formats were generally short (1–3 hours) and ran as isolated interventions. A smaller number of HEIs offered CPD activities that extended over a longer period. Five institutions (19%) provided series of workshops or seminars, allowing participants to engage with internationalisation topics over a longer period, often linked to bigger institutional projects such as the European Universities Initiatives. Similarly, Communities of Practice (CoPs) focused on IoC were reported by five

HEIs (19%). These CoPs provided collaborative, peer-driven learning environments, often linked to broader institutional strategies for educational development.

Dedicated IoC courses were identified at eight HEIs (31%), indicating that such initiatives are still relatively uncommon. These courses were typically offered at the advanced (second cycle) level and delivered in English. They varied in format, including online, hybrid, or campus-based modes, and ranged from 1.5 to 5 ECTS credits. Only two were designed as purely campus-based, while the others included online or blended components. However, not all courses awarded formal credits. In some cases, the courses were designed to offer a certificate of attendance instead, with the possibility for participants to seek accreditation of the earned credits individually. This format allowed greater agility in adapting the course syllabus when needed. It should also be noted that three out of the eight courses were paused at the time of data collection due to limited uptake by academics. See the overview of the CPD initiatives in Table 8.

Table 8

Overview of IoC-Dedicated CPD Courses Offered at Swedish HEIs, Including Format, Scope, and Current Availability

CPD's title	Format	Scope	Delivery mode	Language	Level	In use now
Educating for Internationalisation and Global Engagement	Course	5 ECTS	Online	English	Advanced	Yes
Global Competence for Teachers in Higher Education	Course	3 ECTS	Online	English	Advanced	No
Internationalisation Project at Home	Course	4.5 ECTS	Kick-off meeting + independent work + reporting back	English/ Swedish	Advanced	No
Teaching in the Glocal University	Course	worth 3 ECTS	Hybrid	English	Advanced	Yes
Teaching and Learning in an International Classroom	Course	worth 3 ECTS	Hybrid	English	Advanced	Yes
Managing an Intercultural Classroom	Course	1.5 ECTS	Campus	English	Advanced	Yes
Internationalisation at Home – “The possibilities of digitization in offering students international experiences in the classroom”	Course + coaching	N/A	Campus	English	Not specified	No
Two2tango, tandems for teaching in the glocal classroom	International project	worth 3 ECTS	Online	English	Advanced	Yes

Note. “In use now” indicates whether the course was actively running at the time of data collection. ECTS = European Credit Transfer and Accumulation System.

Several institutions (n = 5; 19%) reported in the survey that IoC themes were integrated into broader higher education pedagogy courses (see Table 9). These courses ranged from 2 to 7.5 ECTS credits and were primarily offered at the advanced level. Most were delivered on campus, and several used both English and Swedish as languages of instruction. One of the five was mandatory for academic staff, while another was paused at the time of data collection. However, the extent of IoC integration varied, and explicit treatment of IoC concepts was not always evident. In some cases, a closer review of course syllabi or discussions with course facilitators revealed inconsistencies between reported integration and actual practice. This suggests that some respondents to the survey may not have been fully aware of how IoC was implemented at their institution. Similar issues were noted by Stigmar and Edgren (2014), who found that several Swedish HEIs reported alignment with national recommendations in surveys, even though their actual practices clearly indicated otherwise.

Table 9

Overview of CPD Courses Integrating IoC into Broader Pedagogical Training at Swedish HEIs, Including Format, Scope, and Current Availability

CPDs' title	Format	Category	Scope	Delivery mode	Language	Level	In use now
Educating for Widening Participation and Inclusion	Course	IoC integrated into another pedagogical activity	7.5 ECTS	Online	English	Advanced	Yes
Diversity and Inclusion in Learning in Higher Education	Course	IoC integrated into another pedagogical activity	2 ECTS	Campus	English	Advanced	Yes
Higher Education and its Context	Course	IoC integrated into the pedagogical qualification course	3 ECTS	Online	English/ Swedish	Advanced	Yes
Teaching and Learning in Higher Education. Qualifying Education 2	Course	IoC integrated into the pedagogical qualification course	7.5 ECTS	Campus	English/ Swedish	Advanced	No
Academic Teacher Training Course	Course	IoC integrated into the pedagogical qualification course	worth 7.5 ECTS	Campus	English/ Swedish	N/A	Yes

Other forms of support included tailored pedagogical guidance (offered by $n = 6$; 23% of HEIs) and online resources such as modules or information hubs ($n = 7$; 27%). However, mentoring or coaching initiatives were largely absent, and no formal mentor programs specifically focused on IoC were reported by any of the responding institutions.

Respondents were also asked to identify skills and topics they considered essential for academics to effectively internationalise teaching and learning. The most frequently cited needs included internationalisation of the curriculum and improved teaching in the international classroom, followed closely by international and intercultural learning outcomes and managing intercultural diversity in the classroom. Skills such as English for international communication and intercultural competence were also mentioned.

While a variety of CPD formats were reported, their effectiveness in advancing IoC depends not only on availability but also on the broader institutional conditions that enable or constrain academic engagement. The following section presents these enablers and barriers in greater detail.

6.1.4. Enablers and Barriers to Advancing IoC

Respondents identified what they perceived as the main enablers for advancing IoC, with the most frequently cited being “professional development supporting internationalised teaching” (64%), “appropriate workload allocation” (56%), and “practical guidance for implementing IoC” (52%). Additionally, nearly half (48%) pointed to the importance of “leaders committed to IoC at institutional, school, and program levels.” These findings echo earlier studies that emphasise the role of institutional leadership and targeted CPD in facilitating curriculum internationalisation (Leask, 2015; Weissova & Johansson, 2022).

Conversely, the most common barriers included a “lack of financial support” (60%), “limited academic staff interest” (40%), and “insufficient expertise among academics” (40%). This is notable given that many HEIs reported the availability of funding, suggesting a

disconnect between allocated resources and their accessibility or usefulness in practice. Time constraints, in particular, remain an implicit barrier within these results, reinforcing findings from Weissova and Johansson (2022) and Van den Hende et al. (2024) regarding inflexible workload models and rigid institutional systems.

Although strategic frameworks and structural resources are crucial, the actual content and learning outcomes of CPD initiatives play a decisive role in shaping how academics engage with IoC in their teaching. The next section examines these learning outcomes in detail, focusing on their cognitive complexity, learning domains, and thematic orientation.

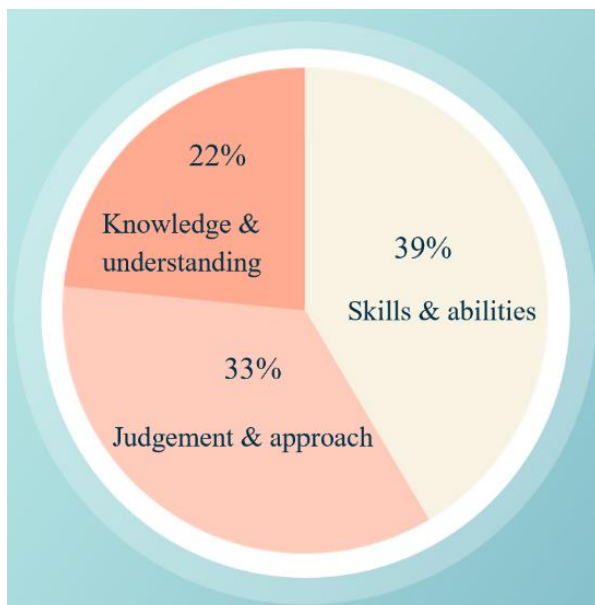
6.1.5. Intended Learning Outcomes and Thematic Focus in CPD for IoC

The intended learning outcomes of IoC-related CPD provide insight into how initiatives seek to prepare academics for internationalising their teaching, and in this research, they are analysed in terms of cognitive complexity, learning domains, and thematic orientation. Specifically, the analysis explores how institutions conceptualise academic development in this area by identifying what these initiatives seek to achieve and the competences they aim to cultivate. To do so, three lenses were applied: the Swedish Higher Education Ordinance (1993:100) to classify intended competences, Bloom's revised taxonomy (Anderson & Krathwohl, 2001) to assess cognitive complexity and learning domains, and thematic categorisation to identify pedagogical priorities. This layered approach offers a more nuanced understanding of how CPD is conceptualised as contributing to the development of academic staff's IoC competences, and it is applied separately to IoC-dedicated courses and to broader pedagogical CPDs in which IoC is integrated. In addition, a separate section presents the intended learning outcomes of the three HEIs selected for the in-depth longitudinal study, allowing for a closer examination of how CPD designs play out in specific institutional contexts.

6.1.5.1. Targeted CPD for IoC: Learning Outcomes and Topics. The 36 intended learning outcomes (ILOs) from eight IoC-dedicated CPD courses were first analysed using the Swedish Higher Education Ordinance (1993:100), which allows classification into three overarching categories: Knowledge and Understanding (awareness and foundational comprehension), Skills and Abilities (practical application of knowledge in educational settings), and Judgement and Approach (critical reflection and integration of values into practice). This first layer of analysis focuses on identifying what types of competences the courses aim to develop. Figure 6 presents the distribution of ILOs across these three categories, illustrating the strong emphasis on developing practical competences.

Figure 6

Distribution of Intended Learning Outcomes (ILOs) by Competence Category in IoC-Dedicated CPD Courses



To explore the depth of learning, a supplementary analysis using Bloom's revised taxonomy (Anderson & Krathwohl, 2001) was conducted to assess the cognitive complexity

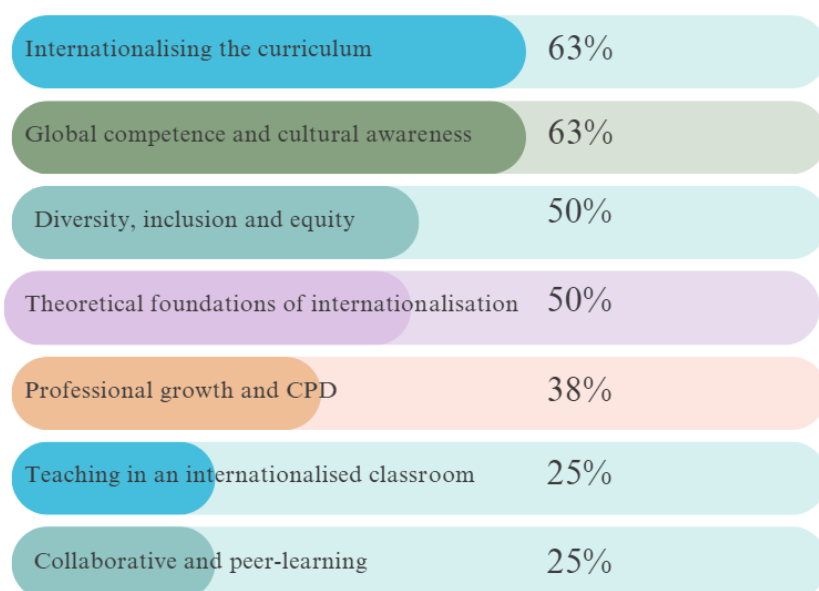
of the ILOs. This framework categorises learning objectives into six hierarchical levels of cognitive processes: Remember (recall of facts), Understand (comprehension), Apply (use of knowledge in practice), Analyse (breaking down information), Evaluate (making judgments), and Create (producing new work or ideas). The first three levels are typically associated with lower-order thinking, while the latter three reflect higher-order cognitive processes. The 36 ILOs were relatively evenly distributed across these levels. Create and Evaluate each accounted for 22.2% of outcomes, Analyse and Apply for 19.4% each, and Understand for 16.7%. No ILOs were found at the Remember level. This distribution suggests that many of the analysed CPD courses aimed not only to build foundational understanding but also to promote critical engagement and pedagogical innovation.

In addition to cognitive complexity, Bloom's taxonomy also distinguishes between three learning domains: cognitive (knowledge), affective (attitudes and values), and psychomotor (physical or embodied skills). A domain-level classification revealed that most ILOs targeted the cognitive domain (63.9%), followed by the affective (30.6%) and psychomotor (5.6%) domains. As shown in the previous taxonomy-based analysis, many ILOs encouraged academics to apply knowledge in their own contexts, for example by planning activities or designing teaching strategies. However, these outcomes remain within the cognitive domain and do not extend into the psychomotor domain. The psychomotor domain, by contrast, refers to embodied learning such as trying out new methods, demonstrating teaching techniques, or rehearsing intercultural classroom interactions. The near absence of psychomotor outcomes suggests that academics were seldom supported in learning by doing, which may limit their ability to translate internationalisation aims into actual classroom practice.

To better understand the content focus of these ILOs, a thematic content analysis was conducted, resulting in the identification of seven recurrent topics (see Figure 7).

Figure 7

Prevalence of Thematic Content Areas Across IoC-Dedicated CPD Courses Based on Intended Learning Outcomes



The most frequently addressed themes were internationalisation of the curriculum (63%) and global competence and cultural awareness (63%), followed by theoretical foundations of internationalisation (50%) and diversity, inclusion, and equity (50%). Other themes, including professional growth and CPD (38%), teaching and learning in an internationalised classroom (25%), and collaborative and peer learning (less than 25%), were less commonly featured.

Internationalisation at home did not emerge as an explicit theme in the stated objectives. While some initiatives referenced IaH in their titles or general framing, the objectives articulated its underlying aims through related terms such as internationalisation of the curriculum, global competence, intercultural awareness, and inclusive teaching.

While these CPD initiatives demonstrate commendable breadth, several critical gaps emerged. Notably, digital forms of internationalisation, such as collaborative online international learning (COIL), virtual exchange (VE), and blended intensive programmes (BIPs) were rarely addressed, despite their growing importance in global education. Similarly, little attention was paid to themes such as decolonising the curriculum, sustainable internationalisation, and the assessment of intercultural competences. No ILOs explicitly focused on assessing the outcomes of internationalisation in students' learning, leaving a notable gap in evaluating its actual impact. Moreover, relatively few ILOs explicitly addressed collaborative and peer learning among academics, which is a missed opportunity to align CPD with principles of adult education and andragogy.

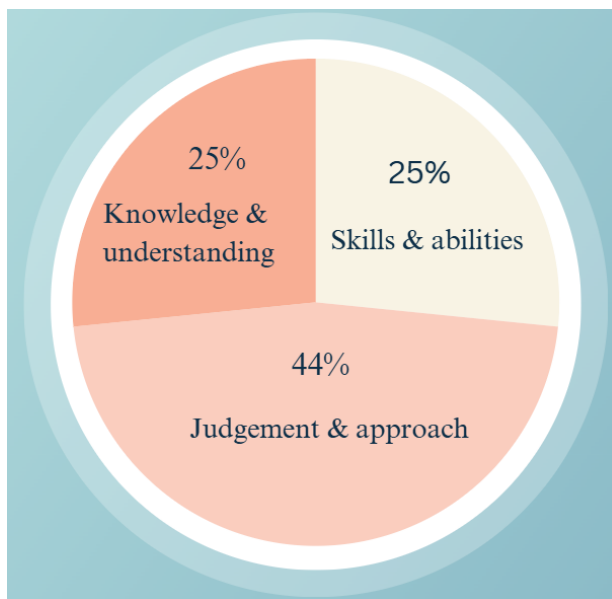
6.1.5.2. Integrated CPD for IoC: Learning Outcomes and Topics. In addition to dedicated CPD courses focused exclusively on IoC, some Swedish HEIs have chosen instead to embed IoC-related themes into broader pedagogical development initiatives. At five HEIs, internationalisation was integrated into broader pedagogical courses on topics such as diversity, inclusion, or higher education pedagogy. Of these five, three incorporated IoC elements directly into the basic pedagogical qualification programmes for academic staff, ensuring that internationalisation was addressed alongside foundational aspects of teaching in HE. Examples included courses on widening participation and inclusive teaching, where internationalisation is positioned within wider commitments to equity.

The 32 ILOs from these broader pedagogical CPDs were analysed using the same classification based on the Swedish Higher Education Ordinance (1993:100), as applied earlier. Figure 8 presents the resulting distribution, which shows an emphasis on reflective and analytical competences, particularly in relation to educational values, inclusion, and course design. The overall pattern indicates that these broader CPDs place greater weight on

fostering critical reflection and professional judgment, compared to the more applied focus observed in IoC-dedicated courses.

Figure 8

Distribution of Intended Learning Outcomes (ILOs) by Competence Category in Broader Pedagogical CPD Courses



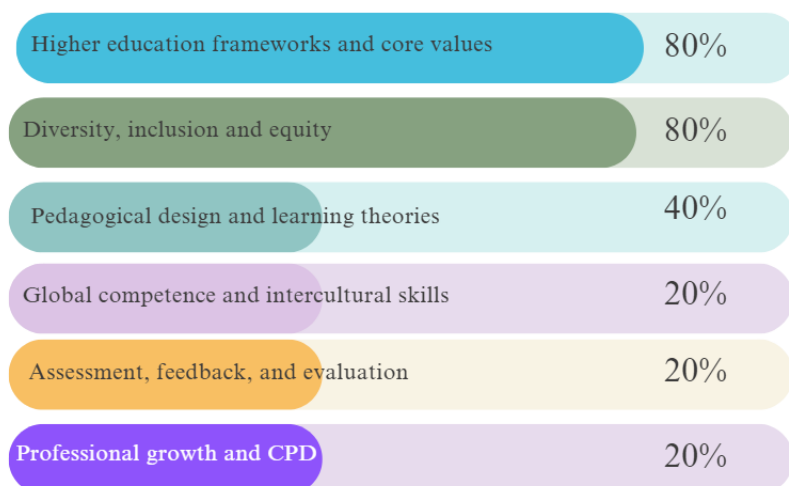
Compared to IoC-dedicated CPDs, which had a more balanced distribution across Bloom's taxonomy and a higher share of Create-level outcomes, the ILOs from integrated CPDs were more concentrated at foundational and intermediate levels. Understand and Evaluate categories were most frequent (25% each), followed by Apply (18.8%) and Analyse (18.8%), while only 12.5% reached the Create level. This suggests that integrated CPDs tend to foster analysis and reflection on teaching practice, but less often push academics to develop new pedagogical strategies or artefacts. Given that IoC implementation often requires innovation and adaptation, the lower prevalence of higher-order learning outcomes may limit participants' capacity to initiate substantial curriculum change.

Finally, a domain-level classification showed that most ILOs were situated in the cognitive domain (75%), with an additional 18.8% addressing the affective domain through a focus on values, attitudes, and reflective engagement. Two ILOs (6.3%) were classified under the psychomotor domain, reflecting limited engagement with embodied or performative dimensions of teaching. Compared to IoC-dedicated CPDs, IoC-integrated ILOs showed a slightly stronger emphasis on conceptual development.

A thematic analysis of the ILOs revealed six common content areas. Most frequently addressed were higher education frameworks and core values (80%) and diversity, inclusion, and equity (80%). Other themes included pedagogical design and learning theories (40%), global competence and intercultural skills (20%), assessment, feedback, and evaluation (20%), and professional growth and continuous development (20%). Figure 9 summarises the distribution of these thematic categories across the ILOs.

Figure 9

Prevalence of Thematic Content Areas Across Broader Pedagogical CPD Courses Based on Intended Learning Outcomes



Compared to the IoC-dedicated CPDs, these broader courses placed somewhat greater emphasis on reflection, evaluation, and institutional values, while less frequently asking participants to generate new pedagogical artefacts or strategies. Despite survey respondents' claims that internationalisation was integrated into general pedagogical CPD, the content analysis reveals notable gaps. Only one ILO could be explicitly linked to the development of global competence. Other aspects of internationalisation, such as fostering intercultural competence, embedding global perspectives in curricula, and supporting international collaboration, were largely absent. This suggests that these aspects received little systematic attention and were either embedded implicitly within broader pedagogical or diversity themes or absent altogether.

While there is thematic overlap between internationalisation and diversity/inclusion, the lack of explicit attention to intercultural skills, global teaching formats, or cross-border collaboration suggests that internationalisation may be subsumed under broader diversity agendas, potentially diluting its distinct pedagogical contribution.

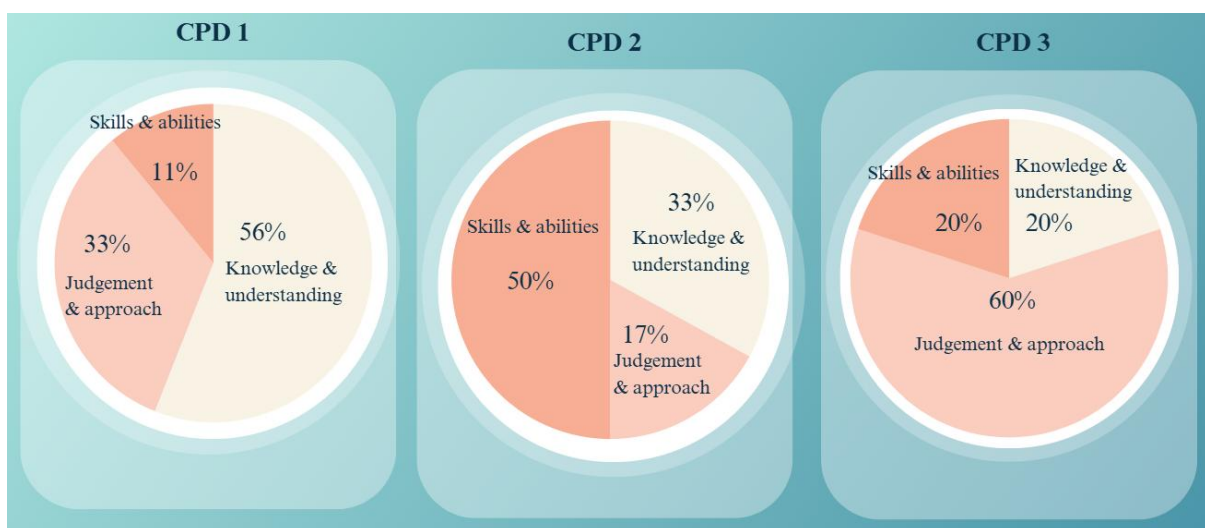
In addition to this national-level analysis, the intended learning outcomes of the three HEIs selected for longitudinal study are presented below. Since these institutions form the basis for later findings, outlining their CPD objectives here provides an essential reference point for subsequent analysis.

6.1.5.3 Three Selected CPD Initiatives: Learning Outcomes and Topics. As

shown in Figure 10, the three selected CPDs displayed different emphases in their ILOs. CPD 1 concentrated on Knowledge and Understanding, with several ILOs aimed at recognising, explaining, and critically reflecting on teaching and learning issues. CPD 2 placed stronger weight on Skills and Abilities, particularly revising course materials and developing strategies for teaching in international classrooms. By contrast, CPD 3 prioritised Judgement and Approach, asking academics to problematise internationalisation and draw on their own and students' experiences in teaching contexts. These differing emphases highlight the varied ways in which IoC-related CPDs frame academic development, ranging from conceptual awareness to practical skills and critical reflection. Presenting these orientations here provides a reference point for later findings, where participants' reported learning and experiences are examined in relation to the stated objectives of their respective CPDs.

Figure 10

Distribution of Intended Learning Outcomes (ILOs) Across Three Selected CPDs by Competence Category



Using Bloom's revised taxonomy, the ILOs of the three selected CPDs show distinct cognitive distributions. CPD 1 included nine ILOs, most at Understand (5; 56%), with additional outcomes at Evaluate (3; 33%) and Create (1; 11%); none were classified at Remember, Apply, or Analyse. CPD 2 comprised six ILOs, spread across Understand (2; 33%), Apply (2; 33%), Analyse (1; 17%), and Create (1; 17%). CPD 3 contained four ILOs, all situated at higher-order levels: Analyse (2; 50%), Evaluate (1; 25%), and Create (1; 25%). Taken together, these patterns highlight that the three CPDs had different emphases: CPD 1 focused on conceptual awareness and reflective evaluation, CPD 2 combined knowledge-building with opportunities for practical application and analysis, and CPD 3 prioritised advanced critical and creative engagement.

Across all three CPDs, the ILOs were exclusively located within the cognitive domain, with no explicit attention to affective or psychomotor learning. This indicates that participants were expected primarily to acquire knowledge, reflect conceptually, and engage in critical discussion rather than to develop attitudes or practise embodied teaching skills.

The thematic analysis of ILOs revealed distinct orientations across the three selected CPDs. CPD 1 focused predominantly on diversity, inclusion, and equity, with additional attention to regulatory frameworks, theoretical approaches, and communication strategies. This emphasis suggests that the course framed internationalisation primarily through the broader lens of classroom diversity. CPD 2 was explicitly IoC-focused, emphasising both understanding internationalisation and applying its concepts to teaching practice, for example through revising course materials, teaching in English, and managing heterogeneous student groups. CPD 3 was also IoC-focused but placed greater weight on higher-order skills, asking participants to critically reflect on internationalisation using literature and policy, justify pedagogical choices, and identify areas for further professional growth. Taken together, the three CPDs illustrate different emphases: CPD 1 approached internationalisation through

diversity, CPD 2 through understanding and application to teaching practice, and CPD 3 through critical reflection and self-assessment of professional development needs.

6.1.6. Summary of Institutional Support Structures and CPD Provision for IoC

The findings presented in this section confirm a significant gap between the rhetorical importance attributed to IoC and the mechanisms needed to embed it meaningfully in academic practice. While most institutions reported leadership interest and financial support, these efforts were rarely accompanied by operational structures such as strategies, quality assurance procedures, reward systems, or formal allocation of responsibility. Academics themselves, as well as quality managers, were never identified as those responsible for driving IoC work, pointing to a diffuse sense of ownership and accountability.

The limited visibility of IoC in formal reward mechanisms may further reduce incentives for sustained engagement, especially when academics face competing demands related to research or administration. The absence of integrated structures and processes highlights a structural gap in how institutions recognise, support, and sustain IoC engagement.

Interestingly, there was no evidence of institutional alignment across key dimensions. No HEI reported having all core components, including strategic frameworks, CPD provision, evaluation mechanisms, reward structures, and workload allocation, implemented in a coherent and connected way. Fragmentation was widespread. For example, three HEIs that lacked a formal IoC strategy had still incorporated IoC into course evaluations, while others had strategies but no corresponding follow-up in terms of quality assurance or CPD. This suggests that the presence of one element does not predict the presence of others, and that institutional approaches to IoC remain highly variable and often uncoordinated.

CPD initiatives mirrored this inconsistency. Although opportunities were relatively widespread, several courses had been paused, often due to limited uptake — a finding that

will be further explored in the next section. In addition, some survey respondents claimed that IoC was integrated into general pedagogical training, but a closer analysis of syllabi revealed that such integration was often vague or implicit at best.

The analysis of ILOs revealed that IoC-dedicated CPDs placed stronger emphasis on practical skills and higher-order cognitive engagement, while broader pedagogical CPDs were more reflective in focus and clustered around lower cognitive levels. Across both types, however, very few ILOs supported hands-on experimentation or the development of new pedagogical artefacts, and collaborative learning among academics remained underused. In addition, several thematic gaps emerged, particularly around digital formats, decolonisation of the curriculum, and the assessment of internationalised learning outcomes.

Together, these findings show that CPD cannot serve as a standalone solution, but must be embedded within broader, institution-wide support for IoC. The following section explores the structural and strategic conditions that shape such support, drawing on quantitative patterns across the surveyed HEIs.

6.2. Strategic and Resource Conditions Shaping CPD for IoC

While the previous section outlined the forms of institutional support and CPD provision across Swedish HEIs, this section turns to the survey findings to examine the conditions that shape their development. It investigates whether the presence of formal strategies, leadership commitment, and resource allocation is associated with stronger CPD support for the IoC. The analysis is based on quantitative data and applies descriptive statistics as well as non-parametric tests, including Chi-squared, Fisher's exact test, and Mann–Whitney U, depending on the distribution and scale of the variables. Given the small sample size ($n = 26$) and exploratory nature of the study, the results are presented as indicative trends rather than statistically conclusive findings. Where relevant, significance levels are reported to highlight potential associations worth further exploration.

6.2.1. The Role of Institutional Strategies and Leadership Commitment

A central question is whether universities with formal IoC strategies or strong leadership support are more likely to provide meaningful CPD opportunities for academic staff. However, having an institutional IoC strategy did not automatically lead to stronger CPD provision. Some institutions with established strategies found it difficult to convert them into concrete CPD initiatives, while others without any formal strategy still managed to offer CPD.

Leadership engagement did appear to make a difference in certain ways. HEIs where leaders rated IoC as "very important" were more likely to allocate a specific budget for internationalisation (88.9% of those institutions). Although this result did not reach conventional levels of statistical significance ($p = .074$; one-sided $p = .052$), it suggests a possible trend.

In short, leadership commitment, particularly when coupled with concrete resources, appeared to be influential but insufficient on its own. A clear vision for IoC needed to be backed by real investment and embedded within institutional structures to have a lasting impact on CPD development.

6.2.2. The Importance of Resources: Budgets, Grants, and Support Structures

A closer look at institutional resources shows that financial investment played a decisive role in shaping both the nature and extent of CPD offerings. HEIs with dedicated IoC budgets were significantly more likely to offer tailored CPD support ($p = .038$). There were also tendencies, though not statistically significant, for these HEIs to develop formats such as series of workshops and CoPs. While financial investment was clearly a key enabler for these forms of CPD, the provision of additional time for academics through formal workload allocations did not show a statistically significant relationship with CPD offerings.

This finding aligns with broader observations: project funding for IoC was relatively common, but structural support for embedding CPD into academic workloads remained rare.

6.2.3. Interconnections Among CPD Activities

The analysis further revealed a clustering of CPD activities. Institutions offering one type of initiative, such as a CoP, were significantly more likely to offer complementary initiatives as well. For example, HEIs that provided a CoP were also more likely to offer tailored IoC support ($p = .004$). Similarly, institutions that offered one-off seminars were also more likely to provide sustained series of workshops ($p = .029$).

This pattern suggests that CPD initiatives for IoC typically do not operate in isolation. Institutions that invested in one form of CPD support tended to develop broader ecosystems of related activities, indicating a more systemic approach to academic development.

6.2.4. Summary of Strategic and Resource Conditions Shaping CPD for IoC

The findings suggest that the mere presence of institutional strategies did not guarantee more CPD provision for IoC. In contrast, leadership prioritisation of IoC was linked to increased financial investment. Institutions with dedicated IoC budgets were significantly more likely to offer tailored CPD and develop formats such as workshop series and CoP. No relationship was found between formal time allocations and CPD provision. CPD initiatives tended to cluster, indicating that investment in one area often enabled the development of related activities. However, given the small sample size ($n = 26$), these patterns should be interpreted with caution.

6.3. Developing, Delivering, and Managing CPD Initiatives: Approaches and Challenges

This section examines the practical realities of CPD provision for IoC within Swedish HEIs, drawing on qualitative interview data from 13 CPD facilitators. Their perspectives offer insight into how CPD initiatives are developed, delivered, and managed across diverse institutional settings. The section explores five key aspects of CPD provision: the

development pathways of CPD initiatives; the profiles of facilitators; core design principles; delivery modes and participation patterns and organisational conditions that shape implementation, including key challenges.

6.3.1. Development Pathways: From Strategic Initiatives to Grassroots Projects

The development of CPD activities reflects a continuum of approaches, ranging from top-down leadership-driven initiatives to bottom-up, educator-led projects. While these terms are used illustratively, it is important to note that in the Swedish HE context, where governance tends to be collegial and decentralised, most initiatives develop through intersecting influences rather than rigid hierarchies. This variation highlights the institutional and individual dynamics shaping the CPD landscape. Figure 11 visualises this continuum.

Figure 11

Development Pathways of CPD Initiatives for Internationalisation of the Curriculum



At the leadership-driven end, CPDs were initiated in response to institutional strategies or action plans. For example, one institution developed the course *Teaching in the Glocal University* following a leadership directive to strengthen internationalisation at the bachelor's and master's levels. In such cases, CPD development was often accompanied by strategic funding. In the middle of the spectrum, CPDs were initiated by the functions such as

educational developers, academics, or international office staff, but received institutional support in the form of recognition or resources to shape content and delivery. *Teaching and Learning in an International Classroom* exemplifies this intersection of institutional encouragement and grassroots engagement. At the grassroots end, some CPDs were initiated almost entirely by individual educators responding to specific needs. For instance, *Global Competence for Teachers in Higher Education* originated from academics' and students' concerns about linguistic and cultural diversity, while *Internationalisation Project at Home* was developed independently by a faculty member. However, such bottom-up projects were often vulnerable to being discontinued because of limited institutional support and fluctuating academic interest. As Bolander Laksov et al. (2024) emphasise, for HE pedagogical initiatives to effectively support institutional development, they require strong organisational anchoring. In the absence of such anchoring, individually driven initiatives, as seen in several cases here, struggled to gain traction, with some never advancing beyond the initial planning stages.

6.3.2. Profile of CPD Facilitators: Backgrounds, Entry Routes, and Professional Identities

Filling the gap identified earlier on the identity of IoC-specific CPD facilitators, this section provides a profile of CPD facilitators based on interviews with twelve individuals involved in the design and delivery of relevant initiatives. It highlights who is currently leading CPD related to IoC and the kinds of professional and personal backgrounds they bring into this role.

Mirroring findings from Cramblet Alvarez et al. (2025), IoC facilitators occupied hybrid roles and came from a wide range of disciplinary and professional backgrounds. As shown in Table 10, only five facilitators held formal positions as educational developers within higher pedagogy centres (HPCs), while the rest worked in intersecting roles that combined CPD responsibilities with teaching, research, or strategic leadership. Several also

served as heads of department, international coordinators, or researchers, with academic backgrounds spanning education, marketing, engineering, language didactics, chemistry, social anthropology, and business. Their CPD experience ranged from less than three years to over a decade, with an average of 3.8 years across the group.

Table 10*Professional and Demographic Profiles of CPD Facilitators*

CPD facilitator	Role	Type of CPD activity	Gender	Years of CPD experience	Foreign background	Involvement in educational research
1	Teacher, director of studies, programme coordinator, and researcher	IoC-dedicated course	M	5	No	Yes
2	Vice-rector for internationalisation, head of department, researcher, Teacher	IoC-dedicated course	M	1	No	No
3	Educational developer	IoC integrated in the pedagogical qualification course	M	13	Yes	No
4	Teacher, head of the higher education pedagogical unit, researcher	IoC-dedicated course	F	2	No	Yes
5	Researcher, teacher, deputy head of department	IoC-dedicated project	F	1	Yes	No

CPD facilitator	Role	Type of CPD activity	Gender	Years of CPD experience	Foreign background	Involvement in educational research
6	Teacher, educational developer	IoC-dedicated project	M	1	No	No
7	Teacher, researcher	IoC integrated in another pedagogical activity	F	6	Yes	Yes
8	Educational developer	IoC-dedicated course	F	6	Yes	Yes
9	Head of internationalisation	IoC integrated in the pedagogical qualification course	F	6	No	No
10	Educational developer	IoC integrated in the pedagogical qualification course	F	N/A	No	No
11	Teacher, educational developer	IoC-dedicated course	M	1	Yes	Yes
12	Teacher, researcher	IoC-dedicated course	F	2	Yes	Yes

Note. “Foreign background” refers to whether the facilitator was born outside Sweden.

CPD initiatives were facilitated either individually or by small teams with complementary expertise. Most were developed within HPC structures ($n = 5$), while others involved HPCs at the planning or delivery stages ($n = 2$). A few were created independently of pedagogical units ($n = 2$), though one facilitator later reflected that closer cooperation with the HPC might have improved institutional support.

How they became CPD facilitators also echoed previous literature, with many describing unplanned or serendipitous entry routes into the role. Several took the initiative to develop CPD activities in response to observed needs, while others were invited to contribute based on their prior work with internationalisation. One facilitator reflected, “It just happened somehow. It wasn’t really intentional. I don’t think it was the plan from the start” (Facilitator 10). Another explained, “There was nobody else in our department that worked with anything to do with that... so that’s why it sort of landed with me” (Facilitator 7). This aligns with Cramblet Alvarez et al.’s (2025) observation that facilitation often emerges through serendipity rather than formalised career paths.

When asked whether they saw themselves as educational developers, responses were mixed. While those formally employed in HPCs clearly identified with the role, others hesitated or rejected the label altogether. One participant explained, “I suppose I am, but I wouldn’t... I didn’t... Yeah... I wouldn’t present myself as having that role and I didn’t think that I had that role, but I guess I do because that’s what I’m doing with this course, so” (Facilitator 7). Another noted, “It’s not how I’m employed, but in some sense, I am the one” (Facilitator 1). Others described educational development as simply part of what teaching entails: “In the teaching role, it’s included. I’ve developed many things over the years” (Facilitator 2). Some distanced themselves from the identity altogether, as one reflected, “I’m not a pedagogue... That’s not my thing” (Facilitator 10).

In contrast to Cramblet Alvarez et al.'s findings, which showed that most CPD facilitators were women, the sample here was more evenly gendered, with seven women and five men. Interestingly, many had international backgrounds themselves (i.e., were born outside Sweden) and several had conducted research on internationalisation in HE, suggesting that their own personal and professional experiences with international contexts may have played a role in shaping their engagement in IoC-related CPD.

6.3.3. Content Priorities and Design Principles

The facilitators informing this research reflected on the content priorities they considered when designing CPD initiatives. Their responses highlight key features of effective CPD offerings.

Reflective and adaptive teaching practices emerged clearly across their responses. Facilitators emphasised the importance of academics being able to critically examine their teaching and adapt their practices over time. This included fostering reflective thinking, addressing the uncertainty of both students' and teachers' needs, and promoting self-directed development. As Facilitator 1 explained,

Teachers are encouraged to reflect on what they themselves want to develop. What do they feel they are already good at, and what do they need to improve? They are also prompted to consider whether what they are skilled at is truly beneficial for students in practice. (Facilitator 1)

Practical and applied focus was also central. CPD initiatives prioritised providing participants with tangible, immediately usable tools and strategies for internationalising their teaching within their disciplinary context. As Facilitator 3 noted, "Participants get to reflect on a task or something similar with the hope that they leave the course with enough material to concretise it within their own teaching."

Flexibility in course design was key. Facilitators favoured adaptive structures that could respond to participants' backgrounds and emerging needs, while also staying current with evolving trends. As Facilitator 12 described,

I do listen to the participants who are enrolled, and then I might suggest, like, oh, you could read this too, or this article would tie in. So maybe adding as optional reading, possibly modifying some of the course assignments or the examination based upon their backgrounds, theoretical commitments, or future applications. (Facilitator 12)

Institutional and policy alignment was another consistent design principle. Facilitators stressed the importance of linking IoC efforts to national higher education regulations, quality assurance processes, and institutional inclusion goals, both to legitimise the work and to enhance its perceived relevance. As Facilitator 10 commented: "I have talked about the legislation, the obligations we have, and the fact that internationalisation is a quality-driving factor."

Cross-disciplinary collaboration and stakeholder engagement were also mentioned as ways to strengthen CPD design. Some facilitators described benchmarking practices and consultations with external actors, combining institutional strategies with teachers' input.

Skills development and future readiness formed a final cross-cutting theme. Facilitators consistently emphasised the need to move beyond traditional disciplinary content and foster future-oriented skills, such as global competence, diversity management, and relational communication skills.

In addition to these design principles, three key content focus areas consistently emerged across CPD offerings:

- Internationalisation and global competence: Facilitators worked to integrate global perspectives implicitly into classroom activities, often linking these efforts to sustainability initiatives and international research.

- Addressing diversity in the classroom: Practical strategies for fostering inclusive and sensitive teaching practices were prioritised, particularly to counter segregation and promote equitable student engagement.
- Sustainability of internationalisation practices: A subtle but important thread was the emphasis on embedding IoC into everyday teaching practices rather than treating it as an add-on or separate concern.

Taken together, these priorities suggest a CPD landscape oriented toward adaptable, reflective, and socially engaged teaching.

When mapped onto established literature on effective CPD (see Section 3.4.4), the findings showed strong alignment with many recommended features, particularly around relevance, adaptability, and reflective practice. The only notable gap concerned the sustained duration of initiatives beyond the course itself. While facilitators designed CPDs to be flexible and engaging, they paid limited attention to mechanisms for supporting long-term engagement after completion. Yet meaningful pedagogical change depends on continued interaction, experimentation, and reflection over time (Cordingley et al., 2015; Roxå & Mårtensson, 2012). Without structures that extend CPD beyond individual course offerings, their long-term impact may remain limited.

6.3.4. Delivery Modes and Participation Patterns

CPD initiatives took diverse forms, with differences in format and participation. Five courses shifted online during the COVID-19 pandemic and maintained this format due to improved enrolment and accessibility. Two adopted blended designs, and two others offered self-directed modules. Three remained campus-based but often struggled to attract a sufficient number of participants. While some CPDs were open to external applicants, most targeted their own staff. Completion rates were consistently high across formats, ranging from 90 to 100 percent, irrespective of CPD length.

IoC-dedicated courses typically enrolled 4 to 15 participants. Broader CPDs integrating IoC, especially mandatory ones, drew larger and more diverse cohorts. Most participants were early-career academics and PhD candidates, but several CPDs also involved senior faculty such as professors and programme directors. Gender patterns varied by context, though women were frequently overrepresented, which is in line with previous findings (Czerniawski et al., 2017). English-medium programmes and internationally experienced staff were especially well represented.

6.3.5. Management, Funding, and Promotion Strategies

The ways in which Swedish HEIs organised, funded, and promoted CPD for IoC differed widely and were shaped more by local context than by institutional type. This finding echoes Stigmar and Edgren's (2014) study, which found no clear link between formal structure and mission. CPDs were variously placed within faculties, pedagogical units, central administration, or directly under the rectorate, revealing different levels of strategic priority. This variation affected both the autonomy of CPD facilitators and their access to institutional support.

Three funding models were identified: centralised budgets, strategic initiative-based funds (e.g., rector's funding), and student-linked financial streams. Facilitators were rarely involved in financial decisions, limiting their ability to align budgets with programme needs.

Incentives for participation varied across institutions. ECTS credits were most common and often tied to teaching qualifications or career progression. In some cases, participation also contributed to institutional designations, such as "excellent teacher." Material rewards were rare but included books or teaching toolkits. Some CPDs offered no incentives beyond personal development, resulting in low enrolment. Even when time allocations were theoretically available, academics often prioritised research over teaching

development. In some institutions, enrolling in CPD required managerial approval, creating additional administrative obstacles.

Together, these findings underscore the fragmented and locally driven nature of CPD management for IoC in Sweden. No consistent patterns were observed across different types of institutions. The development and continuation of CPD initiatives appear to hinge less on structural characteristics and more on the commitment of key individuals and local organisational cultures.

6.3.6. Challenges in Delivering and Sustaining CPD

Facilitators identified a range of challenges that affected the delivery, impact, and continuation of CPD initiatives. These challenges can be grouped into three main categories: participant-related challenges, facilitation-related challenges, and structural and institutional barriers.

6.3.6.1. Participant-Related Challenges. A major difficulty reported by facilitators was the wide variation in participants' prior knowledge, disciplinary backgrounds, and levels of motivation. Some participants from STEM disciplines reported difficulties engaging with abstract course content, which they perceived as less directly relevant to their teaching contexts. Low engagement and low motivation were also significant concerns. Facilitators consistently noted that mandatory CPD often led to resistance or low motivation. This echoes SUHF (2017), which reported that compulsory pedagogical training increased pressure on development units and marked a shift away from working primarily with highly engaged staff. As one facilitator explained:

I think probably the main facilitation challenges are, as it's a compulsory course, it's the people who really think this is absolutely irrelevant, meaningless. There were a few people, and usually when you get those people, you can sort of bring them round. But there are a few cases where, yeah, the people that have taken the course and have

been very negative to any of the concepts talked about, and that makes things challenging. (Facilitator 7)

Competing academic priorities were a recurring challenge. Many struggled to prioritise CPD amid teaching, research, and administrative demands.

6.3.6.2. Facilitation and Pedagogical Challenges. Facilitators described the challenge of providing enough guidance and structure to support participants' learning while still allowing them autonomy. Designing CPDs that could adapt to highly heterogeneous groups without losing focus or coherence was often demanding.

Teaching peers rather than students also introduced specific power dynamics. One facilitator reflected: "It's a different dynamic teaching teachers compared to students. You learn as much from them as they do from you" (Facilitator 2). Facilitators saw active engagement, openness, and self-directed learning as key to meaningful participation.

6.3.6.3. Structural and Institutional Barriers. Structural challenges proved persistent across contexts. Facilitators frequently cited limited leadership engagement, the absence of formal recognition for CPD participation, and the difficulty of embedding IoC themes such as diversity, equality, and sustainability in environments where these themes were perceived as political agendas that threatened academic autonomy. As Facilitator 10 remarked, "Participants sometimes view political directives as irrelevant or even burdensome, leading to disengagement." Chronic workload pressures constrained participation, even among highly motivated academics.

6.3.7. Summary of CPD Development, Delivery, and Management Patterns

The analysis reveals that most CPD initiatives for IoC have emerged within the last six years, reflecting growing attention to this area. While development pathways varied, individually led CPDs often struggled to launch or were eventually paused, largely due to weak institutional anchoring. Facilitators' reflections on CPD design showed strong

alignment with established principles of effective professional development. The only notable limitation was the lack of structures to sustain engagement beyond the CPD offering. Their descriptions of the experiences of being in the facilitator role also echoed existing literature, highlighting hybrid responsibilities and serendipitous entry paths. Many facilitators brought international backgrounds into their work, which may have shaped their pedagogical approach. Online and hybrid formats were increasingly common and tended to support stronger participation, whereas campus-based formats often faced recruitment challenges. Despite some promising practices, the overall number of IoC-specific CPDs remained low. No consistent relationship was found between the organisational placement of CPD and its provision, underscoring the locally contingent and fragmented nature of CPD for IoC. The next section examines how institutions sought to align CPD with academic needs, focusing on needs assessment, participant feedback, and course adaptation.

6.4. HEIs' Strategies for Addressing Academic Needs in CPD Initiatives

This section elaborates on how Swedish HEIs attempt to identify and address academic needs in CPD initiatives, drawing on data from facilitator interviews. It explores two interconnected themes: how needs are assessed, either proactively or reactively, and how CPD offerings are adapted and evolved over time through feedback mechanisms. Together, these insights shed light on the institutional capacities for creating relevant professional development pathways for IoC.

6.4.1. Identifying Needs: Assessment and Early Engagement

Only a few HEIs systematically gathered input from academics prior to developing their CPD initiatives. Three institutions conducted formal needs assessments during the planning stage, and one introduced such analysis after the first course iteration to refine content. In these cases, assessments involved surveys, workshops, and structured discussions with stakeholders, including programme directors, faculty leadership, and academics. Tools

like Leask's *Blockers and Enablers* survey (2015) were occasionally used to guide these conversations, helping institutions identify both obstacles and opportunities for IoC. In one example, the needs assessment was embedded within the course itself, allowing participants to articulate their development needs during the learning process, which in turn enabled facilitators to adjust the content dynamically. Another institution engaged in informal consultations with academic staff and leadership to ensure that CPD offerings were grounded in practical realities rather than abstract policy goals.

Notably, the four CPD initiatives that incorporated formal or semi-formal needs assessments were also those that continued to run annually, suggesting that early-stage stakeholder engagement may contribute to the continuity of CPD provision. By contrast, CPDs developed without formal needs assessments were paused, at least for the time being.

6.4.2. Adapting and Evolving: Feedback Mechanisms and Iterative Design

Ongoing feedback mechanisms played an important role in maintaining the relevance of CPD initiatives over time. Most courses collected participant evaluations, typically at the end of the course, through written surveys or informal discussions. These evaluations focused on participants' perceptions of the course's usefulness, the achievement of intended learning outcomes (ILOs), and the quality of facilitation.

When feedback was actively used, it often led to tangible adjustments. Facilitators reported updating reading lists, modifying workloads, introducing new materials such as podcasts, and revising course structures in response to participant input. One facilitator reflected, "I don't really know what they need and maybe they don't either, but this course is a good opportunity for both them and me to find out" (Facilitator 1).

However, challenges in collecting and interpreting feedback were common. Response rates were often low, limiting the reliability of conclusions. Participant expectations also varied widely: some requested more practitioner-focused content, while others preferred

greater theoretical depth. This variation illustrates a broader tension in CPD design between practical skill development and theoretical knowledge.

Efforts to evaluate longer-term outcomes, such as the implementation of new teaching practices post-CPD, were rare. Only two HEIs reported systematic attempts to assess such an impact. One institution, for instance, conducted a follow-up survey a year after course completion, which revealed modest but positive changes in areas such as inclusive language use, communication clarity, and student intercultural group work practices. Several facilitators proposed creative ideas for strengthening outcome measurement, including follow-up surveys after one or three years, informal “lunch catch-ups” with former participants, and embedding reflective tasks into final course assignments.

Despite these ideas, most acknowledged that limited staffing and time make it difficult to sustain systematic follow-up. As a result, few institutions had mechanisms to track the impact of CPD beyond immediate course evaluations, representing a missed opportunity to build a stronger evidence base for IoC-related professional development.

6.4.3. Summary of HEIs’ Strategies for Addressing Academic Needs in CPD Initiatives

In sum, CPD initiatives that included early-stage needs assessments were more likely to remain active over time. While participant feedback was routinely collected and used to inform course improvements, efforts to evaluate longer-term outcomes were rare. Most institutions lacked mechanisms for assessing impact beyond the immediate CPD offering.

6.5. Conclusion of Chapter 6

This concluding section addresses the four research sub-questions that guided the chapter, offering a synthesis of key findings from a cross-cutting perspective.

RQ1.1: What types of CPD initiatives and institutional support are offered by Swedish HEIs, and what are their main objectives?

While most Swedish HEIs formally endorsed the importance of IoC, institutional support for academic engagement in this area was fragmented and inconsistent. CPD initiatives were relatively common, but the majority took the form of one-off seminars or workshops, whereas longer and more sustained formats were less frequent. IoC-dedicated courses more often encouraged participants to design or try out new approaches, while integrated CPDs mainly fostered reflection. Across both types, themes such as digital internationalisation, intercultural competence, and outcome assessment were rarely addressed. Strategic frameworks, funding, workload policies, and evaluation mechanisms seldom aligned in a coherent way. No institution had a fully integrated system of support for IoC, and responsibility for implementation remained diffuse, with academics and quality managers notably absent from formal mandates. These findings highlight that CPD provision alone is insufficient unless embedded within a broader, well-coordinated institutional infrastructure.

RQ1.2: What organisational factors or relationships influence how CPD is provided?

The findings indicate that strategic documents alone were insufficient to ensure robust CPD provision. What made a more tangible difference was leadership prioritisation, which correlated with financial investment in IoC-focused development. Institutions with specific budgets for IoC were more likely to offer workshop series and build supportive ecosystems, such as tailored IoC support or communities of practice. At the same time, formal time allocations showed no such association, pointing to a misalignment between financial support and workload arrangements. These patterns underscore the importance of concrete resource allocation and organisational follow-through, rather than strategy statements alone.

RQ1.3: How are these CPD initiatives managed, developed, and delivered, and what are the main challenges for stakeholders?

CPD initiatives for IoC emerged through varied development pathways, ranging from strategic mandates to grassroots efforts by individual academics. However, individually driven initiatives often lacked continuity due to weak institutional anchoring. While facilitators consistently aligned their design choices with core principles of effective CPD, there was no follow-up to support academics beyond the CPD. Facilitators' profiles were shaped by hybrid professional roles and often developed through informal or serendipitous routes rather than structured career pathways. Online and blended formats proved effective for participation, while campus-based CPDs frequently struggled to attract enrolment. Across contexts, the local environment and individual commitment shaped CPD provision more strongly than institutional type or organisational placement, highlighting the fragmented and locally dependent nature of IoC-related CPD delivery.

RQ1.4: How do Swedish HEIs ensure that CPD initiatives meet the needs of academics?

Efforts to align CPD with academic needs varied considerably. Initiatives that incorporated needs assessments at the design stage were more likely to continue over time, suggesting that early engagement with potential participants supported stronger uptake and relevance. Most institutions systematically gathered participant feedback through course evaluations and used it to adapt content and format. However, evaluation of long-term outcomes remained largely absent. Without structures for tracing the lasting effects of CPD on teaching practice or curriculum development, institutions lacked a comprehensive understanding of impact. This points to an underdeveloped feedback loop in many HEIs, where short-term responsiveness was prioritised, but long-term learning remained largely unmonitored.

Taken together, the findings suggest that while important groundwork exists for CPD in support of IoC, its effectiveness and sustainability depend on more than individual initiatives. Systemic coordination, strategic resourcing, and stronger institutional integration

are needed to move from sporadic to embedded practice. Without these, CPD risks remaining a peripheral rather than central lever for internationalising teaching and learning in Swedish HE.

While this chapter examined CPD provision and institutional support, the next chapter turns to the experiences and outcomes of individual participants. It explores how academics engaged with CPD, how their expectations and motivations shaped their learning, and how different contexts influenced the translation of participation into teaching practice.

CHAPTER 7: FROM PARTICIPATION TO PRACTICE — EXAMINING CPD OUTCOMES ACROSS PARTICIPANTS, CPD DESIGNS AND PARTICIPANTS’ CONTEXTS

This chapter explores how academics engage with continuing professional development (CPD) initiatives aimed at internationalisation of the curriculum (IoC), focusing on the expectations they bring into CPDs, how well CPD aligns with these expectations, and how such alignment—or misalignment—shapes CPD outcomes. The analysis is based on the three CPD initiatives selected for longitudinal study and draws on multiple data sources, including CPD syllabi (dataset 2B), surveys (datasets 3, 5, 7) and semi-structured interviews (datasets 4,6,8) conducted before, during, and after CPD participation.

The chapter is organised into three main parts. The first part develops six participant personas to illustrate distinct patterns of motivation, prior experience, and anticipated outcomes among academics engaging in CPD. The second part examines the extent to which CPD initiatives meet academics’ needs by analysing four types of alignment: broad expectation alignment, comparing overall expectations with actual experiences; learning alignment, assessing anticipated versus actual learning; alignment between participants’ expected learning and the CPD’s intended learning outcomes (ILOs); and alignment between participants’ actual learning and the CPD’s ILOs. These alignments provide insight into CPD relevance, instructional value, and CPD effectiveness. The final part explores how these alignments and misalignments relate to key CPD outcomes. The outcomes are grouped into four domains reflecting Kirkpatrick’s Four-Level Model of training evaluation: reaction (post-CPD satisfaction and helpfulness), learning (attitudinal changes including confidence gains, and knowledge and skills development), behaviour (implementation of new teaching practices), and results (broader impacts at team/departmental and institutional levels).

By unpacking the interplay between academics' expectations, the design and delivery of CPD initiatives, and the broader institutional and contextual factors, this chapter provides a detailed analysis of how these elements influence engagement and the degree of alignment between participant needs and CPD design. It also examines how alignment or misalignment shape participants' perceptions of CPD effectiveness, leading into the next chapter's focus on professional outcomes.

7.1. Understanding Participants' Expectations, Engagement Profiles, and CPD Design-related Factors

Academics' experiences and learning outcomes can vary greatly even within the same CPD initiative. This variation arises not only from differences in CPD design and facilitation but also from the diverse expectations, motivations, prior knowledge, and professional contexts each participant brings. Beyond individual factors, CPD design also influences engagement, particularly its delivery format, practical relevance, and alignment with participants' professional realities. At the same time, the broader departmental and institutional environment influences how effectively academics can participate and apply new learning, as professional development occurs within interconnected organisational systems.

To capture this complexity, this section focuses on three key dimensions: participants' expectations, CPD programme features, and institutional context. It begins by presenting six participant personas that illustrate distinct motivation and expectation patterns. Next, it explores how CPD design features such as needs analysis and learning outcome alignment affect participants' experiences. Finally, it examines the institutional and departmental conditions that shape support and capacity to act on CPD learning. Together, these analyses provide a foundation for understanding how individual, CPD, and organisational factors interact to influence academics' CPD engagement and outcomes.

7.1.1. Participant Expectations and Engagement Profiles

The initial assumption was that disciplinary background would shape how academics approached the IoC and CPD (Bulnes & de Louw, 2024; Eftekhari, 2025), however, no clear patterns related to discipline emerged. Instead, recurring patterns were identified in participants' motivations, learning expectations, anticipated challenges, prior experience, and post-CPD actions.

These patterns of motivation, expectations, and engagement formed the basis for six participant profiles—referred to here as personas. The personas were developed through a mixed-methods approach that combined qualitative content analysis of interview transcripts with statistical testing (ANOVA and chi-square) of survey data on variables such as teaching experience, prior IoC experience, and self-reported changes in teaching practices to support group differentiation.

Each persona captures a typical combination of participant characteristics and approaches, providing a useful lens for understanding how different expectations influence academics' engagement with CPD and its outcomes. The personas are structured around core elements from Expectancy-Value Theory (Eccles & Wigfield, 2002), as outlined in the theoretical and conceptual framework (see Section 4.4). Motivation to attend CPD reflects perceived task value (including utility, intrinsic, and attainment value); CPD expectations combine task value with expectancy for success; anticipated changes represent how these beliefs translate into expected impacts on teaching; and perceived costs highlight potential barriers to engagement. This framework enables consistent comparison across diverse participant profiles. Later, the outcomes of the CPD are also described through the lens of these personas. These outcome analyses are presented in the next chapter, Chapter 8.

Each persona profile includes key information to help understand different types of participants. This covers their prior teaching experience and how much they have worked on

the internationalisation of the curriculum, their reasons for attending CPD, what they expect to gain from the CPD, what changes they hope to make in their teaching, and any challenges they foresee that might affect their engagement. These details come from pre-interviews and surveys (datasets 3 and 4) and are summarised in Table 11 below.

Table 11

Overview of Information Included in Participant Personas, Its Link to Expectancy-Value Theory and Corresponding Data Sources

Dimension	What it Covers	EVT Link	Data Sources
Prior Experience with Teaching and IoC	A summary of the participant's teaching background, years of experience, prior engagement with internationalisation of the curriculum, international experiences, and self-reported confidence in internationalising the curriculum	Perception of Previous Achievements	Datasets 3, 4
Motivation to Attend CPD	Insights into participants' reasons for engaging in CPD	Task value	Dataset 4
CPD Expectations	The expectations participants bring to CPD, including specific teaching challenges they hope the CPD will address and anticipated teaching enhancements to their teaching following the CPD	Individual goals, task value and expectancy for success	Dataset 4
Expected Changes in Practice	Anticipated changes in their teaching practice after completing CPD	Expectancy for success (belief in capability)	Dataset 4

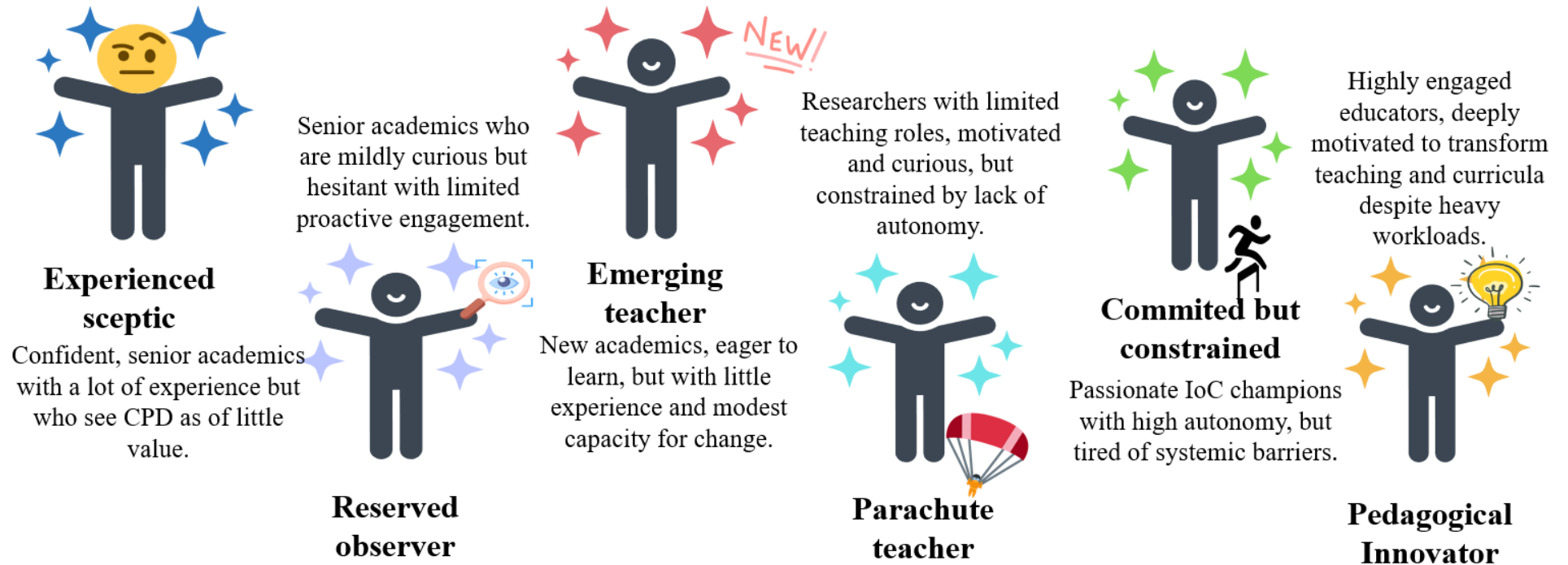
Dimension	What it Covers	EVT Link	Data Sources
Expected Challenges	Participants' perceptions of workload and potential barriers to engagement or CPD effectiveness, as well as how challenging they perceive the process of internationalising the curriculum to be	Cost	Datasets 3, 4

The six personas presented here are the Experienced Sceptic, Reserved Observer, Emerging Teacher, Parachute Teacher, Committed but Constrained, and Pedagogical Innovator. The following section provides a detailed description of each persona.

Figure 12 provides an overview of these personas, which are described in detail in the following section.

Figure 12

Six participant personas illustrating different engagement pathways with IoC-related CPD



7.1.1.1. Participant profiles - Personas.

The Experienced Sceptic

Profile

This persona represents senior academics with 10–20+ years of teaching experience and permanent academic positions. They have strong confidence in their established methods and approach CPD with a critical lens, often questioning the relevance of externally introduced initiatives, particularly when these are perceived as insufficiently tailored to their disciplinary context.

Prior Experience with Teaching and IoC

Experienced Sceptics typically have significant experience in teaching and curriculum design, including exposure to international student diversity and global subject matter. They are confident in their ability to internationalise their teaching, as shown by their high self-reported confidence score (5/5; 5 = max; dataset 3), yet they report less personal international experience, such as studying or working abroad, compared to other personas.

Motivation to Attend

Their motivation to attend CPD is primarily extrinsic. They participate because it is mandatory for promotion or institutional compliance. They do not expect substantial professional growth from the CPD and view it more as a formal requirement than a meaningful learning opportunity.

CPD Expectations

Sceptics held low expectations for the CPD. While they saw some value in networking or peer discussion, they did not anticipate acquiring new strategies or practical tools. One participant explained that:

We have tried most of it before. So, I would say that this interaction with others, getting to know the others, to discuss this at the arena is maybe more valuable to me than others. Then of course, I have ticked the box that I have taken the course that is mandatory for me so I can continue my work. (Participant 2, CPD 1; dataset 4)

They did not expect the CPD to address specific teaching challenges, which they felt had already been resolved through their extensive experience. The course was seen as too generic to offer relevant insights, and their expectations for teaching enhancements were therefore minimal. Sceptics believed their existing teaching practices were already internationalised and effective, aside from the potential benefit of interdisciplinary exchange. This low expectancy for success was supported by the ANOVA results ($F(5, 7) = 18.85, p < .001, \eta^2 = .93$). Sceptics were the only group not expecting to gain practical skills ($\chi^2(5, N = 13) = 13.00, p = .023$).

Expected Changes in Practice

They anticipated little to no change in their teaching as a result of the CPD. They saw it as reinforcing rather than transforming their practices.

Expected Challenges

Sceptics reported high workloads as a barrier to fully engaging with CPD. Despite their experience, they rated the challenge of IoC at a moderate level (3.3 on a 1–5 scale; 5 = max; dataset 3), placing them mid-range among all personas.

SUMMARY

Expectancy for success	Expectancy for value	Cost
Low	Low	High

The Reserved Observer

Profile

This persona represents senior academics (10–20 years of experience) who approach CPD with mild curiosity and a reflective, yet hesitant, stance. While not directly resistant, they adopt a more passive and observational approach. Their engagement is characterised by openness to learning but limited proactive participation.

Prior Experience with Teaching and IoC

Reserved Observers had some experience teaching international students and occasionally integrated global or comparative perspectives into their subject content. Their prior exposure to IoC was relatively limited and informal. However, they had experience studying abroad, which distinguishes them from most other personas and aligns them with another persona, the Pedagogical Innovators ($\chi^2 (5, N = 15) = 12.22, p = .032$). They reported the lowest level of confidence in internationalising their teaching (1/5; 5 = max; dataset 3), suggesting significant hesitancy or uncertainty in applying IoC principles.

Motivation to Attend

Their participation was mainly motivated by external expectations, such as institutional requirements. While they expressed a degree of intrinsic curiosity about pedagogical development, their overall motivation was shaped by a sense of obligation. This mix of mild interest and institutional pressure led to a moderate expectation of value from the CPD.

CPD Expectations

They entered the CPD with cautious expectations. Their primary goals were to enhance cultural awareness and self-reflection, develop effective strategies to support diverse learners, and identify and respond more effectively to students with special needs. While they were open to learning in these areas, they were uncertain whether the CPD would meet these

goals. The specific challenges they hoped the CPD would address were somewhat general and not always clearly articulated, reflecting their tentative engagement with the content. They expected modest teaching enhancements, particularly in terms of reflective practice, such as improving cultural self-awareness, acknowledging personal biases, and making small refinements to existing teaching strategies.

Expected Changes in Practice

The Reserved Observers anticipated small-scale adjustments to their teaching rather than broader pedagogical shifts. They were not opposed to change, but their approach remained cautious and incremental. Consistent with this, they assigned a lower priority to making changes after the CPD, as confirmed by statistically significant differences between personas ($F(4, 6) = 6.68, p = .021, \eta^2 = .82$). They were also the least optimistic about the potential positive outcomes of such changes ($F(4, 6) = 7.38, p = .017, \eta^2 = .83$).

Expected Challenges

Although they acknowledged a high workload, they perceived fewer barriers to participation than other personas. Despite their low confidence in internationalising their teaching, they did not anticipate major obstacles and rated IoC as relatively unchallenging (2.2 on a 1–5 scale; 5 = most challenging; dataset 3), the lowest rating among all personas.

SUMMARY

Expectancy for success	Expectancy for value	Cost
Moderate	Moderate	Low

The Emerging Teacher

Profile

This persona represents new academics at the beginning of their teaching careers. They approach CPD with curiosity and strong motivation to develop pedagogical skills, but enter with limited prior experience in both teaching and the IoC. Their engagement is shaped by openness to growth, tempered by uncertainty about what the CPD can offer.

Prior Experience with Teaching and IoC

Emerging Teachers had the least teaching experience among all personas, typically under two years ($F(5, 9) = 4.33, p = .028, \eta^2 = .71$). They also lacked direct experience with IoC and had not previously taught culturally diverse or international student groups in any structured way. Interestingly, they reported a relatively high confidence score (4/5; 5 = max; dataset 3), which may reflect overestimation of early-career academics with limited previous IoC exposure.

Motivation to Attend

Their motivation to attend was driven by a combination of external utility value and internal interest. While they were required to take the CPD for institutional or career progression purposes, they also expressed intrinsic motivation, particularly related to student wellbeing and creating inclusive learning environments. These values reflected a strong interest in improving the student experience.

CPD Expectations

They entered the CPD with moderate expectations, eager to gain new tools and strategies to enhance their teaching but unsure whether the CPD would actually deliver. As one participant noted, “How to create like a safe environment that feels safe for the participating students. I think that's what I'm going to learn. But... if, if that's what we'll learn... I suppose, yeah, we'll see” (Participant 6, CPD 1; dataset 4). Their hopes centred on

developing soft skills and implementing inclusive teaching strategies, particularly in supporting diverse learners, designing accessible assignments, and tailoring instruction to meet the different learning needs of their students. While motivated to improve their practice, their limited experience made them uncertain about what success would look like or how easily it could be achieved.

Because they had limited teaching experience, they did not articulate specific pedagogical challenges they hoped the CPD would address. Instead, their expectations were framed in general terms, focusing more on building foundational confidence and competence rather than targeting specific areas for improvement. They anticipated modest teaching enhancements, including better instructional design, stronger student engagement, and more inclusive classroom practices. However, their belief in their own ability to implement these changes remained cautious, reflecting a moderate expectancy for success.

Expected Changes in Practice

Emerging Teachers expected to implement small to moderate changes as a result of the CPD. While they showed motivation to improve, they were realistic about the scale of changes they could make at this early stage in their careers. Like the Reserved Observers, they assigned a lower priority to post-CPD implementation ($F(4, 6) = 6.68, p = .021, \eta^2 = .82$), indicating that while motivated, they may not yet have the resources to enact large-scale changes.

Expected Challenges

Emerging Teachers identified workload as a significant barrier. Competing academic responsibilities, including research obligations and time-consuming teaching preparation, made it difficult to fully engage with the CPD. Still, they did not view IoC as particularly challenging. They rated its difficulty as 2.7 (1-5; 5 = max; dataset 3), placing them near the lower-middle range among all personas.

SUMMARY

Expectancy for success	Expectancy for value	Cost
Moderate	Moderate	Moderate

The Parachute Teacher*Profile*

This persona represents academics who are primarily researchers with limited teaching responsibilities, often employed on temporary or part-time contracts. They typically engage in short-term teaching assignments, stepping into courses with minimal continuity or curriculum ownership. Despite this limited structural autonomy, they show strong motivation and curiosity about pedagogy and a willingness to improve their teaching practice, even within considerable constraints. This persona's teaching situation was described vividly by one participant:

Like I'm teaching in various courses, undergraduate, postgraduate... In some courses, I have one to four parachute teaching... Like, imagine, you are flown to this class. You don't know anything, and you do your little piece in 45 minutes and then goodbye.

(Participant 10, CPD 2; dataset 4)

Prior Experience with Teaching and IoC

Parachute Teachers reported varied teaching experience, ranging from 2 to 20 years. Their involvement with IoC was typically informal and self-driven, for example, integrating global perspectives into their classes, teaching international students, and using intercultural group work. However, these efforts were not integrated into the curriculum design and tended to be improvised within the limits of their roles. Their confidence in working with IoC was moderate (3/5; 5 = max; dataset 3), reflecting both interest and awareness of their limitations.

Motivation to Attend

As with many other participants, external requirements such as promotion criteria played a role in motivating their attendance. However, their motivation was also shaped by attainment value, for example, improving their supervision of international students, and practical utility value, such as developing tools to handle multicultural classrooms. Their interest was not just professional but personally meaningful, reflecting a desire to be more effective educators despite their limited influence over curriculum design.

CPD Expectations

They entered the CPD with high expectations. Their goals included learning concrete strategies for inclusive teaching, managing diverse student groups, and adapting course content across cultural contexts. They hoped the CPD would help them structure lessons more effectively, strengthen intercultural supervision skills, and become more reflective and intentional educators. They also came in with clearly articulated challenges they hoped the CPD would help them address, such as making content accessible to non-native English speakers, overcoming the narrow cultural lens of national teaching materials, and responding to low cultural diversity in some classrooms. These challenges pointed to deeper structural issues in their teaching contexts. Their anticipated teaching enhancements focused on immediate, practice-oriented improvements: small adjustments to lesson design, broader cultural relevance in content, and more engaged student interaction.

Expected Changes in Practice

Despite their limited structural autonomy, Parachute Teachers were committed to implementing changes. They aimed for small-scale, practical improvements that could be applied within their existing teaching constraints. Notably, they assigned a high priority to applying CPD insights to their practice, a finding supported by statistically significant differences between personas ($F(4, 6) = 6.68, p = .021, \eta^2 = .82$).

Expected Challenges

The most significant challenge reported by this group was the workload. They described working late into the night and juggling CPD responsibilities with research and administrative duties: “I see most of the people when we do the assignment, you see people doing them after 10:00 PM. So, it's the life of many of us” (Participant 10, CPD 2; dataset 4).

Although willing to take action, they perceived IoC as moderately to highly challenging, rating its difficulty at 3.4/5 (5 = max; dataset 3). This suggests a realistic understanding of the complexity involved in internationalising their teaching.

SUMMARY

Expectancy for success	Expectancy for value	Cost
High	High	High

The Committed but Constrained

Profile

This persona represents experienced educators (5–20+ years) who possess substantial autonomy over course design and a strong commitment to internationalising their teaching. Often regarded as local internationalisation champions, they actively push for IoC. However, their efforts are frequently limited by systemic barriers and a lack of institutional recognition. One participant described the challenges faced:

Internationalisation is [perceived as] not something that is really good for the students and for faculty... it is [perceived as] just something that you do for fun. And that's your private little project... So basically, you have to do everything on nothing. And then you get tired... (Participant 12, CPD 3; dataset 4)

Prior Experience with Teaching and IoC

This persona had extensive experience with internationalised teaching, including developing international master's programmes, incorporating global perspectives, using

diverse literature, creating intercultural learning environments, and teaching in English. Their high level of competence positioned them as experts in the field, while remaining highly aware of systemic limitations. They reported a confidence level of 3.3/5 (5 = max; dataset 3), slightly above average but tempered by the institutional constraints they frequently encountered.

Motivation to Attend

Their motivation was multifaceted. While formal requirements (e.g., for promotion) contributed to their participation (utility value), their motivation stemmed from intrinsic interest in educational development and a commitment to institutional improvement. Many felt isolated in their efforts and hoped CPD would offer affirmation, tools, or legitimacy to advance IoC strategically (attainment value).

CPD Expectations

They entered the CPD with high expectations, both in terms of the course content and its potential institutional impact. In addition to seeking practical strategies for curriculum changes, they hoped the CPD would help them to drive structural change, foster greater institutional recognition of IoC, and build a stronger culture of support for internationalisation. They clearly identified the specific challenges they hoped the CPD would help them address, especially the lack of funding, policy coherence, and institutional leadership. They described working in fragmented environments where students and faculty operated in silos, which hindered collaborative, intercultural teaching practices. While others faced similar challenges, this group viewed them as particularly embedded and systemic. They expected the CPD to help them enact large-scale curriculum shifts, grounded in inclusivity and global relevance. Their ambitions reflected both confidence and a sense of professional duty.

Expected Changes in Practice

They planned to implement wide-reaching changes, including course redesign and structural improvements at the departmental or programme level. They assigned the highest priority to post-CPD changes, alongside the Parachute Teachers ($F(4, 6) = 6.68, p = .021, \eta^2 = .82$), reflecting a commitment to driving long-term transformation.

Expected Challenges

Heavy workload and institutional inaction were perceived as key barriers. Despite their capacity and engagement, participants voiced frustration with the lack of systemic support and the emotional cost of advocating for change in unsupportive contexts. They also reported the highest level of challenge with IoC across all personas (3.8/5; 5 = max; dataset 3), signalling both ambition and deep awareness of the work still needed.

SUMMARY

Expectancy for success	Expectancy for value	Cost
High	High	High

The Pedagogical Innovator

Profile

This persona represents academics with a strong and sustained interest in pedagogy, educational development, and internationalisation. They are actively engaged in professional learning and have often completed multiple CPD courses in higher education teaching. Innovators are committed to continuous improvement and enhancing student learning through reflective, inclusive, and globally informed teaching practices. As one participant explained: “I love teaching... And so I've had, say, I took other classes like digital teaching and one on PhD supervision... and then another one about inclusion and diversity, widening participation... Yeah. I mean, I really enjoyed them” (Participant 14, CPD 3; dataset 4).

Prior Experience with Teaching and IoC

Their teaching experience ranged from 2 to 20 years. Innovators reported extensive prior exposure to curriculum internationalisation and were well-versed in global education practices. This group, along with the Observers, also had significantly more study abroad experience than most other personas ($\chi^2(5, N = 15) = 12.22, p = .032$) and were the only group with experience integrating IoC into course and curriculum design ($\chi^2(5, N = 12) = 12.00, p = .035$). Despite this, their reported confidence in internationalising teaching was moderate (3.2/5; 5 = max; dataset 3), possibly due to their nuanced awareness of the complexities involved.

Motivation to Attend

While CPD participation was formally required for their promotion (utility value), this group also expressed broader motivations. They attended due to an intrinsic interest in pedagogy, a desire to explore internationalisation in more depth, and professional responsibility (attainment value), particularly among those serving as programme directors in globally oriented programmes.

CPD Expectations

They entered the CPD with high expectations. Their goals included refining their existing teaching practices and gaining actionable strategies for transformative curriculum development. Their focus extended beyond individual growth to systemic change, including policy navigation and institutional development.

They brought with them a clearly articulated set of complex pedagogical challenges they hoped the CPD would cover. These included aligning assessments with international intended learning outcomes (IILOs), redesigning curricula to better support international students, decolonising reading lists, and responding to rigid national policy frameworks that limit curriculum flexibility. Their anticipated teaching enhancements included implementing scaffolded learning, integrating global and decolonial perspectives, fostering cross-cultural

collaboration, and improving inclusion through changes in diverse course materials and assessment.

Expected Changes in Practice

Innovators planned to implement both individual and programme-level changes. They aimed to transform not only their personal teaching practice but also the broader curriculum landscape within their departments. They were also the group that ultimately implemented the most extensive post-CPD changes ($F(5, 6) = 4.80, p = .041, \eta^2 = .80$).

Expected Challenges

Their high level of engagement was matched by a significant cost: heavy workloads and limited institutional time for pedagogical development. Many reported self-sacrificing personal time to meet CPD demands: “There is no time to take care of pedagogic courses. I mean, we have to do it. But it’s taking them on your own time... so it is a very big barrier” (Participant 11, CPD 2; dataset 4).

Despite their experience, they rated IoC as fairly challenging (3.5/5; 5 = max; dataset 4), reflecting their nuanced understanding of the depth and complexity involved in enacting internationalisation of the curriculum meaningfully.

SUMMARY

Expectancy for success	Expectancy for value	Cost
High	High	High

To support comparison across participant profiles, Table 12 summarises the key characteristics and expectations of each participant persona described above. It brings together participants’ teaching and internationalisation experience, motivation for attending CPD, expected challenges, and projected outcomes, mapped onto key dimensions from Expectancy-Value Theory (EVT) to provide a comparative overview. Building on this

synthesis, the following section examines statistically significant differences across personas, highlighting the distinct ways academics approached and experienced CPD.

Table 12*Overview of Participant Personas: Profiles and Orientations Toward CPD*

Persona	Teaching Experience	IoC Experience	Confidence Score prior CPD (scale 1-5; max)	Motivation (EVT)	Expectation level	Specific Challenges Hoped CPD Would Address	Expected Changes in Teaching Practice	Perceived Challenge prior CPD (scale 1 – 5; max)	Expectancy for Success	Expectancy for Value	Perceived Cost (EVT)
Sceptics	10–20+ years	High (practice-based)	5.0	Utility value	Low expectations; some value in networking; no skill gains expected	None clearly articulated; CPD seen as too generic	No major changes expected	3.3	Low	Low	High
Observers	10–20 years	Moderate, informal	1.0	Utility + mild intrinsic	Moderate expectations; reflective skills, cultural awareness	Adapting teaching to cultural diversity, support for student needs	Small-scale adjustments only	2.2	Moderate	Moderate	Low
Emerging	<2 years	None	4.0	Utility + intrinsic + attainment	Moderate; hoped for inclusive tools, unsure of outcomes	General competence building rather than specific issues	Small to moderate changes	2.7	Moderate	Moderate	High
Parachutes	2–20 years	Ad hoc, unstructured	3.0	Utility + attainment + practical utility value	High; concrete tools for inclusive teaching and global content	Overcoming the narrow cultural lens of teaching materials	Small-scale, actionable changes	3.4	High	High	High

Persona	Teaching Experience	IoC Experience	Confidence Score prior CPD (scale 1-5; max)	Motivation (EVT)	Expectation level	Specific Challenges Hoped CPD Would Address	Expected Changes in Teaching Practice	Perceived Challenge prior CPD (scale 1 – 5; max)	Expectancy for Success	Expectancy for Value	Perceived Cost (EVT)
Constrained	5–20+ years	Extensive	3.3	Utility + intrinsic + strong attainment value (change advocacy)	High; tools for institutional change and validation	Fragmentation, lack of support, isolated efforts	Structural and programme-level changes	3.8	High	High	High
Innovators	2–20 years	Extensive, systematic	3.2	Utility + intrinsic + attainment	High; curriculum transformation	Assessment alignment, decolonising content, rigid policy	Wide-ranging curriculum reforms	3.5	High	High	High

7.1.1.2. Significant Differences Across Participant Personas. Despite the small sample size ($n = 15$), significant differences emerged across several key variables, including expected teaching enhancements, extent of implemented changes, priority assigned to changes, and anticipated positive outcomes (see Table 13 for details). Large effect sizes (η^2 ranging from .71 to .93) and consistent qualitative themes strengthened the construct validity of these groupings by demonstrating they meaningfully represent distinct participant profiles. Additionally, the personas exhibited ecological validity as they capture real variations observed in the academic contexts studied. These significant differences were evident across four main domains, each shedding light on how the personas varied in their engagement with CPD.

The first domain, prior experience, distinguished Emerging Teachers as those with the least teaching experience, while Experienced Sceptics possessed the most. Pedagogical Innovators stood out as the only group with prior experience in curriculum internationalisation, and both Innovators and Observers reported more extensive international study abroad experience. These differences shaped participants' baseline familiarity and comfort with IoC-related teaching.

Motivation and expectations formed the second domain of distinction. Sceptics consistently showed lower expectations for both teaching enhancement and practical skill acquisition from CPD participation. In contrast, the Committed persona anticipated the greatest positive outcomes and demonstrated strong motivation, highlighting how expectancy influenced engagement and perceived value.

The third domain, institutional and departmental support, revealed that Observers and Sceptics felt stronger institutional expectations and reported greater departmental support,

whereas Innovators perceived less support despite their active role. These contextual factors can either facilitate or hinder the translation of CPD learning into practice.

Finally, post-CPD action varied notably across personas. Committed and Parachute Teachers prioritised implementing changes more than others, reflecting their eagerness to apply new learning even though the actual implementation grade was less successful in the end.

Pedagogical Innovators actually implemented the most extensive changes, aligning with their high motivation and experience. This variation illustrates how persona characteristics and context jointly impact actual behavioural outcomes following CPD.

Table 13

Summary of Statistically Significant Differences Across Personas

Domain	Variable	Test Type	Statistic	Significance	Effect Size	Summary of Findings
Prior Experience	Teaching Experience	ANOVA	$F(5, 9) = 4.33$	$p = .028$	$\eta^2 = .71$	Emerging Teachers had the least teaching experience; Experienced Sceptics had the most.
	Prior Experience with Curriculum Internationalisation	Chi-square	$\chi^2(5, N = 12) = 12.00$	$p = .035$	n/a	Only Pedagogical Innovators had prior experience with curriculum internationalisation.
	International Study Abroad Experience	Chi-square	$\chi^2(5, N = 15) = 12.22$	$p = .032$	n/a	Innovators and Observers had significantly more international study experience.
Motivation and Expectations	Expected Teaching Enhancements	ANOVA	$F(5, 7) = 18.85$	$p < .001$	$\eta^2 = .93$	Sceptics had much lower expected success compared to other personas.

Domain	Variable	Test Type	Statistic	Significance	Effect Size	Summary of Findings
	Anticipated Positive Outcomes	ANOVA	F(4, 6) = 7.38	p = .017	$\eta^2 = .83$	Committed expected the highest number of positive outcomes.
	Expectations for Practical Skills	Chi-square	$\chi^2(5, N = 13) = 13.00$	p = .023	n/a	All personas except the Sceptics expected to gain practical skills from CPD.
Institutional and Departmental Support	Perceived Institutional Expectations for IoC	ANOVA	F(4, 6) = 7.60	p = .016	$\eta^2 = .84$	Observers, Parachutes, and Sceptics perceived stronger institutional pressures.
	Perceived Departmental Support	ANOVA	F(5, 7) = 4.32	p = .041	$\eta^2 = .76$	Observers and Sceptics felt the most departmental support; Innovators the least.
Post-CPD Action	Priority Assigned to Changes	ANOVA	F(4, 6) = 6.68	p = .021	$\eta^2 = .82$	Committed and Parachutes assigned highest priority to changes.
	Extent of Implemented Changes	ANOVA	F(5, 6) = 4.80	p = .041	$\eta^2 = .80$	Pedagogical Innovators implemented the most extensive changes post-CPD.

Note. ANOVA tests report effect sizes as eta squared (η^2). Effect sizes for chi-square tests are not reported due to small expected cell counts, where such measures would be unreliable. All statistical tests were conducted at the $\alpha = .05$ significance level. Despite the small sample size ($n = 15$), the statistical tests identified clear patterns of difference, reinforcing distinctions found through qualitative analysis.

7.1.1.3. Distribution of Participant Personas Across CPD Initiatives. Figure 13 displays the distribution of the six participant personas across the three CPD initiatives. This distribution highlights the diversity of participants in each CPD and reveals patterns such as the predominance of Experienced Sceptics in CPD 1, which may be linked to its mandatory status. Understanding this distribution helps contextualise how participant profiles relate to engagement and outcomes discussed throughout the chapter. Figure 13 and Figure 14 illustrate the distribution of the six participant personas across the three CPD programmes included in the study ($n = 15$), as well as their overall composition.

Figure 13

Distribution of Participant Personas Across CPD Programmes

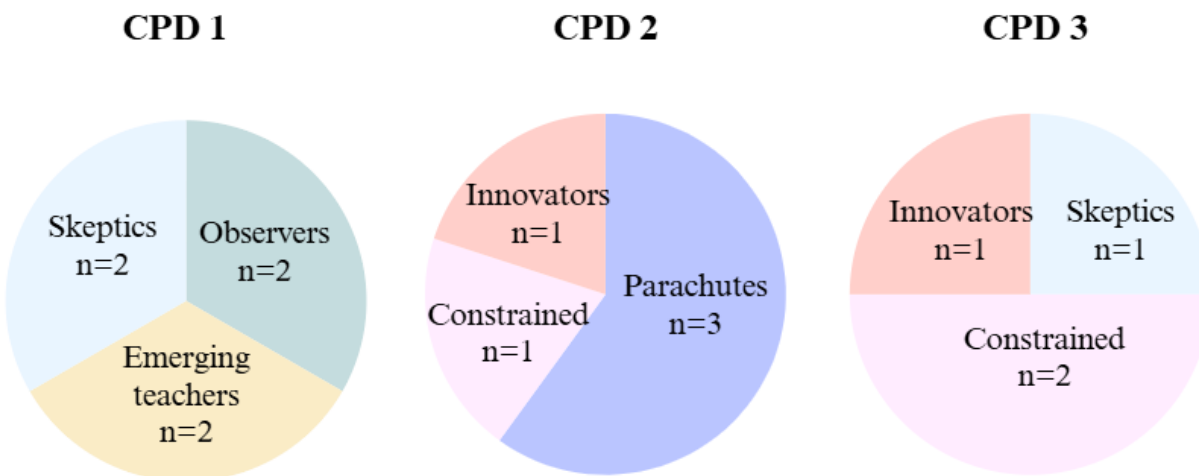
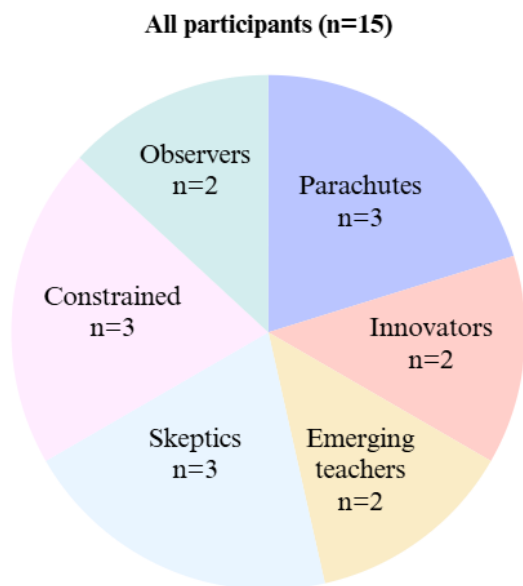


Figure 14

Overall Distribution of Participant Personas Across All Participants (n = 15)



7.1.1.4. Participant-Related Differences Across CPD Programmes. In addition to differences between participant personas, further statistically significant variations were observed across the three CPD programmes regarding participants' professional backgrounds and engagement. These differences reflect the varying distribution of participant personas across the programmes, as shown earlier in Figure 13. For example, CPD 1 included a higher proportion of Experienced Sceptics, while CPD 2 had more Parachute Teachers. This variation in participant composition helps explain differences in teaching load, with CPD 2 participants having significantly lower teaching loads than those in CPD 3. Participants in CPD 1 expected fewer teaching enhancements compared to CPD 2 and CPD 3. Additionally, all participants from CPD 2 anticipated that the challenges they hoped the CPD would address would be covered, unlike most participants from CPD 3. Importantly, participants in CPD 2, which included Parachute Teachers, assigned the highest priority to implementing changes in their teaching. This reflects their greater motivation and readiness to act compared to participants in the other CPD programmes.

Table 14 below summarises these statistically significant differences across CPDs, illustrating how participant-related factors vary between programmes and contribute to understanding CPD engagement.

Table 14*Participant-Related Differences Across CPDs*

Variable	Test Type	Statistic	Significance	Effect Size	Summary of Findings
% of Teaching Load	ANOVA	F(2, 12) = 4.24	p = .041	$\eta^2 = .414$	Participants from CPD 2 had significantly lower teaching loads than those from CPD 3.
Expected Teaching Enhancements	ANOVA	F(2, 10) = 7.76	p = .009	$\eta^2 = .608$	Participants from CPD 1 expected less teaching enhancements compared to CPD 2 and CPD 3.
Direct Challenges Participants Hope the CPD will address	Chi-square	$\chi^2(2, N = 15) = 8.18$	p = .017	n/a	All participants from CPD 2 anticipated challenges would be addressed; most CPD 3 participants did not.
Anticipated Positive Outcomes	ANOVA	F(2, 8) = 7.28	p = .016	$\eta^2 = .645$	CPD 1 participants expected fewer positive outcomes than CPD 2 and CPD 3.
Priority Assigned to Implementing Changes	ANOVA	F(2, 8) = 17.82	p = .001	$\eta^2 = .82$	CPD 2 participants assigned the highest priority to changes.

Note. This table summarises the statistically significant differences in participant characteristics and personal factors across the three CPD programmes. Analyses were conducted using one-way ANOVA and chi-square tests.

7.1.1.5. Shared Motivations and Expectations Across Participants. While significant differences across CPDs existed in participant personas, there were also notable areas of shared motivations, expectations, and needs common to participants across all CPDs and personas. This section explores these shared elements to provide a richer understanding of what drives academics to engage in CPD and what they hope to gain from it, regardless of their background or the specific CPD they attended.

Participants' Motivations for Attending CPD

Although institutional requirements played a major role in stimulating CPD participation, participants' motivations were often multi-layered, with the exception of the Sceptics persona. In addition to external pressures and expectations, many expressed personal goals linked to their professional development or intrinsic interest in pedagogy. The most frequently mentioned motivations fall into three broad categories, which are summarised in Figure 15.

Table 15*Most Common Motivations for Attending CPD (n = 15)*

Motivation Category	Description	Specific Examples	Number of Participants
Utility Reasons	Related to external requirements or formal career advancement needs.	Fulfilling promotion or docent requirements; Meeting formal institutional expectations (e.g., mandatory pedagogical credits); Collecting official qualifications needed for career progression	15
Attainment Reasons	Related to personal importance placed on achieving a valued goal.	Improving student wellbeing and fostering inclusive classroom environments; Enhancing teaching quality to better support diverse or international students; Preparing for leadership roles (e.g., programme director of a global programme)	8
Intrinsic Reasons	Related to internal interest, curiosity, or enjoyment.	Personal interest in educational development and pedagogy; Curiosity about internationalisation and global classroom; Desire for self-reflection and improving intercultural teaching skills	7

Interestingly, all participants (15/15) mentioned utility motivations as their main reason for attending CPD. Even those such as the Pedagogical Innovators, who expressed strong intrinsic interest in pedagogy or internationalisation, identified career advancement as a central practical driver for participation. This contrasts with previous research, which often highlights intrinsic motivation as the primary driver of CPD engagement (Guskey, 2002; MacPhail et al., 2019). In this study, utility value appeared to dominate, shaping participants' expectations, engagement, and perceptions of the CPD experience.

Shared Expectations for Attending CPD

Participants shared expectations about what they hoped to gain from CPD, which can be divided into broad professional aspirations and more specific learning outcomes. The most common broad expectations included gaining new knowledge and theoretical foundations, acquiring practical tools and strategies for teaching diverse classrooms, networking and collaboration, enhancing confidence in diverse settings, and meeting institutional or professional requirements.

More specific learning expectations tended to focus on practical, classroom-oriented skills, such as implementing international perspectives in teaching, adapting teaching to culturally diverse students, better engaging students in discussions, applying pedagogical methods for diverse classrooms, and addressing language barriers in teaching and assessments. These shared expectations are summarised in Table 16, which details the prevalence of each across participants.

Table 16*Top Shared Expectations for CPD Attendance (n = 15)*

Expectation Type	Description	Number of Participants
Broad Expectations	Gaining new knowledge and theoretical foundations	9
	Acquiring practical tools and strategies for teaching diverse classrooms	8
	Networking and collaboration with colleagues	7
	Enhancing confidence in teaching and communication in diverse settings	6
	Meeting institutional or professional requirements	6
Specific Learning Outcomes	Implementing international perspectives	5
	Adapting teaching to culturally diverse students	5
	Better engaging students in discussions and participation	4
	Applying pedagogical methods for diverse classrooms	4
	Addressing language barriers in teaching and assessments	4

Shared Challenges Participants Hoped to Address

Participants across CPDs also shared common challenges they hoped the CPD would help them address. These challenges mirror findings in previous research, which highlights the difficulties academics face in managing diverse student backgrounds and prior knowledge, fostering engagement, developing discipline-specific teaching strategies, and navigating institutional barriers to internationalisation (Lauridsen, 2017; Weissova et al., 2024). Notably,

unlike in some prior studies, language barriers were not explicitly raised by participants in this study. Table 17 summarises the challenges identified here.

Table 17

Top Shared Challenges Participants Hoped the CPD Would Address (n = 12/15)

Challenge	Number of Participants
Managing diverse student backgrounds and students' prior knowledge	7
Encouraging student engagement and participation	6
Developing discipline-specific teaching strategies	5
Overcoming institutional barriers to internationalisation	5

7.1.2. CPD design-related factors

While participants' expectations, motivations, and prior experiences shaped their engagement with CPD, their outcomes were also influenced by the design, content, and facilitation of the CPD itself. It is important to note that these personas participated in three different CPD programmes, each with distinct characteristics that impacted participants' experiences and outcomes (see Section 6.1.5.3 for a detailed description of each CPD). This section focuses on statistically significant differences related to CPD design features that shaped engagement and learning across programmes. These differences were identified through one-way ANOVA and chi-square tests (see Table 18 for full statistical results) and relate to three key areas: alignment between the CPD's intended learning outcomes and participants' actual learning, whether a needs analysis was conducted before CPD design, and the extent to which practical skill acquisition was provided.

Table 18*Summary of Statistically Significant Differences Across CPD Programmes*

Variable	Test Type	Statistic	Significance	Effect Size	Summary of Findings
Alignment Between CPD's ILOs and Actual Learning	ANOVA	$F(2, 9) = 13.76$	$p = .002$	$\eta^2 = .754$	CPD 2 participants reported the highest perceived alignment; CPD 1 the lowest.
Needs Analysis Conducted	Chi-square	$\chi^2(2, N = 15) = 15.00$	$p < .001$	n/a	Needs analysis was conducted at CPD 2 and CPD 3, but not at CPD 1.
Received Practical Outcomes (Skill Gains)	Chi-square	$\chi^2(2) = 8.011$	$p = .018$	n/a	CPD 2 participants reported more skill gains, followed by CPD 3, then CPD 1.

Participants in CPD 2 reported the highest perceived alignment between the CPD's stated intended learning outcomes and what they actually learned, while participants in CPD 1 reported the lowest ($F(2, 9) = 13.76, p = .002, \eta^2 = .754$). This suggests that CPD 2 was more effective in delivering on its stated objectives, ensuring that participants' reported learning corresponded closely to what had been promised in the course design.

The use of needs analysis prior to programme design also made a difference. Formal needs analysis was conducted for CPD 2 and CPD 3, but not for CPD 1 ($\chi^2(2, N = 15) = 15.00, p < .001$). This likely influenced how well each CPD aligned with participant expectations from the beginning.

Significant differences were found in participants' reported gains in practical skills as well ($\chi^2(2) = 8.011, p = .018$). CPD 2 participants reported the highest skill acquisition, followed

by CPD 3 and then CPD 1. This indicates CPD 2 may have been more effective in delivering practical, actionable teaching strategies.

Structural features, such as whether participation was mandatory or voluntary, probably also influenced engagement. CPD 1 was mandatory for all participants, while CPD 2 and CPD 3 were voluntary. Despite this, promotion requirements and career advancement were common motivators across all programmes, showing that institutional pressures shaped participation regardless of CPD format.

Taken together, these findings underscore the importance of thoughtful CPD design. Conducting needs analyses, ensuring intended outcomes are realised in participants' actual learning, and including opportunities for practical skill development are key to supporting stronger engagement and perceived value in CPD programmes. This echoes broader research emphasizing needs assessments as critical for CPD effectiveness (Desimone, 2009; Guskey, 2002). The role of practical skill development aligns with evidence that CPD incorporating applied strategies enhances learning transfer (Steinert et al., 2016; Boström & Palm, 2020).

7.1.3. Institutional and Departmental Factors Shaping Engagement

In addition to participants' individual motivations and experience profiles, and beyond the immediate design of the CPD programmes themselves, it is crucial to consider the broader institutional landscape in which these initiatives take place. Neither participants nor CPD programmes exist in isolation; they operate within higher education environments influenced by structural expectations, policy frameworks, and organisational cultures (as discussed in Chapter 3, Section 3.4.3.2 and 3.4.3.3).

Among the institutional variables examined, participants' perceptions of how strongly IoC was expected within their institutions (measured on a five-point Likert scale, 1 = low, 5 =

high) emerged as a significant factor influencing their engagement with CPD and their capacity to apply what they learned (χ^2 , $p = .041$). This finding aligns with Van den Hende et al. (2023), who emphasise how institutional culture shapes academics' willingness and ability to engage with and enact change through CPD.

Although the perceived institutional and departmental support showed a similar pattern, it did not reach statistical significance. These macro-level factors, structural expectations and perceived institutional and departmental support, formed the backdrop against which CPD experiences unfolded. Table 19 summarises participants' perceptions of institutional expectations and support, broken down by persona and CPD group.

Table 19

Perceptions of Support and Expectation for Internationalisation by Persona and CPD

Persona / CPD	IoC Perceived as Expected by HEI (scale 1–5; 5 = max)	Perceived Institutional Support (scale 1–5; 5 = max)	Perceived Departmental Support (scale 1–5; 5 = max)
Sceptics	5	4.3	5
Observers	5	5	5
Emerging	Did not know	3	3
Parachutes	5	3.6	3.7
Constrained	4.3	2.6	3
Innovators	2	2.5	2
CPD 1	5	4	4.5
CPD 2	3.8	3.4	3
CPD 3	4.3	3	3.5

The perceptions of support and expectations varied within and between groups. For example, Sceptics and Observers consistently reported high levels of institutional expectations (scores of 5) and strong institutional and departmental support (above 4), while Innovators perceived much lower expectations and support, with scores around 2.5 or below. Among the CPD programmes, participants in CPD 1 perceived the highest institutional expectation and support, likely reflecting the fact that this course was mandatory, whereas those in CPD 2 generally reported lower perceptions of both. This variation in perceived institutional and departmental support reflects findings in the literature that show such support is often uneven and shaped by local contexts, disciplinary cultures, and individual academic positions (Van den Hende et al., 2023; Lauridsen & Gregersen-Hermans, 2022; Clegg, 2003; Roxå & Mårtensson, 2012; O’Sullivan & Irby, 2011).

7.1.4. Summary: Understanding Participants’ Expectations, Engagement Profiles, and CPD Design-related Factors

This subchapter demonstrates that academics’ engagement with CPD initiatives is shaped by a complex interaction of individual expectations, CPD design features, and the broader institutional context. The six participant personas—Experienced Sceptic, Reserved Observer, Emerging Teacher, Parachute Teacher, Committed but Constrained, and Pedagogical Innovator—showed significant differences across four key domains: prior teaching and internationalisation experience, motivation and expectations, perceptions of institutional and departmental support, and post-CPD actions such as the extent and priority of implemented changes. Despite a small sample of fifteen participants, these variations reveal distinct patterns influencing engagement and CPD outcomes.

Notably, career-related utility emerged as the primary motivation for CPD participation across all academics. Shared expectations across participants included gaining new knowledge and theoretical foundations, acquiring practical tools and strategies for teaching diverse classrooms, and applying international perspectives. Participants commonly hoped to address challenges such as managing diverse student backgrounds and prior knowledge, as well as encouraging student engagement.

At the CPD level, design features played a decisive role in shaping engagement and perceived value. Specifically, the alignment between the CPD's intended learning outcomes and participants' actual learning, the use of needs analysis during CPD development, and the provision of practical skills emerged as important contributors to effective CPD experiences.

Finally, the broader institutional context, including perceived expectations to internationalise the curriculum and the support available at both institutional and departmental levels, formed a crucial backdrop shaping academics' capacity to translate CPD learning into practice. Some of the most motivated participants perceived limited support, underscoring how individual agency interacts with institutional conditions.

Together, these findings underscore that CPD works best when it aligns with academics' professional needs, is grounded in thoughtful CPD design, and is supported by an institutional culture that enables change. With this foundation, the next section examines the extent to which CPD initiatives met participants' expectations and how alignment or misalignment influenced outcomes.

7.2. Alignment Between Participants' Expectations, Learning Outcomes, and CPD

Objectives

Understanding how CPD programmes align with participants' expectations, learning experiences, and formal objectives is crucial for evaluating their relevance and impact. When alignment is lacking, motivation, engagement, and the likelihood of applying new learning can decrease (Desimone, 2009; Guskey, 2002). Building on these insights, this study examines four alignment types: broad expectation alignment (whether the CPD met participants' overall needs and perceived relevance), learning alignment (whether actual learning matched anticipated learning), ILOs–needs alignment (the extent to which ILOs reflected academics' learning needs), and ILOs–learning alignment (whether participants' actual learning corresponded to the CPD's formal objectives). Together, these categories capture the complex ways CPD effectiveness manifests, highlighting strengths and gaps that can inform future professional development design. Across these four alignment dimensions, participants were systematically compared within and across CPD programmes, allowing recurring patterns of alignment and misalignment to be identified and traced forward into the outcome analyses presented later in this chapter and in Chapter 8.

The analysis draws on multiple data sources. Broad expectation and learning alignments were derived from participants' self-reported views on their needs, expectations, and learning, collected through pre- and post-CPD semi-structured interviews (datasets 4 and 6). The third alignment, alignment of participant needs with CPD design, compares participants' pre-CPD expressed learning goals and needs (dataset 4) with the CPD's formal ILOs from syllabi (dataset 2B). The learning goals were categorised under three overarching dimensions based on the Swedish Higher Education Ordinance framework (1993:100): Knowledge & Understanding,

Skills & Abilities, and Judgement & Approach. The fourth alignment compares participants' actual learning reported in post-CPD interviews (dataset 6) with the CPD's formal ILOs (syllabi, dataset 2B). Participants' reflections on learning were coded into the same three categories: Knowledge & Understanding, Skills & Abilities, and Judgement & Approach.

To support the analysis, Table 20 provides an overview of these four alignments. It summarises their focus, guiding question, and evaluation focus. Detailed participant-level coding underpinning these alignments is provided in Annex 7 to ensure full transparency of the analytical process.

Table 20

Overview of the Four Alignment Types Explored in This Section

Alignment Type	Focus	Guiding Question	Evaluation Focus
Broad Expectation Alignment	Whether participants felt the CPD met their general hopes or needs	Did the CPD feel relevant and worthwhile overall?	Perceived relevance
Learning Alignment	Whether participants learned what they had hoped to learn	Did participants' actual learning match their anticipated learning?	Instructional value and perceived relevance
Alignment of Participant Needs and CPD's ILOs	Whether the CPD matched participants' learning needs	Did the CPD's ILOs meet academics' learning needs?	Meeting academics' learning needs
CPD's ILOs–Actual Learning Alignment	Whether participants' actual learning aligned with the CPD's formal objectives	Did participants actually learn what the CPD aimed to teach?	Programme effectiveness

7.2.1. Alignment with Broad Expectations

The first layer of alignment concerns whether participants felt that the CPD initiative met their general expectations or needs. These expectations were often broad, relating to professional growth, teaching enhancement, or internationalisation more generally (see the previous Section 7.1.1.5 for more detailed information). This type of alignment reflects participants' sense of the CPD's relevance, which influenced how they experienced and evaluated the CPD. When participants perceived the CPD as relevant to their professional context and goals, they were more likely to find it valuable and worth their time (Guskey, 2002).

Perceived alignment between participants' expectations and their experiences varied clearly across the three CPD initiatives. All participants in CPD 2 felt that their expectations had been met or exceeded, while reports from CPD 1 and CPD 3 were more mixed. The most common reason for misalignment in these two programmes was the lack of practical tools and applied strategies, which was identified as the second most common broad expectation in the previous subchapter. Several participants described a mismatch between their desire for concrete teaching methods and the more conceptual or theoretical focus of the sessions. This finding corresponds with Pleschová (2025) and Roxå and Mårtensson (2012), who emphasise that without practical tools, conceptual learning struggles to translate into practice, a challenge echoed by participants reporting unmet expectations due to lack of applied strategies.

Additionally, participants in CPD 1 mentioned concerns such as low content quality, limited connection to relevant research, inefficient use of time, and a sense of institutional control over the learning process, which was probably related to the course being mandatory. Participants in CPD 3 raised concerns about the lack of peer interaction due to the CPD being conducted online and about the applicability of content to their specific disciplines.

Although variation in expectation alignment was most strongly associated with the CPD itself, differences also appeared across participant personas. Many participants across personas, including Sceptics, Observers, Emerging Teachers, and those identified as Constrained, reported partial or unmet expectations, often due to a lack of practical tools and applied strategies. In contrast, Pedagogical Innovators and Parachute Teachers more frequently reported that the CPD fully met their expectations. A detailed participant-level overview showcasing how these expectations were met or unmet across CPD programmes is provided in Annex 7, Table 1.

7.2.2. Learning Alignment

This section examines the extent to which participants' anticipated learning aligned with what they actually learned during the CPD initiatives. While the previous section focused on broader expectations, this layer of alignment shows whether participants learned what they came to learn. Understanding this alignment helps to reveal how well the CPD content and pedagogical approach met participants' learning expectations in practice.

Across the three CPDs, alignment between anticipated and actual learning was generally moderate, with few participants reporting a strong match between their initial goals and their takeaways. While alignment refers to how closely actual learning matched participants' goals, direction captures whether the learning experience exceeded (positive), partly met (mixed), or fell short of those expectations (negative). For example, Participant 10 (P10) wanted to learn about managing multicultural classrooms and tailoring content to different socio-economic contexts. Although Participant 10 did not receive all the practical strategies they hoped for, they experienced a profound shift in perspective on cultural and linguistic adjustments in teaching, which was described as "quite the revelation," representing a positive direction. Participant 13 (P13) hoped for practical teaching skills but mainly gained reflective discussions and inspiration

on course design. While this did not fully meet their expectations, it was still found worthwhile, indicating a mixed direction. In contrast, Participant 6 sought concrete strategies for designing inclusive classrooms but only gained general awareness without practical tools, which left those needs unmet and illustrates a negative direction.

In CPD 2, most participants reported moderate alignment and described gaining new skills or reflective insights they had not expected, often leading to a positive or mixed direction. In contrast, participants in CPD 1 and CPD 3 often found it difficult to connect conceptual input with their developmental goals. While they became more aware of internationalisation and diversity issues, many noted a lack of support for turning those insights into concrete teaching practices. As a result, alignment in CPD 1 and CPD 3 was more commonly negative, with learning outcomes falling short of participants' expectations.

These trends were also reflected in the persona groups. As in the previous alignment, Pedagogical Innovators again showed relatively strong alignment between their anticipated and actual learning outcomes. In contrast, Emerging Teachers and Reserved Observers showed a noticeable drop in alignment when moving from broad expectations to concrete learning, suggesting that their developmental needs may not have been fully met in terms of practical application. A detailed participant-level overview of alignment and direction scores, grouped by CPD and persona, is provided in Annex 7, Table 2.

7.2.3. Alignment Between CPDs' Learning Objectives and Expected Learning

This analysis compares the learning needs participants expressed before the CPD with the programmes' formal ILOs, mapping the extent to which the CPD aligned with academics' expectations. Participants' pre-CPD reflections (interviews, dataset 4) were analysed against the ILOs listed in each course syllabus. Each reported learning outcome was coded for alignment

with the CPD's objectives and categorised using the Swedish Higher Education Ordinance (1993:100) framework: Knowledge and Understanding, Skills and Abilities, and Judgement and Approach.

Participants most often highlighted needs related to foundational knowledge and practical skills, while references to higher-order learning goals such as judgment and critical reflection were less frequent. This difference may reflect that participants find it harder to articulate deeper learning needs prior to the CPD. Consequently, alignment with these complex goals appears lower, even when CPDs explicitly include them.

CPD 2, which placed stronger emphasis on skills and abilities, with three of its six ILOs focused in this area, aligned more closely with the learning needs expressed by participants. CPD 1 placed greater emphasis on knowledge and understanding, with five of nine ILOs in this category. While this matched participants' expressed need for theoretical knowledge, it showed less focus on practical skills, with only one ILO. For CPD 3, missing data for some participants limit the ability to draw meaningful conclusions about alignment.

Overall, these findings highlight the importance of achieving the right balance between different types of ILOs. When CPD programmes align their ILOs effectively with participants' diverse learning needs, as seen in CPD 2, they enhance relevance and impact. In contrast, CPD 1 and CPD 3 currently lack this balance, which limits their alignment and effectiveness.

A detailed participant-level overview of how expressed learning needs aligned with CPDs' formal ILOs across the three competence categories is provided in Annex 7, Table 3.

7.2.4. Alignment Between CPDs' Learning Objectives and Actual Learning

This alignment shifts the focus from individual perspectives to institutional aims by examining whether participants' reported learning corresponded to the CPDs' ILOs. It provides insight into how effectively each programme delivered on its stated objectives and which types of outcomes were most likely realised in practice. Participants' post-CPD reflections (interviews, dataset 6) were analysed against the ILOs listed in each course syllabus, as in the previous alignment. Across the three CPD programmes, alignment was strongest in relation to theoretical knowledge (Knowledge and Understanding), which was consistently recognised by participants. This suggests that CPDs were relatively effective in promoting conceptual awareness and foundational understanding. In contrast, practical skill development (Skills and Abilities) was only well-aligned in CPD 2, the only initiative that integrated applied components into both course design and delivery. Alignment was weakest for Judgement and Approach, which includes critical reflection, values, and context-sensitive decision-making. While CPD 1 and CPD 3 emphasised this category with several outcomes, participants seldom reported learning gains in this area. CPD 2 was the only programme where alignment in this category appeared successful, indicating more effective delivery of these complex learning goals.

These findings suggest that even when CPDs formally address higher-order learning goals, these do not automatically translate into tangible learning unless the course design actively supports their development. Bridging the gap between learning intentions and actual practice therefore requires more than alignment at the level of stated objectives; it also depends on how these aims are operationalised through content, structure, and facilitation. A detailed participant-level overview comparing CPDs' formal ILOs with participants' reported learning is provided in Annex 7, Table 4.

7.2.5. Summary of Alignment Between CPD Design, Participant Experience, and Learning Outcomes

This subchapter examined four types of alignment that reveal how well CPD initiatives meet participants' expectations and learning needs, and how effectively they deliver on formal ILOs.

Broad expectation alignment showed that participants in CPD 2 uniformly felt their expectations were met or exceeded, while CPD 1 and CPD 3 had mixed reports. The main reason for misalignment was often a lack of practical tools and applied strategies, especially in CPD 1 and CPD 3. Perceptions of alignment varied across participant personas, with Pedagogical Innovators and Parachute Teachers reporting greater alignment than Sceptics, Constrained, or Emerging Teachers.

Learning alignment revealed moderate alignment overall between anticipated and actual learning. Participants in CPD 2 often experienced positive or mixed learning gains, including unexpected reflective insights. In contrast, CPD 1 and CPD 3 participants frequently found it difficult to translate conceptual knowledge into practical teaching improvements.

Alignment of participant needs and programme design demonstrated that CPD 2 best matched participant learning goals, particularly in supporting practical skills alongside knowledge. CPD 1 focused more on theoretical knowledge and less on practical skills, while data for CPD 3 were incomplete, limiting conclusions.

ILO–actual learning alignment indicated strong delivery of foundational knowledge across CPDs, but effective skill development appeared primarily in CPD 2. Judgement and Approach outcomes were formally included in CPD 1 and CPD 3 but rarely materialised in participants' learning, exposing a gap between CPD aims and actual development.

Overall, the alignment between participants' experiences and CPD objectives reflected the design of each initiative. CPD 2, which offered a balanced combination of theory, practical skills, and opportunities for reflection, showed the strongest alignment across all four domains. This conclusion is supported by quantitative findings (see Section 7.2.4), which indicated that CPD 2 participants reported the highest perceived alignment between intended learning outcomes and actual learning, while CPD 1 participants reported the lowest ($F(2, 9) = 13.76, p = .002, \eta^2 = .754$). The triangulation of qualitative and quantitative evidence reinforces that CPD 2's design better met participants' learning needs and fostered greater engagement and satisfaction.

These findings illustrate that CPD effectiveness depends on balancing conceptual foundations with practical skill-building, clearly articulating participant learning needs, and supporting the application of new knowledge in teaching practice. They underline the need for CPDs to move beyond raising awareness by actively equipping academics with practical tools and providing ongoing support to foster meaningful change.

The next subchapter will explore whether this alignment translated into improved outcomes for participants.

7.3. How Does Alignment (or Misalignment) Shape CPD Outcomes?

Building on the detailed analysis of the four types of alignment between participants' expectations, learning experiences, and CPD design presented in the previous subchapter, this section examines how these alignments—or misalignments—relate to CPD outcomes. It examines whether stronger alignment is linked to better outcomes and, conversely, how misalignment may impede them.

The following subsection presents and analyses the relationships identified between each alignment type and a range of CPD outcomes. These outcomes are grouped into four levels that correspond to Kirkpatrick's widely used Four-Level Model of training evaluation introduced in Chapter 3 (see Section 3.4.2). This model structures impact across four levels: Reaction, Learning, Behaviour, and Results. In this study, the Reaction domain includes post-CPD satisfaction and helpfulness. The Learning domain is split into changes in attitude, including shifts in perception of internationalisation of the curriculum and confidence gains, as well as knowledge and skills development. Behaviour domain covers changes in teaching practices, and Results include broader impacts at team/departmental, and institutional levels. Table 21 shows these domains alongside the specific outcomes, timing, and data sources.

Table 21*Overview of CPD Outcomes, Timing and Associated Datasets*

Level	Outcome Domain	Specific Outcome	Timing	Dataset
Level 1: Reaction	Post-post-CPD perceptions	1) Perceived satisfaction	9–12 months after CPD	Survey (dataset 7)
		2) Perceived helpfulness	9–12 months after CPD	Survey (dataset 7)
Level 2: Learning	Change in attitudes	3) Perceived confidence gains	Pre-CPD, immediately after, and 9–12 months after CPD	Survey (3, 5, 7)
	Knowledge and skills acquisition	4) Shifts in perception of IoC	Immediately after CPD	Interview (dataset 6)
5) Self-perceived knowledge and skill development gains (based on CPD's ILOs)		Pre-CPD, immediately after, and 9–12 months after CPD	Surveys + interviews (dataset 3, 5, 6, 7, 8)	
Level 3: Behaviour	Change in behaviour	6) The scale of implemented new teaching practices	9–12 months after CPD	Interview (dataset 8)
Level 4: Results	Broader impact	7) Shifts at teaching team/departmental level	9–12 months after CPD	Interview (dataset 8)
		8) Shifts at institutional level	9–12 months after CPD	Interview (dataset 8)

Given the small sample size ($n = 15$), the findings presented here should be interpreted as indicative tendencies rather than definitive statistical conclusions. Statistical analyses, including Spearman's rank correlation, Mann-Whitney U tests, and crosstabulations, were performed to explore relationships and differences within datasets 2 to 8. While a few statistically significant relationships emerged, several moderate to strong tendencies were also observed, though they did not consistently reach significance and are therefore reported with caution. The presence of similar patterns across multiple measures and datasets adds internal consistency to the results, enhancing their credibility despite the limitation of a small sample size. Further research with a larger sample is needed to confirm these tendencies and extend the foundations established by this research. Reporting both significant and non-significant patterns aligns with recommendations in CPD research to document uneven, partial, and emerging effects rather than only statistically robust outcomes (Ilie et al., 2020). In the figures that follow, factors shown in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$), while those in black represent non-significant tendencies that nonetheless provide important interpretive insights. Also, the factors depicted in the figures are descriptive rather than directional; these do not imply causal relationships between nodes.

7.3.1. Expectation Alignment

Expectation alignment did not show a statistically significant relationship with any of the CPD outcomes analysed, nor were consistent tendencies observed.

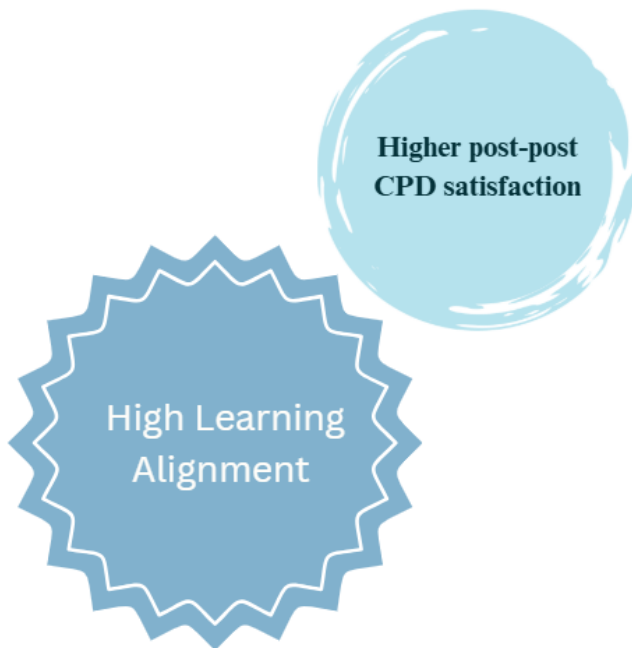
7.3.2. Learning Alignment

Learning alignment, defined as the degree to which participants' expected learning outcomes matched their actual learning experiences, did not show any statistically significant relationships with the main CPD outcomes. However, one non-significant tendency was

observed. Participants with stronger learning alignment tended to report higher post-post-CPD satisfaction. Beyond this, no consistent tendencies were identified, indicating that learning alignment primarily related to participants' reactions rather than to learning development, behavioural change, or longer-term outcomes (see Figure 15).

Figure 15

Impact of Learning Alignment



Note. The central node represents learning alignment. Surrounding bubbles indicate CPD outcome that showed statistically significant relationships or non-significant tendencies. Statistically significant results are highlighted in red and marked with a lightbulb symbol ($p < .05$). In this figure, no statistically significant relationships were identified. The figure is descriptive rather than directional; it does not imply causal relationships between nodes.

7.3.3. Alignment Between CPD's ILOs and Expected Learning

The alignment between participants' expected learning outcomes and the CPD's formal ILOs showed two significant correlations. First, a statistically significant positive correlation was found between ILO alignment and participants' perceived helpfulness of the CPD, $r_s(10) = .672$, $p = .017$, $n = 12$, indicating that participants whose expectations closely matched the CPD's objectives rated the course as more helpful. Second, a statistically significant negative correlation was observed between ILO alignment and the extent of implemented changes in teaching practice, $r_s(7) = -0.694$, $p = .038$, $n = 9$, suggesting that participants whose expectations were more aligned with the CPD's ILOs were less likely to implement extensive changes in their teaching. Conversely, participants with lower alignment tended to introduce bigger changes, possibly because the CPD challenged their initial assumptions or provided unexpected insights.

Beyond these significant results, several non-significant but consistent tendencies were observed. Higher ILO–expected learning alignment tended to be associated with higher post-CPD satisfaction, greater confidence development, and higher perceived learning gain.

Taken together, these findings indicate that alignment between CPD objectives and participants' expectations relates differently to learning-oriented and behavioural outcomes. Stronger alignment was associated with more positive reactions to the CPD and tended to coincide with higher confidence and learning gains. At the same time, higher alignment was associated with the implementation of smaller-scale teaching changes. This suggests that alignment may support consolidation and refinement of practice rather than prompting more extensive pedagogical change. Importantly, this pattern reflects differences in the scale of change enacted, not the presence or absence of change. These relationships are illustrated in Figure 16.

Figure 16*Impact of Alignment Between CPDs' ILOs and Expected Learning*

Note. The central node represents alignment between CPD's ILOs and expected learning. Surrounding bubbles indicate CPD outcomes that showed statistically significant relationships or non-significant tendencies. Statistically significant results are highlighted in red and marked with a lightbulb symbol ($p < .05$).

7.3.4. Alignment Between CPD's Intended Learning Outcomes (ILOs) and Actual Learning

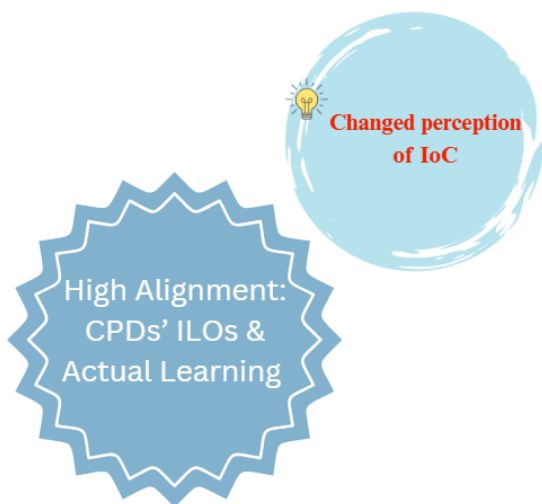
The alignment between participants' actual learning and the CPD's ILOs showed one significant relationship with CPD outcomes. Participants whose reported actual learning aligned more closely with the CPD's formal ILOs were significantly more likely to report a shift in their perception of IoC ($p = .027$, $n = 12$). This suggests that when participants learned what the CPD

explicitly aimed to teach, this was more likely to translate into changes in how they understood and conceptualised IoC (see Figure 17).

No other statistically significant relationships or consistent tendencies were observed between actual learning–ILO alignment and the remaining CPD outcomes.

Figure 17

Impact of Alignment Between CPDs' ILOs and Actual Learning



Note. The central node represents alignment between CPD's ILOs and actual learning. Surrounding bubbles indicate CPD outcomes that showed statistically significant relationships or non-significant tendencies. Statistically significant results are highlighted in red and marked with a lightbulb symbol ($p < .05$).

To conclude, Table 22 summarises the statistically significant relationships identified between different types of alignment and CPD outcomes. These results highlight where alignment was meaningfully associated with participants' reactions, perceptions, and behavioural change. While tendencies were also discussed above, this table focuses specifically on those

findings that reached statistical significance, providing a concise overview of the most robust relationships observed in the analysis. It is also important to note that no significant differences in alignment-related outcomes were observed among the participant personas, indicating that these patterns were consistent across different groups.

Table 22

Summary of Statistically Significant Relationships Between Alignments and CPD Outcomes

Alignment Type	Outcome Variable	Statistical Test	Statistical Result	Significance
ILO–Expected Learning Alignment	Increased Perceived Helpfulness	Spearman’s ρ	$\rho = .672, p = .017, n = 12$	Significant at 95% level
ILO–Expected Learning Alignment	Less Implementation of Changes	Spearman’s ρ	$\rho = -.694, p = .038, n = 9$	Significant at 95% level
ILO–Actual Learning Alignment	Change in Perception of IoC	Mann-Whitney U	$U = 4.00, Z = -2.211, p = .027, n = 12$	Significant at 95% level

7.3.5. Summary: How Alignment (or Misalignment) Shapes CPD Outcomes

The findings show that alignment between participants’ expectations and CPD design matters, but not in the same way for all outcomes. Alignment was consistently associated with positive reactions and learning-related outcomes. Participants whose expectations aligned with CPD objectives reported higher satisfaction, greater perceived helpfulness, stronger confidence development, higher learning gains, and shifts in their perception of internationalisation of the curriculum. These patterns were observed across participant personas.

However, alignment did not translate into behavioural change. Participants whose expected learning closely matched the CPD’s intended learning outcomes were less likely to

implement extensive changes in their teaching practice. This indicates that while expectation matching supports relevance and learning, it does not by itself lead to enactment.

Taken together, these findings show that alignment improves how CPD is experienced and what participants learn, but not whether learning is put into practice. Behavioural change appears to require additional conditions beyond alignment, such as challenge, disruption of existing assumptions, and support for implementation. For CPD design, this means that clearly matching participants' expectations can strengthen learning outcomes, but must be combined with structures that actively support application if meaningful change in teaching practice is to occur.

7.4. Conclusion of Chapter 7

This chapter explored how academics engage with CPD initiatives focused on IoC, examining the expectations they bring, how well CPDs align with those expectations, and how alignment or misalignment influences outcomes. It drew on multiple data sources including surveys, interviews, and CPD syllabi, and organised findings around participant personas, types of alignment, and Kirkpatrick's Four-Level Model of training evaluation.

The focus here was Research Question 2.1: *How do CPD initiatives align with participants' expectations, and how does this (mis)alignment influence outcomes?*

To explore this alignment, it was first necessary to identify the diverse expectations participants bring into CPD. Contrary to initial assumptions, no clear disciplinary differences emerged. Instead, six detailed participant personas were developed—Experienced Sceptic, Reserved Observer, Emerging Teacher, Parachute Teacher, Committed but Constrained, and Pedagogical Innovator—that capture distinct patterns of engagement with CPD. These personas

differed significantly across four key domains: teaching and IoC experience, motivation and expectations, institutional and departmental context, and post-CPD actions.

Following the detailed profiles of participants, the analysis identified specific CPD features that significantly influenced engagement and learning outcomes. These included the alignment between the CPD's ILOs and participants' actual learning, whether a needs analysis was conducted during programme design, and the extent to which practical skill development was provided. Additionally, institutional context/support played a role: participants' perceptions of how strongly internationalisation of the curriculum was expected within their institutions significantly shaped their capacity to engage with CPD and apply new learning in practice. These factors underscore the importance of thoughtful CPD design and supportive institutional environments in enabling meaningful professional development.

Unexpectedly, career-related utility, including promotion and formal obligations, was the primary motivation for all participants, contrasting with earlier research that emphasises intrinsic motivation as the main driver of CPD engagement (Guskey, 2002; MacPhail et al., 2019). The most common learning needs that academics hoped to address through the CPD included acquiring new knowledge, theoretical foundations, practical teaching strategies for diverse classrooms, and applying international perspectives. More specific goals centred on practical classroom skills, while participants also expected the CPD to help them tackle challenges related to student diversity, engagement, and institutional barriers.

The chapter then examined how the three selected CPD programmes aligned with these identified needs through four types of alignment: broad expectation alignment, learning alignment, alignment of participant learning needs with CPD ILOs, and alignment of actual learning with ILOs. While CPDs generally succeeded better in meeting broad expectations, they

struggled more with addressing specific learning needs. A key cause of misalignment was the lack of practical skill development, which was only adequately provided by CPD 2. CPD 1 emphasised theoretical knowledge excessively, while CPD 3 focused disproportionately on Judgement and Approach outcomes. Only CPD 2 achieved a balanced distribution across theory, practical application, and reflection. Notably, ILOs related to Judgement and Approach were least visible overall.

Finally, the chapter examined how these alignments and misalignments shaped CPD outcomes, using Kirkpatrick's Four-Level Model as a framework. Alignment between participants' expected learning and the CPDs' intended learning outcomes emerged as the most influential form of alignment. Stronger alignment at this level was consistently associated with more positive reactions, including higher perceived satisfaction and helpfulness, and with learning-related outcomes such as higher perceived learning gains and stronger confidence development. This indicates that when CPD objectives closely match academics' expressed learning needs and expectations, CPD initiatives are more likely to generate meaningful learning-related outcomes. At the same time, this alignment was negatively associated with behavioural change, as participants whose expected learning closely matched CPD objectives were less likely to implement extensive changes in their teaching practice. Alignment between participants' actual learning and CPD objectives was associated with shifts in perceptions of internationalisation, but no other statistically significant relationships or consistent tendencies were observed. Taken together, these findings show that alignment supports relevance and learning, while behavioural change appears to depend more on challenge and disruption than on alignment alone.

This nuanced understanding of alignment and its influence on outcomes provides a critical foundation for the next chapter, which examines how CPD participation translates into a range of professional outcomes across different academics and contexts, and what factors influence those outcomes.

CHAPTER 8: CPD OUTCOMES – WHAT CHANGED, FOR WHOM, AND WHY

While Chapter 7 focused on participants' expectations and their alignment with CPD design, this chapter shifts attention to CPD outcomes. It examines what changed as a result of CPD participation and for whom. Who felt they benefited the most? Who reported greater confidence, deeper understanding, or a stronger capacity to act, and how did these outcomes translate into changes in teaching practice and broader changes at departmental and institutional level?

These are important questions, but they provide only a partial understanding unless we also ask why these changes occurred. To address this, the chapter draws on a combination of quantitative survey data (datasets 3, 5, 7) and qualitative interviews (datasets 4, 6, 8) collected at multiple time points across three CPD programmes, enabling a mixed-methods analysis of CPD outcomes and influencing factors. As discussed in the literature review (see Section 3.4.3), multiple factors at the individual, departmental, and institutional levels influence CPD outcomes (Desimone, 2009; Guskey, 2002; Steinert et al., 2016). Throughout this chapter, the analysis is guided by a core question: under what conditions does CPD lead to meaningful, lasting change, and who is most likely to experience it? Therefore, a large part of this chapter investigates which institutional, departmental, and personal conditions affect these outcomes.

Given the breadth of outcomes and influencing factors examined, this chapter is structured to support selective reading. Readers primarily interested in overall outcome patterns and key explanatory factors may focus on the summary sections at the end of each level and on the integrative synthesis in Section 8.5. Detailed tables and figures are provided alongside the text to ensure transparency and allow readers to trace specific patterns by CPD programme, persona, or outcome where relevant.

In total, 55 factors were identified across datasets 2 to 8. These were grouped into six broad categories reflecting different aspects influencing CPD outcomes: background and professional characteristics; individual resources; motivation and expectation factors; cost-related factors; institutional and departmental support; and CPD experience variables. Table 23 provides a full list of the specific factors included under each category.

Table 23*Categorised Factors Affecting CPD Outcomes and Their Included Variables*

Category	Included Factors
Background and Professional Characteristics (n = 8)	Gender; Native language; Age; Employment Profile; Academic position; Years of teaching; Percentage of teaching duties; Teaching qualification
Individual Resources (n = 7)	Personal assets; Psychological assets; Autonomy in teaching; Confidence to internationalise prior CPD; Previous experiences in IoC and CPD; Previous international experiences
Motivations & Expectations (n = 8)	Motivation for attending CPD; Expectation for teaching enhancements; Direct challenges academics hope CPD would cover; Anticipated outcomes from CPD; Opportunities for IoC; Participant persona profiles; Expectations of practical skills; Priority assigned to making changes in teaching practice
Cost-related Factors (n = 8)	Expected obstacles before CPD; Perceived obstacles during CPD; The ease/demand of the implementation process; Perception of IoC as challenging (before, during, after CPD); Current workload, Priority to make changes
Institutional and Departmental Support (n = 6)	IoC expected by institution; Institution support; Department support; Incentives for CPD; Awareness of internationalisation strategy; Discussions about IoC with colleagues
CPD Experience Variables (n = 8)	Specific CPDs attended; Expectation alignment; Learning alignment; ILOs expected learning alignment; ILOs actual learning alignment; HEI conducted needs assessment; Provision of practical skills and “aha” moments during CPD
Other CPD Outcomes (10)	Confidence post/post-post; IoC perceived as less challenging post/post-post; Changed perception; Planned changes in teaching practice; Implemented changes in teaching practice; The scale of implemented changes; Experienced shifts in teaching team; Experienced shifts in institution

These factors were analysed in relation to CPD outcomes using Kirkpatrick’s Four-Level Model of training evaluation (detailed in Chapter 7, Section 7.3). For ease of reference, the model is repeated here to summarise the specific outcomes, their timing, and the datasets involved (see Table 24).

Table 24

Kirkpatrick’s Four-Level Model of CPD Outcomes with Corresponding Data Sources

Level	Outcome Domain	Specific Outcome	Timing	Dataset
Level 1: Reaction	Post-post-CPD perceptions	1) Perceived helpfulness	9–12 months after CPD	Survey (dataset 7)
		2) Perceived satisfaction	9–12 months after CPD	Survey (dataset 7)
Level 2: Learning	Change in attitudes	3) Perceived confidence gains	Pre-CPD, immediately after, and 9–12 months after CPD	Survey (3, 5, 7)
		4) Shifts in perception of IoC	Immediately after CPD completion	Interview (dataset 6)
	Knowledge and skills acquisition	5) Self-perceived knowledge and skill development gains (based on CPD’s ILOs)	Pre-CPD, immediately after, and 9–12 months after CPD	Surveys + interviews (dataset 3, 5, 6, 7, 8)
Level 3: Behaviour	Change in behaviour	6) The scale of implemented new teaching practices	9–12 months after CPD	Interview (dataset 8)
Level 4: Results	Broader impact	7) Shifts at teaching team/departmental level	9–12 months after CPD	Interview (dataset 8)

Level	Outcome Domain	Specific Outcome	Timing	Dataset
		8) Shifts at institutional level	9–12 months after CPD	Interview (dataset 8)

This approach responds to the literature gap identified in Chapter 3 (Section 3.5.1), as most empirical studies remain at Levels 1 and 2 of Kirkpatrick’s Four-Level Model, focusing on immediate reactions and learning gains, while Levels 3 and 4, which concern changes in behaviour and broader institutional results, remain underexplored (Steinert et al., 2016).

To analyse these outcomes, several statistical methods were applied, including Spearman’s rank correlation and Mann-Whitney U tests to identify statistically significant differences, as well as crosstabulations to explore patterns between factors and CPD outcomes. Given the small sample size ($n = 15$), only a few statistical tests reached conventional significance levels ($p < .05$). However, to capture meaningful patterns beyond strict significance, effect sizes were used to identify moderate to strong tendencies in the data. Correlations with coefficients ($|r|$) above .30 were treated as moderate effects, and those above .50 as strong effects, following common benchmarks in social science research (Cohen, 1988). Although these tendencies did not consistently meet the p-value threshold due to limited power, they are included here for interpretive value and are triangulated with qualitative data to enhance credibility and deepen understanding of participants’ experiences. In the analysis, statistically significant findings and non-significant tendencies are clearly distinguished to avoid conflation.

The chapter is organised into four subchapters, each corresponding to one of Kirkpatrick’s Four Levels of training evaluation: Reaction, Learning, Behaviour, and Results. Each subchapter presents findings at that level, drawing on quantitative and qualitative data to provide a thorough picture of CPD outcomes. The analysis highlights overall findings for each

outcome, including patterns across participant personas and CPD programmes. Where available, it examines changes and gains over time to show development trajectories.

The chapter concludes with a conclusion titled *What Worked, for Whom, and Under What Conditions: Key Insights*, which integrates findings across all outcome levels and highlights factors influencing the effectiveness of CPD participation. Understanding these outcomes and their underlying conditions is crucial not only for improving CPD design and support but also for understanding how different academics approach professional development. By examining the factors that facilitate or hinder CPD outcomes, this chapter offers insights to strengthen professional development efforts for the internationalisation of the curriculum.

8.1. Level 1: Reaction — Post-Post Perceived Helpfulness and Satisfaction

In the literature, perceived satisfaction and helpfulness are among the most frequently measured outcomes of CPD programmes (Steinert et al., 2016). In Kirkpatrick's Four-Level Model of training evaluation, these represent Level 1 (Reaction). However, unlike many studies that capture immediate reactions, this research assessed these perceptions 9–12 months after CPD completion (survey; dataset 7). This delayed measurement allowed participants time for reflection and offered a more considered view of the CPD's lasting relevance and helpfulness in their teaching practice. As Steinert et al. (2016) note, collecting data over time is important to better understand long-term retention and possible decay of outcomes.

Participants responded to self-evaluation questions on a five-point Likert scale asking how satisfied they were with the course (1 = very dissatisfied, 5 = very satisfied) when looking back on it, and how helpful the course was in supporting them in internationalising their teaching. All 15 participants provided responses to these questions at this post-post stage.

8.1.1. Overall Satisfaction and Helpfulness Ratings

Participants' overall reactions to the CPD were generally positive across all 15 participants, though variation emerged across the six identified personas and three CPD programmes. Ratings were highest among Pedagogical Innovators, Observers, and Parachute Teachers, all of whom gave a score of 5.00 for both satisfaction and helpfulness. Lower satisfaction was reported by Sceptics and Emerging Teachers, averaging 3.50, while Committed but Constrained participants rated satisfaction at 4.00. Helpfulness ratings followed a similar pattern, with Constrained academics rating the CPD highly ($M = 4.67$), Emerging Teachers giving moderate ratings ($M = 3.50$), and Sceptics rating it lowest ($M = 2.50$). Across CPD programmes, CPD 3 achieved the highest average satisfaction ($M = 4.67$) and helpfulness ($M = 5.00$), followed by CPD 2 (satisfaction $M = 4.60$; helpfulness $M = 4.80$), and CPD 1 (satisfaction $M = 4.00$; helpfulness $M = 3.67$). These patterns are summarised in Table 25. These findings align with Steinert et al.'s (2016) observation of generally high satisfaction with faculty development programmes.

Table 25

Mean Satisfaction and Helpfulness Ratings by Participant Persona and CPD Programme on a 5-Point Likert Scale (1 = Lowest, 5 = Highest)

Persona / CPD	Satisfaction Mean (1 = min, 5 = max)	Helpfulness Mean (1 = min, 5 = max)
Pedagogical Innovators	5.00	5.00
Observers	5.00	5.00
Parachute Teachers	5.00	5.00
Committed but Constrained	4.00	4.67
Emerging Teachers	3.50	3.50
Sceptics	3.50	2.50
CPD 1	4.00	3.67
CPD 2	4.60	4.80
CPD 3	4.67	5.00

8.1.2. Factors Associated with Perceived Helpfulness and Satisfaction

To provide an overview of the key factors influencing participants' reactions, Figure 18 and Figure 19 summarise the patterns associated with post-post perceived helpfulness and satisfaction. These visualisations offer an analytic map to guide the following detailed analysis.

Figure 18*Factors Associated with Post-Post Perceived Helpfulness of CPD Participation*

Note. The central node represents participants’ overall perceived helpfulness of CPD at the post-post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Figure 19

Factors Associated with Post-Post Perceived Satisfaction with CPD Participation



Note. The central node represents participants' overall perceived satisfaction of CPD at the post-post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Factors highlighted in red with a lightbulb symbol indicate variables that showed the strongest tendencies in the data, though no statistically significant relationships ($p < .05$) were observed in this set of factors. These non-significant tendencies are included to provide a richer understanding of the patterns identified.

Statistically Significant Results for Post-Post Perceived Helpfulness and Satisfaction

While no significant results were observed for satisfaction, two significant relationships were identified for how helpful participants perceived the CPD. The alignment between the CPD's intended learning outcomes (ILOs) and participants' expected learning outcomes was strongly and positively associated with perceived helpfulness, $\rho(10) = .67$, $p = .02$. Similarly, participants who expected to gain practical skills reported higher helpfulness ($M = 4.64$, $n = 11$) than those who did not ($M = 2.50$, $n = 2$), a statistically significant difference, $U = 1.50$, $Z = -2.30$, $p = .02$. These findings align with earlier findings presented in Chapter 7 (Section 7.1.2), underscoring the importance of alignment and the provision of practical skills in CPD.

Distinct Tendencies and Descriptive Patterns for Perceived Helpfulness and Satisfaction

Helpfulness was greater among participants who entered the CPD intending to enhance their teaching or to address specific challenges, especially those with lower initial confidence. It was also linked to expecting or gaining practical skills. These patterns confirm that practical relevance shaped participants' reflections on the CPD.

Several consistent patterns emerged for perceived satisfaction. It was higher among participants who gained confidence during the CPD and those who found IoC less challenging at the post-post stage. Participants expecting an easier implementation of new teaching practices also reported greater satisfaction. Additionally, satisfaction was higher when learning was closely aligned with initial expectations and the CPD's ILOs. These tendencies highlight the value of clear alignment between participant goals and programme design.

Shared Factors Across Satisfaction and Helpfulness

Several factors were consistently linked to higher ratings for both satisfaction and helpfulness. These included professional and demographic characteristics such as being English-

speaking, female, holding temporary academic roles, and lower structural autonomy. Motivation, including intrinsic drive and attainment-related goals, was associated with better outcomes. Prior engagement with IoC further supported positive reactions. CPD-related factors, including attending CPDs from institutions that had conducted needs assessments prior to their design, planned teaching changes, “aha” moments, shifts in understanding of IoC, and changes within teaching teams after CPD, also appeared influential.

8.1.3. Summary: Level 1 - Reaction: Post-Post Perceived Helpfulness and Satisfaction

Most participants reported high satisfaction and perceived helpfulness with the CPD nine to twelve months after completion. Positive reactions were closely linked to alignment between participants’ expected learning and the CPD’s intended outcomes, as well as to gaining practical skills and confidence. Effective design features included “aha” moments and needs assessments. Together, these findings point to the value of practical relevance, clear alignment, and thoughtful design in sustaining participants’ positive reactions over time. With this understanding of participants’ reactions, the next section examines how CPD participation influenced academics’ learning trajectories.

8.2. Level 2: Change in Learning — Confidence Gains, Shifts in IoC Perception, and Learning Acquisition

Level 2 of Kirkpatrick’s model focuses on learning outcomes, including changes in attitudes, knowledge, and skills resulting from CPD participation. This subchapter examines three key areas: participants’ perceived confidence to internationalise the curriculum, measured through surveys before (dataset 3), immediately after (dataset 5), and 9 to 12 months after CPD (dataset 7); perceived shifts in participants’ perceptions of internationalisation of the curriculum following CPD (interviews; dataset 6); and self-reported gains in knowledge and skills aligned

with the CPD's ILOs (surveys; datasets 3, 5, 7 and interviews dataset 4 and 6). Survey responses on confidence and knowledge and skills used a 5-point Likert scale, with 1 indicating the lowest level and 5 the highest. Tracking these outcomes over time provided insight into the depth and durability of CPD-related learning and development.

8.2.1. Post-post Perceived Confidence to Internationalise the Curriculum

Participants were asked over time to self-evaluate their confidence to internationalise their teaching by responding to the survey question: "Do you feel confident to internationalise your teaching?" All 15 participants provided responses at each of these three time points.

8.2.1.1. Overall Confidence Ratings. Across participant personas and CPD programmes, post-post confidence in internationalising the curriculum, measured one year after CPD completion, varied notably (see Table 26). Observers and Constrained Academics reported the highest confidence levels, with means of 5.00 and 4.57 respectively, followed by Pedagogical Innovators ($M = 4.40$) and Parachute Teachers ($M = 4.00$). In contrast, Sceptics and Emerging Teachers reported lower confidence, with means of 3.67 and 3.00 respectively, similar to the patterns seen earlier in satisfaction and helpfulness ratings. Participants in CPD 3 showed the highest confidence ($M = 5.00$), followed by CPD 2 ($M = 4.00$), with CPD 1 participants reporting the lowest average confidence ($M = 3.80$). These differences suggest variation in how the CPD programmes supported sustained confidence in IoC.

Table 26*Post-Post Confidence to Internationalise Curriculum by Persona and CPD Programme*

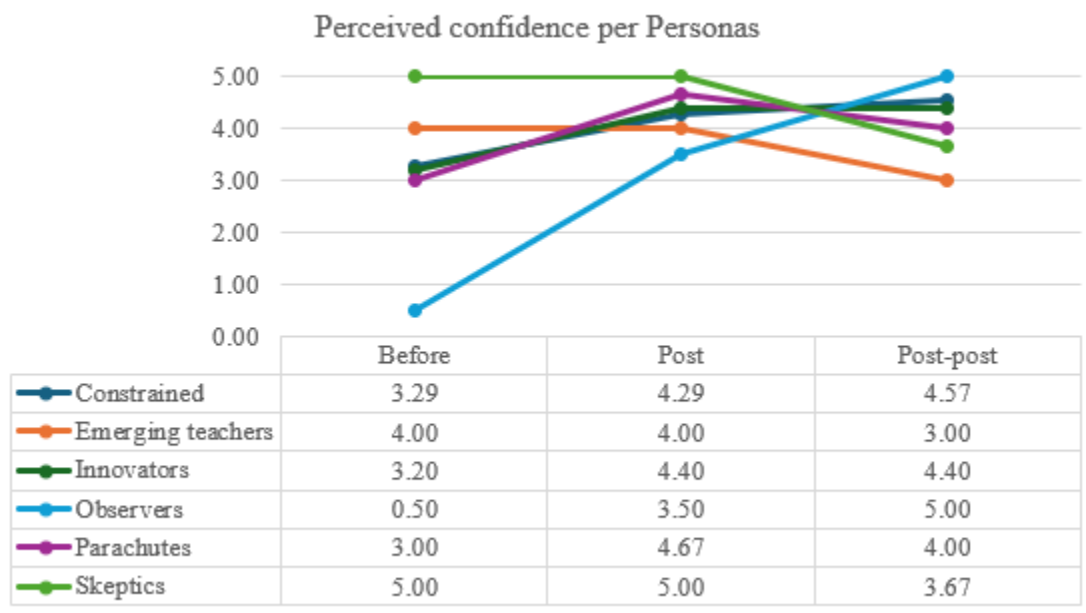
Persona / CPD	Confidence Mean (1 = min, 5 = max)
Observers	5.00
Constrained Academics	4.57
Pedagogical Innovators	4.40
Parachute Teachers	4.00
Sceptics	3.67
Emerging Teachers	3.00
CPD 1	3.80
CPD 2	4.00
CPD 3	5.00

8.2.1.2. Confidence Gain Over Time. To complement the analysis of post-post confidence, participants' confidence trajectories across the pre-, post-, and post-post time points (see Figure 20 and Figure 21) provide further insight into how CPD participation influenced confidence development over time.

Figure 20

Development of Perceived Confidence to Internationalise the Curriculum Over Time by Participant Persona

Average of Confidence

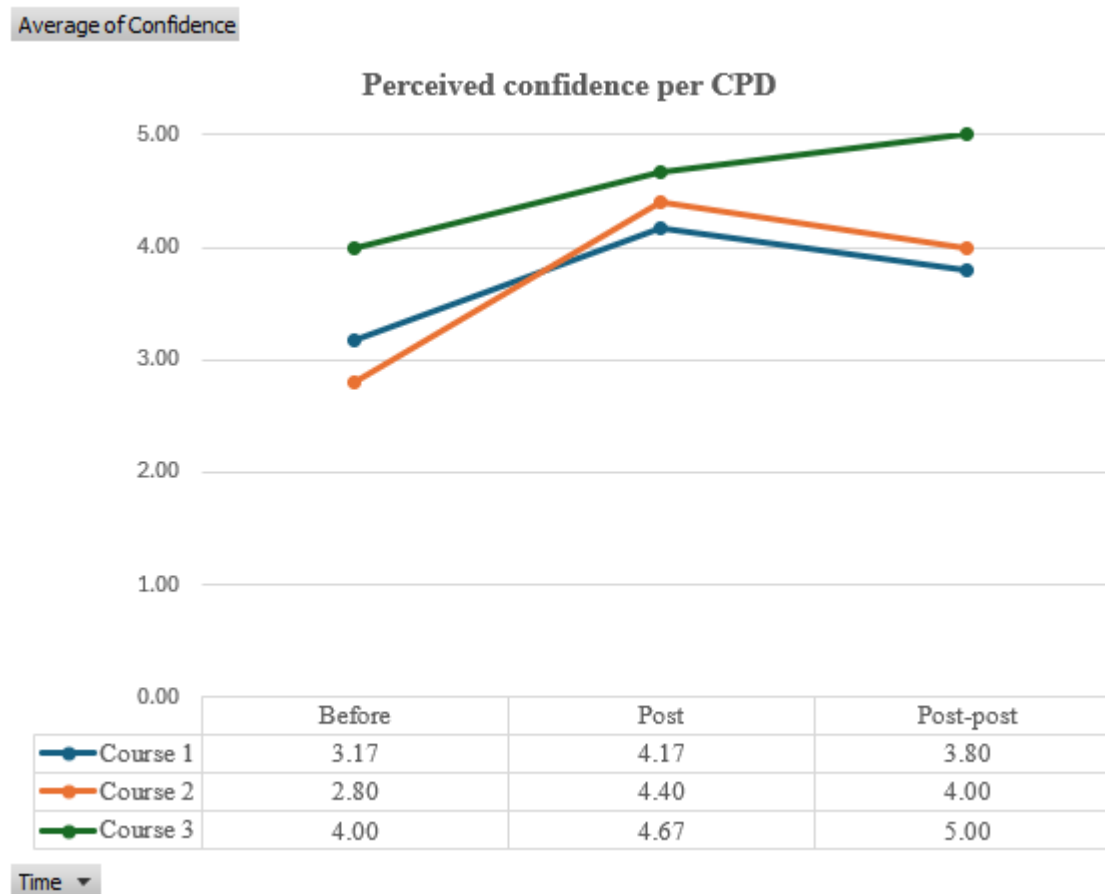


Time ▾

Figure 21

Development of Perceived Confidence to Internationalise the Curriculum Over Time by CPD

Programme



Among the personas, Observers and Constrained academics showed notable increases in confidence over time. However, not all participants sustained this growth. Sceptics and Emerging Teachers reported declines, with Emerging Teachers experiencing a particularly marked drop. This pattern may reflect an initial overestimation of confidence, particularly among those without prior experience, which was gradually recalibrated through the course of the CPD.

In the case of Sceptics, their lower confidence despite extensive experience might indicate a deeper awareness of the complexities involved in internationalising the curriculum. Looking more closely at who gained the most confidence, Observers reported the greatest increase, rising by four full points from pre- to post-post. Gains were also notable among Constrained academics (+1.28).

When looking at the CPD programmes as a whole, a similar development emerged for CPD 1 and CPD 2. Both showed a clear increase in confidence from pre- to post-CPD, followed by a slight decline at the post-post stage, indicating that initial gains were not fully sustained over time. In contrast, CPD 3 participants demonstrated a steady upward trajectory, with confidence increasing from pre ($M = 4.00$) to post ($M = 4.67$), and continuing to rise at the post-post stage ($M = 5.00$).

8.2.1.3. Factors Associated with Confidence Gain. The following figure (Figure 22) summarises key factors associated with gains in participants' perceived confidence to internationalise the curriculum from the pre-CPD measurement to the post-post follow up conducted one year after CPD completion. Statistically significant relationships are highlighted, alongside notable tendencies that offer deeper insight into what influenced confidence development following CPD participation.

Figure 22

Factors Associated with Post-Post Perceived Confidence to Internationalise the Curriculum



Note. The central node represents participants' overall perceived confidence to internationalise the curriculum at the post-post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Statistically Significant Results for Perceived Confidence Gain

One statistically significant result was associated with gains in perceived confidence to internationalise the curriculum from pre to post-post. Participants who experienced internationalisation of the curriculum as more challenging at the post-post stage showed larger increases in confidence over time ($\rho = .805$, $p = .001$). This finding suggests that engaging with IoC as a demanding and complex process was linked to stronger confidence development rather than acting as a barrier. In this sense, challenge appears to have functioned as a driver of learning and confidence growth, particularly over the longer term.

Tendencies and Descriptive Patterns for Perceived Confidence Gain

The tendencies observed for post-post confidence in IoC align with those reported earlier for satisfaction and helpfulness (see Section 8.1.2), with two notable exceptions. Younger academics and those in lower academic positions showed higher confidence gains, while older academics and those holding more senior positions demonstrated lower confidence gain over time. Prior international and IoC experience also played a role in supporting confidence gains, yet the higher confidence gain was associated with lack of previous CPD experience.

Within motivations and expectations, tendencies were related to intrinsic motivation, expectations of practical skills, entering the CPD with specific challenges participants hoped it would cover, and the priority given to making changes in teaching. For institutional and departmental support, tendencies were observed in relation to low departmental support. Regarding cost-related factors, tendencies related to experienced obstacles during the CPD and perceptions of a less demanding process of implementing new teaching practices. Within CPD experience factors, tendencies were observed for alignment between CPD ILOs and expected learning, CPD “aha” moments, provision of practical skills, needs assessment done prior to the

CPD, and participation in CPD 2 and CPD 3. Finally, for other CPD outcomes, tendencies were observed in relation low confidence post-CPD, experienced change of perception, planned changes in teaching practice, smaller implemented change, and experienced shifts in teaching teams after CPD.

In summary, gains in perceived confidence to internationalise the curriculum were associated with engaging with IoC as a challenging process while simultaneously perceiving the implementation of new practices as manageable. This suggests that confidence develops when participants actively grapple with complexity. Confidence gains further varied by career stage and prior experience, with younger academics, those in lower academic positions, and participants without previous CPD experience showing higher gains.

8.2.2. Change in IoC Perception Post-CPD

Participants were asked during interviews immediately after completing the CPD (dataset 6) whether their thinking about internationalising teaching and learning had changed as a result of the course, and if so, in what ways. Responses were received from 14 of the 15 participants.

A shift in participants' perception of IoC was reported by the majority of participants, however, this change was not uniform across all personas or CPD initiatives. All personas except Sceptics showed some level of perceptual shift, although for Observers and Emerging Teachers the results were mixed. Sceptics, Observers, and Emerging Teachers were most represented in CPD 1, which may imply that CPD 1 was less successful in fostering deeper conceptual change compared to CPD 2 and CPD 3. This pattern suggests that the design of the CPD programme likely influenced whether participants developed a more nuanced understanding of IoC.

8.2.2.1. Factors Associated with Change in IoC Perception

Statistically Significant Results for Change in IoC Perception Post-CPD

Figure 23 summarises the key factors linked to shifts in participants' understanding of IoC following the CPD.

Figure 23*Factors Associated with Change in IoC Perception Post-CPD*

Note. The central node represents participants' perceived change of perception at the post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Several statistically significant factors were linked to shifts in participants' understanding of IoC following the CPD. Motivational and goal-related factors were strongly associated with perceptual change. Participants who entered the CPD with a specific teaching challenge they hoped to address were significantly more likely to report a change in perception ($\chi^2(1, N = 14) = 5.92, p = .015$; Spearman's $\rho = .65, p = .012$). Similarly, those with higher expectations for teaching enhancement were more likely to shift their understanding of IoC ($U = 1.00, Z = -3.02, p = .006, N = 13$). These findings suggest that concrete pedagogical goals create favourable conditions for conceptual development.

Institutional and departmental support also played an important role. Participants who perceived strong departmental support were more likely to report a shift in perception ($U = 25.50, Z = 2.29, p = .022, N = 12$). Likewise, those from institutions that had conducted a formal needs assessment prior to the CPD were more likely to report change ($\chi^2(1, N = 14) = 7.47, p = .006$; Spearman's $\rho = .73, p = .003$).

CPD design influenced outcomes as well. Participants in CPD 3 were significantly more likely to report a change in perception than those in CPD 1 or CPD 2 ($\chi^2(2, N = 14) = 7.47, p = .024$). Additionally, participants whose actual learning aligned well with the CPD's intended learning outcomes were more likely to report a changed perception ($U = 4.00, Z = -2.21, p = .027, N = 12$).

Post-CPD behaviours were also linked to perceptual change. Participants who planned changes in their teaching were more likely to report a shift in perception ($\chi^2(1, N = 14) = 5.83, p = .016$; Spearman's $\rho = .65, p = .013$), and so were those who went on to implement these changes ($U = 2.00, Z = -2.73, p = .006$).

Together, these findings suggest that perceptual change was most likely to occur when participants entered the CPD with specific goals, were supported by their institutions, and engaged with CPD that was both relevant and responsive to their learning needs.

Tendencies and Descriptive Patterns for Change of IoC Perception Post-CPD

Beyond statistically significant relationships, several descriptive patterns offered further insight into factors shaping changes in perception of IoC. Participants with prior experience in IoC or CPD more often described shifts in their conceptual understanding. Similarly, those who expected or received practical skills or anticipated greater implementation effort were more likely to report perceptual shifts. Unlike other outcomes, demographic factors were less clearly linked to perception change. These quantitative patterns are further illuminated by qualitative accounts (Dataset 6), described in the next section, which show how perceptual change unfolded across different participant personas.

8.2.2.2. How IoC Perspectives Evolved Across Participant Personas. Parachute Teachers typically progressed from seeing internationalisation mainly in terms of language or international student presence to recognising it as a broader pedagogical issue. One participant reflected: “We teach in English and therefore we make our teaching international,” later acknowledging: “You also have to see in addition to the language, what are the pedagogical adaptations... or at least be aware of them” (Participant 9, CPD 2). For Parachutes, this shift often translated into changes in teaching practice, such as adapting communication, rethinking classroom dynamics, or becoming more attuned to student diversity.

Emerging Teachers showed mixed responses. While not all expressed change, some described a developing awareness of how internationalisation is shaped by local and institutional contexts, including recognising differences in experiences of international and home students:

“What it means in Sweden... what are the fractions of international versus home students and how they may experience things differently” (Participant 5, CPD 1). For them, change was often a context-specific insight rather than a broad conceptual shift.

The Constrained and Innovator personas often demonstrated more critical or systemic perceptual changes. These participants engaged deeply with knowledge politics, epistemic justice, and structural aspects of internationalisation. Their reflections focused less on individual classrooms and more on broader issues of Eurocentrism, global inequality, and the exclusion of non-Western perspectives. One participant responsible for an international master’s programme stated:

I would probably, if I had to define it at the start of the course, define it in a way heavily criticised in the literature... implying that you glue it on top of everything else and you're not really reflective about... is it just a Western, or Eurocentric perspective about internationalisation.... I didn't invite people from Asia and Africa and discuss how we could actually make this program attractive. (Participant 13, CPD 3)

Another noted colonisation had not been considered in relation to curriculum before: “Those are perspectives that maybe I haven’t thought of in that regard” (Participant 11, CPD 2). For these personas, shifts were conceptual and ethical, though often tempered by frustration over institutional limitations and lack of time or resources to act on these insights.

In contrast, some participants, typically Sceptics and Observers, reported little to no change in their IoC perception. While a few acknowledged exposures to new viewpoints, they did not rethink their position. As one put it: “My view hasn’t changed, but I have learned more how others view it” (Participant 2, CPD 1).

In summary, perceptual change in IoC was most likely when participants entered CPD with specific teaching challenges and high expectations for improvement, received departmental or institutional support, and when actual learning aligned with the CPD's intended learning outcomes. CPD that encouraged reflection on broader pedagogical and ethical dimensions also supported deeper shifts, though the extent of change varied across personas. Innovators and Constrained academics often moved toward systemic perspectives, Emerging Teachers described context-specific insights, and Observers and Sceptics reported little or no shift. Overall, these findings indicate that conceptual change is closely tied to participants' intentions, supportive contexts, and alignment between intended and actual learning.

8.2.3. Perceived Learning Gain

To assess learning development related to internationalising the curriculum, participants were asked to self-evaluate their ability to meet each CPD's ILOs. For example, if an ILO stated "develop strategies to utilise both personal and students' international experiences in educational settings," participants rated their capability on a five-point Likert scale, ranging from low to high confidence in this area. This self-assessment was conducted before the CPD started (dataset 3), immediately after completion (dataset 5), and again 9 to 12 months later (dataset 7), allowing for analysis of learning development over time. Fourteen of the 15 participants completed the surveys at all three time points, with only one response missing. These quantitative findings were triangulated with qualitative interview data collected before the CPD (dataset 4) and immediately after (dataset 6), providing additional depth and context to the reported learning gains. The results are organised according to the three categories of ILOs defined in Chapter 6 (see Section 6.1.5.2): Knowledge and Understanding, Skills and Abilities, and Judgement and Approach. This

framework allows for a detailed analysis of learning gains across different CPD programmes, participant personas, as well as across the three ILOs categories over time.

8.2.3.1. Overall Learning Ratings. Participants' self-reported learning and skills development related to IoC was generally positive across all CPD programmes and participant personas. These values represent the average of all ILOs scores combined into one overall learning mean for each participant group and CPD programme. By the post-post stage, the highest scores were reported in CPD 3 ($M = 4.25$), followed by CPD 2 ($M = 4.07$), with CPD 1 slightly lower ($M = 3.98$). Among the personas, Sceptics reported the highest post-post score ($M = 4.33$), reflecting their extensive experience, closely followed by Parachute Teachers ($M = 4.17$) and Observers ($M = 4.13$). Constrained academics ($M = 4.14$) and Pedagogical Innovators ($M = 3.90$) also rated their knowledge and skills highly post-post-CPD. Emerging Teachers gave the lowest ratings ($M = 3.69$). These findings are summarised in Table 27.

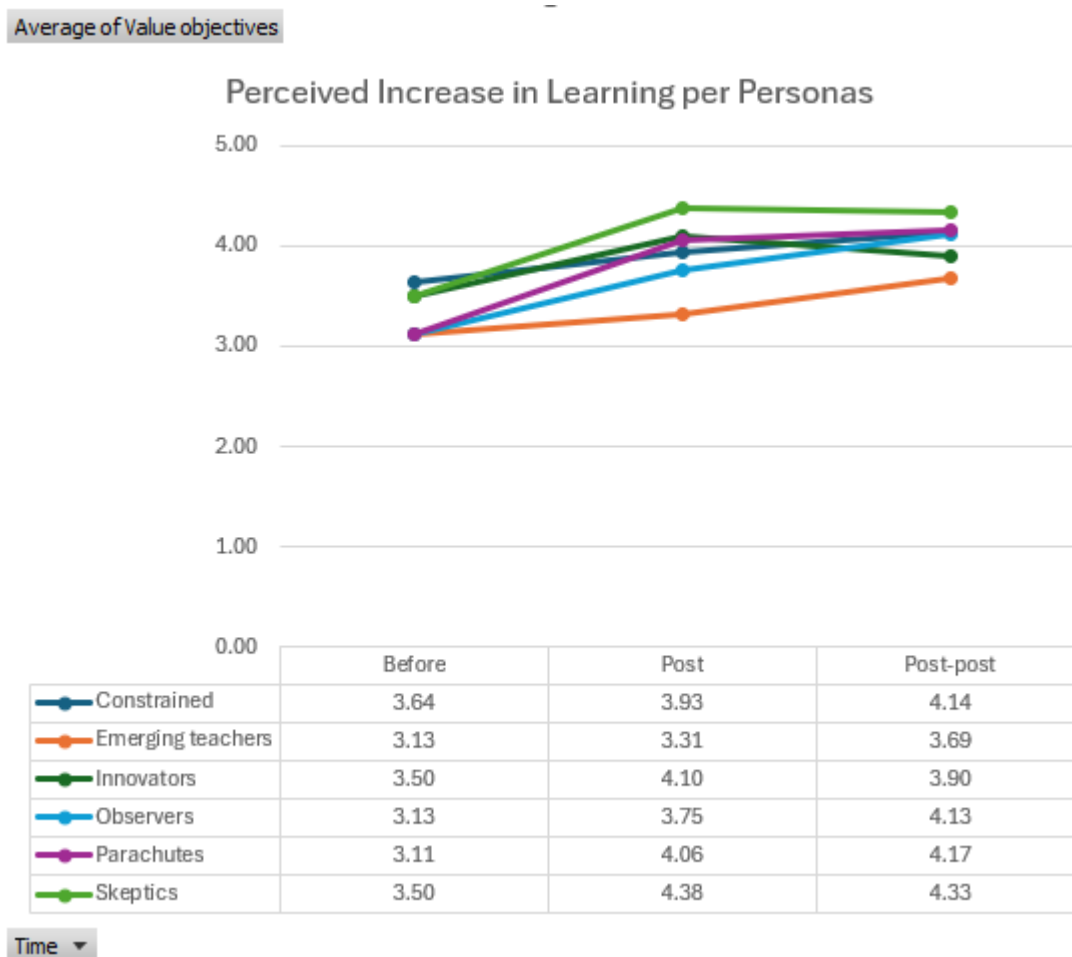
Table 27*Post-Post Learning and Development by Participant Persona and CPD*

Persona / CPD	Learning Mean (1 = min, 5 = max)
Observers	4.13
Constrained Academics	4.14
Pedagogical Innovators	3.90
Parachute Teachers	4.17
Sceptics	4.33
Emerging Teachers	3.69
CPD 1	3.98
CPD 2	4.07
CPD 3	4.25

8.2.3.2. Learning Gain Over Time. Among personas, all groups showed relatively steady increases in ILO scores over time. Parachute Teachers and Observers demonstrated particularly notable growth, from $M = 3.11$ to $M = 4.17$ and from $M = 3.13$ to $M = 4.13$, respectively. Constrained academics also improved consistently ($3.64 \rightarrow 3.93 \rightarrow 4.14$). Although Sceptics and Innovators had slightly lower post-post scores than their post-CPD scores, these differences were minimal (Sceptics: $4.38 \rightarrow 4.33$; Innovators: $4.10 \rightarrow 3.90$) and still reflected a clear overall increase from baseline. Emerging Teachers also showed growth, albeit more gradually. Taken together, these patterns suggest a broadly linear development across all personas, with little indication of decline or stagnation (see Figure 24 for persona scores over time). The largest increases in perceived knowledge and skills were reported by Parachute Teachers and Observers. Constrained academics also showed notable improvement, while Emerging Teachers and Innovators reported more modest gains.

Figure 24

Development of Perceived Learning Related to CPD's ILOs Over Time by Participant Persona

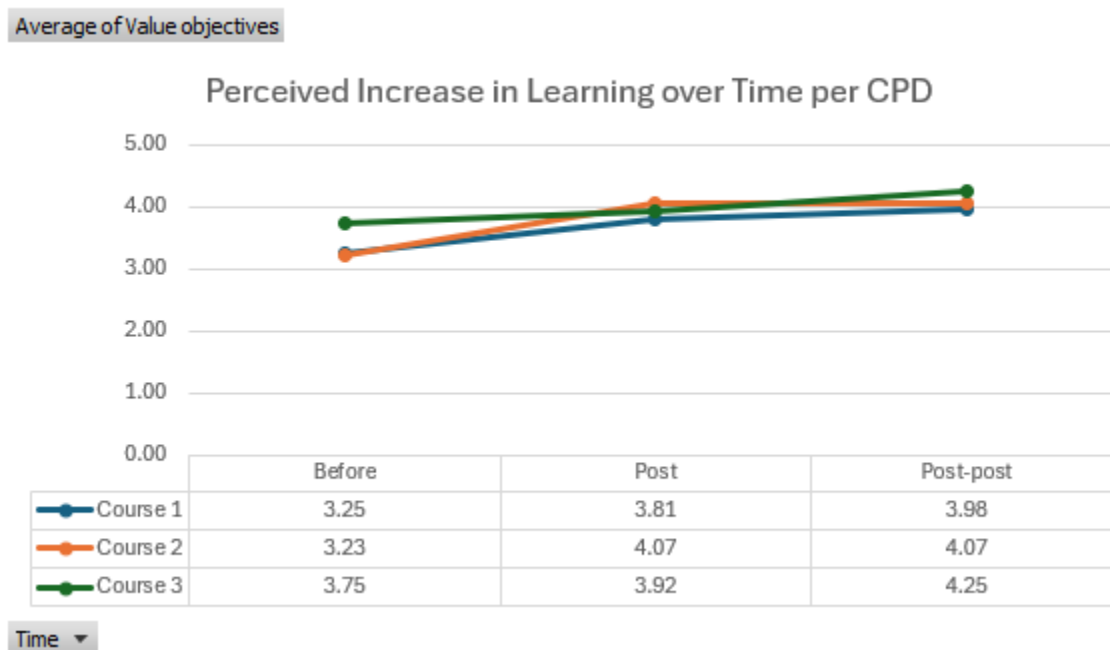


Looking at differences across the CPDs, the change over time reveals more detail. CPD 2 showed the most pronounced early increase, from $M = 3.23$ (pre) to $M = 4.07$ (post), and this level was sustained at the post-post stage. CPD 1 followed a similar pattern with a smaller drop-off: from $M = 3.25$ to 3.81 post, then reaching $M = 3.98$. CPD 3 participants demonstrated the most consistent upward trend: $3.75 \rightarrow 3.92 \rightarrow 4.25$ (see Figure 25 for CPD programme scores

over time). Among the three programmes, CPD 2 showed the most marked progression in ILOs, suggesting that participants made substantial learning gains over time. CPD 3, while ending with the highest overall scores, demonstrated a steadier pattern of development. CPD 1 participants also improved consistently, though to a slightly lesser extent.

Figure 25

Development of Perceived Learning and Skills Related to CPD's ILOs Over Time by CPD Programme



8.2.3.3. Factors Associated with Learning Gain

Statistically Significant Result for Learning Gain

The key factors associated with participants' perceived learning gain are summarised in Figure 26. Individual differences were evident, with male participants reporting larger learning

gains than female participants, with an average increase of 1.18 compared to 0.54. Learning gain was strongly associated with how feasible change was perceived to be. Participants who expected the implementation of new teaching practices to require less time and effort reported significantly greater increases in perceived learning ($\rho = -.795, p = .003$). Learning gain was also closely linked to how change was enacted. The bigger scale of implemented change was negatively associated with learning gain ($\rho = -.810, p = .002$), indicating that participants who implemented smaller changes tended to report larger increases in perceived learning, while those implementing more extensive changes reported more modest gains. In addition, participants who perceived stronger institutional support reported larger learning gains ($\rho = .606, p = .048$). Taken together, these findings suggest that learning gain was strongest when change felt feasible, supported, and cognitively manageable, rather than overwhelming.

Figure 26

Factors Associated with Post-Post Perceived Learning

Note. The central node represents participants' perceived learning gain. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Tendencies and Descriptive Patterns for Learning Gain

Beyond the statistically significant relationships reported above, several non-significant tendencies were observed in relation to learning gain. Within background and professional characteristics, tendencies were observed for younger academics, those in lower academic positions, and participants with a lower proportion of teaching duties. For individual resources, tendencies related to lower autonomy in teaching, lower confidence in IoC prior to the CPD, and lack of previous CPD experience.

Within institutional and departmental support, IoC being explicitly expected by the home institution and for higher perceived departmental support. Participants who received incentives for engaging in CPD also reported higher learning gains than those who did not, with an average increase of 1.5 compared to 0.5. Across CPD experience factors, a tendency was observed for higher alignment between the CPD's intended learning outcomes and participants' expected learning. Finally, for other CPD outcomes, learning gain tended to be higher among participants who perceived IoC as less challenging after CPD participation. Notably, no motivational or expectancy-related constructs showed meaningful associations with learning gain in the analysis.

In summary, gains in perceived learning related to internationalising the curriculum were most strongly associated with conditions that supported feasibility and integration. Higher learning gains were reported when implementation was perceived as manageable, when institutional support and incentives were present, and when participants focused on smaller, incremental changes. While individual differences such as gender also shaped learning gain, motivational constructs did not emerge as influential. Taken together, these findings suggest that learning acquisition through CPD was less dependent on challenge or personal drive and more

strongly shaped by supportive conditions that enabled participants to translate learning into practice without excessive cost.

8.2.3.4. ILOs' Insights: Patterns Across Personas and CPD Programmes. Breaking down the development across the three ILO sub-categories used earlier (knowledge and understanding, skills and ability, and judgement and approach), confirms the findings from the Chapter 6 (see Section 6.1.5.3) that the CPD supported different kinds of learning in different ways. While most participants reported growth across all areas, the kind and extent of learning varied by CPD programme and persona.

ILOs' Persona-Level Patterns

Across personas, the strongest and most consistent growth occurred in skills & ability. For many, this was where change felt most tangible, especially for Parachute Teachers and Constrained academics. These groups often came in with the need to tackle specific challenges, and the CPD seemed to give them possible solutions. This is particularly interesting in light of the qualitative data: several participants, especially from CPD 1 and CPD 3, said they hadn't really gained new skills, but mostly awareness. Yet, their scores in skills and ability suggest otherwise. Most of those who said they did not learn new skills still showed progress in this category over time. This disconnect might reflect a change in how participants understood "skills." Early in the CPD, many thought of skills as practical tools or techniques. By the end, they may have developed more abstract abilities, such as rethinking how they engage with students or becoming aware of power structures in knowledge, but did not recognise these developments as "skills."

Sceptics, as in other outcomes, rated themselves highly from start to finish. They reported minimal change but remained at the top in every sub-category, reflecting their genuine

confidence in their abilities. This suggests that more experienced or self-assured participants might need different kinds of challenges to encourage deeper reflection.

Emerging Teachers showed growth, but it was slower and less pronounced. They made the smallest gains across all three areas and remained flat in judgement & approach. This slower pace is not unexpected: early-career educators may still be laying their professional foundations and could require more time or more structured support to build conceptual and practical understanding. This interpretation is also in line with a broader tendency observed in the data: participants with more years of teaching experience tended to report greater learning gains over the course of the CPD.

ILOs' CPD-Level Patterns

CPD 1 participants gained the most in knowledge and understanding, increasing from a mean of 3.17 before the CPD to 4.00 at post-post, reflecting the strong focus on knowledge and understanding in the CPD 1 ILOs. This is consistent with the findings presented in 6.1.5.3 and is further supported here by qualitative data on participants' experiences from interviews (dataset 6). One participant noted, "I think it's more awareness of what can be different challenges" (Participant 1, CPD 1), suggesting that the course supported awareness and understanding rather than immediate skill development.

In contrast to CPD 1, CPD 2 participants showed steady growth across all categories, with the largest increase in skills and abilities, rising from a mean of 3.10 before the CPD to 4.20 at post-post, which again corresponds to the design of ILOs which largely focused on skills and abilities. This suggests that CPD 2 not only supported conceptual learning but also helped participants translate internationalisation into practical teaching actions. CPD 2 participants often described the CPD during the interviews as practical, applied, and directly relevant to their

teaching. One participant (P11) explained: “The course actually gave me practical skills that I can take with me,” particularly in developing local internationalised learning outcomes and integrating internationalisation more explicitly into programme design. Another participant (P8) described how the CPD helped him reflect on his teaching role and “bring these ideas into the teaching,” which made his practice feel “more rounded... not just a way to give different knowledge.” These reflections suggest that CPD 2 may have helped bridge the gap between knowing and doing, especially for participants ready to adapt their teaching in concrete ways.

CPD 3 participants demonstrated the strongest development in judgement and approach, increasing from a mean of 3.75 before the CPD to 4.25 at post-post, highlighting growth in critical reflection and evaluative thinking. This finding aligns with the earlier observation that CPD 3 participants were more likely to experience a shift in their perception of IoC. As one participant noted, “Well, the main skills was to... it was more of reflections than actual practical skills” (Participant 13). This result is not surprising, as the design of CPD 3 included the highest number of ILOs related to Judgement & Approach.

These findings suggest that different CPD designs foster distinct types of learning as showcased in their course syllabi. CPD 1 mainly supported conceptual awareness, CPD 2 was most effective in developing practical skills, and CPD 3 encouraged deeper critical reflection. Each approach serves a unique purpose, important for institutions aiming to tailor CPD to varied goals. Skills and ability showed the most consistent growth, even though many participants did not explicitly recognise this as learning new skills, highlighting how definitions of learning evolved. Participants with less prior experience or clear intentions to change often showed the most growth, while those confident at the start reported less development. Institutional support and expectations for internationalisation also influenced outcomes positively. Those who saw

internationalisation as less challenging after CPD reported greater gains in knowledge and skills, showing the importance of perceived feasibility. Early-career educators, especially Emerging Teachers, showed smaller gains, suggesting these CPDs may not fully support their development.

8.2.4. Summary: Level 2 - Perceived Learning Acquisition

Level 2 outcomes highlight the greater role of prior teaching and internationalisation experience compared to Level 1. Larger confidence gains and shifts in IoC perception tend to occur when there is low alignment between participants' expected learning and the CPD's Intended Learning Outcomes. They also depend more on institutional and departmental support, which was less evident at Level 1. Individual resources like intrinsic motivation played a smaller role here. Engagement and CPD experience influenced confidence and perception changes more than learning acquisition. Years of teaching experience influenced only perceived confidence and learning gains. Departmental support stood out for perception shifts and learning acquisition, stressing the value of a supportive environment for deeper learning. Notably, male participants were more prominent in learning acquisition, an effect not seen for other outcomes.

8.3. Level 3: Change in Teaching Behaviour

Level 3 of Kirkpatrick's model focuses on behavioural outcomes, specifically the extent to which participants apply what they have learned through CPD in their teaching practice. This outcome explored how participants translated their CPD learning into concrete changes in their teaching, based on qualitative interviews conducted 9 to 12 months after CPD completion (dataset 8). These findings illustrate how participants moved beyond awareness and confidence to practical application, representing a critical step in embedding internationalisation into their teaching.

To capture how participants translated the CPD into practice, their self-reported teaching changes from interviews were categorised as minor, moderate, or major. This classification was developed inductively through coding participants' descriptions, considering the scale, depth, planning, integration, and time and energy invested. These differences also reflect participants' cost-benefit reasoning and levels of buy-in along a low-to-high continuum. To enable comparison across CPD programmes and personas, these descriptions were converted into numerical values from 1 to 3, where 1 indicates minor changes, 2 moderate, and 3 major. This quantitising made it possible to identify patterns across groups and to conduct statistical tests alongside the qualitative analysis.

Minor changes involved small but intentional adjustments to day-to-day teaching. These might include adapting examples to be more inclusive, altering communication styles for clarity and sensitivity, or thoughtfully assigning groups to reflect diversity. Although often limited in scope and not embedded in formal course structures, these changes still required active engagement and reflection. Participants often described them as being more aware or starting to do things differently, usually occurring without institutional coordination. Moderate changes represented more structured adjustments, such as reorganising course content, incorporating reflections on student mobility for the whole classroom, or embedding inclusive design into assignments. These changes demonstrated clear implementation intentions but were generally limited to selected parts of a course rather than a full redesign. Major changes reflected broader and more sustained shifts, such as redesigning multiple course components to better integrate global perspectives and creating new learning activities. They often involved collaboration with colleagues and programme leaders, as well as efforts to align course aims with institutional internationalisation goals.

8.3.1. Scope and Patterns of Implementation Across CPD Programmes

Table 28 summarises the average scope of implementation scores by CPD programme and participant persona, illustrating clear variation in the extent and depth of changes made following CPD participation.

Table 28

Post-Post Scope of Implementation by Participant Persona and CPD

Persona / CPD	Scope of the Implementation Mean (1 = minor, 3 = major)
Innovators	3.00
Emerging Teachers	2.00
Parachute Teachers	1.50
Constrained	1.50
Observers	1.33
Sceptics	1.00
CPD 1	1.33
CPD 2	1.60
CPD 3	2.00

Participants in CPD 3 reported the highest average implementation score ($M = 2.00$), with more deliberate and layered efforts to implement course content, teaching design, and institutional shifts, followed by CPD 2 ($M = 1.60$), while CPD 1 reported the lowest ($M = 1.33$), often describing actions that were minor, ad hoc, or focused more on general pedagogy than

internationalisation specifically. This aligns with earlier findings. CPD 3 supported deeper critical reflection, while CPD 2 provided more applied strategies, both of which appear to have enabled follow-through into teaching. CPD 1, in contrast, raised awareness but lacked sufficient practical support or momentum for implementation.

In line with previous literature, the changes reported were generally incremental rather than large-scale (Zou & Timmermans, 2025). For a detailed overview, see Table 29, which summarises all implemented changes by participants. Major restructurings or comprehensive curriculum changes were rare, with most modifications focusing on teaching practices, pedagogy, or course content. This reflects the understanding that implementation of internationalisation of the curriculum often begins with modest adjustments in teaching and content rather than wholesale transformation, as noted by Roxå (2018, cited in Pleschová, 2024). These incremental changes, while small in scale, can be meaningful and serve as a foundation for broader institutional development over time.

Table 29*Summary of All Implemented Teaching Practice Changes Reported by Participants*

Category	Sub-category	Codes
Pedagogy / Teaching	Inclusive language	Adapting communication styles for clarity and diversity sensitivity; Communicating course content clearly and repeatedly via various media; Adopting gender-neutral language, Self-reflection and language and cultural awareness; Focus on content over language proficiency
	Structuring learning & scaffolding	Designing activities for diverse student participation; Clarifying academic expectations to ensure students understand the structure and goals of the programme; Implementing structured scaffolding for developing academic writing, research skills, and disciplinary knowledge, Change in course structure in Canvas; Change in assignment (promotion of student autonomy); Change in content to make sure for a progression to next course
	Use of students' knowledge and experiences	Conscious inclusion of students' diverse background in the teaching; Inclusive methodology / paced learning; Reflection on the impact of different cultural backgrounds and language; Understanding and recognising diversity in students' academic background

Category	Sub-category	Codes
	Group work in mixed groups	Assigning groups for group work to balance the diversity; Facilitating peer learning through group assignments; Creating a supportive learning environment by reducing assessment pressure
	Hybrid & Digital Learning Adaptations	Using web tools for online learning; Doing online presentations differently
Course Content	International comparison of a subject	Balancing geographic representation in content examples; How sport is organised in different countries
	Global/international subject	Inclusion of ethics and sustainability; Introduction of new course component – global N+S workshop
	Use of international/foreign case studies	Real-world case studies from diverse contexts; Incorporating diverse global case studies
	Comparative research/mixed-nationality group work	Student-led global case work
	Development of content with inclusion lens	Product development from diversity and inclusion perspective
	Mobility as a learning source	Student mobility as reflective tool
Curriculum	Diversification of curriculum sources	Efforts to diversify the syllabus and literature by incorporating global perspectives and avoiding a US-centric or Eurocentric focus; Foreign literature
	Curriculum development	Pilot phase before official changes in the curriculum

Category	Sub-category	Codes
Mobility	Utilising study abroad	Student mobility as reflective tool
Embedded in the Curriculum	experiences	
Staff Composition	Visiting lecturers from abroad	Cross-cultural guest interactions; Diverse representation in teaching staff
Admission Policy Change	Relevant background requirement	Modifying admission requirements to ensure incoming students have relevant experience

8.3.2. Scope and Patterns of Implementation Across Personas

Clear differences also emerged across personas. Innovators ($M = 3.00$) made the most extensive changes. Their implementation often spanned multiple layers, from course content to pedagogy and even structural design. For instance, one participant introduced a new global workshop, diversified teaching staff, and designed group work to encourage intercultural exchange. Another restructured an entire course to scaffold learning for students with varied academic backgrounds and revised admission criteria to ensure programme relevance. These participants didn't just apply course concepts, they reimagined their teaching around them.

Emerging Teachers ($M = 2.00$) reported moderate change, though often more focused on pedagogy than internationalisation per se. One redesigned the outline of the course in the learning platform and adjusted assignments to encourage student autonomy, while another added a diversity-themed workshop to a newly developed course. These changes showed engagement, but the international dimension was not always central.

Parachuted and Constrained Participants ($M = 1.50$) were typically enthusiastic but limited by context. Some developed plans to introduce global content or reframed student tasks but faced obstacles like limited teaching hours, lack of course control, or low student attendance. Their implementation often ended up being partial rather than full-scale revision.

Observers ($M = 1.33$) made only modest adjustments. These tended to be small updates to international comparison of a subject examples or group work, often extensions of what they had already been doing. While they showed some awareness, they rarely moved beyond surface-level change.

Sceptics ($M = 1.00$) reported the least implementation. In most cases, they made no changes at all, because they felt the IoC lacked relevance to their teaching or that they were already doing enough. When any changes were mentioned, they were marginal, such as clearer communication with students and generally disconnected from the core aims of internationalisation.

8.3.3. The process of Implementation

Implementation of internationalisation in teaching is a complex, ongoing process influenced by various factors. The following section focuses on some important dimensions such as perceived and actual obstacles, motivations for change, timing of teaching opportunities, and perceived value of adjustments. It draws on qualitative data from post-post interviews (dataset 8) to illustrate how academics experienced and navigated these aspects during implementation

Obstacles

Academics encountered a range of challenges that limited the implementation of planned changes, with different types of obstacles more commonly reported by different personas. Sceptics frequently referred to both an absence of perceived need, such as no request from

students for change, and institutional or structural barriers, including claims that eventual changes would not contribute to the programme. Emerging Teachers highlighted that the CPD did not meet expectations, noting it offered no practical takeaways. Parachute Teachers and Committed but Constrained participants commonly faced logistical constraints, such as limited teaching opportunities, unrealised plans, and fewer teaching hours, which meant less responsibility and consequently less power over the content. These findings underscore that obstacles were more often structural or contextual than motivational.

Why these changes?

No consistent patterns emerged in the reasons for implementation across personas or CPDs. Instead, decisions about what changes to implement appeared to be shaped primarily by the teaching context and practical considerations. Across the data, six core drivers were identified: feasibility, ease of implementation, responsiveness to student needs, inspiration from the CPD, desire to enhance student engagement, and a commitment to amplifying critical or underrepresented perspectives. Many academics reported choosing changes that felt doable within their specific context, what one participant described as “probably the lowest hanging fruit, but maybe also the most important” (Participant 13, CPD 3). For others, the CPD offered concrete strategies such as inclusive group work that were immediately transferable to their own classrooms. In several cases, students themselves drove change by requesting improvements directly. Meanwhile, the most extensive transformations were often kept motivated by deeper pedagogical ambitions: to strengthen student engagement or to challenge dominant narratives through more critical, inclusive content.

Timing

The teaching situation influenced not only what changes were implemented but also when they could be put into practice. Most academics reported having to wait several months for their next teaching opportunity, and in some cases, implementation was further delayed due to dependencies on course leaders or coordination with teaching teams. This highlights a structural disadvantage that can affect the perceived impact of CPD. While it is often assumed that if participants do not act quickly the likelihood of change diminishes, this study suggests otherwise: implementation was constrained by structure rather than driven by motivation. As one participant put it: “Yeah. So. I was really keen to do this, but like we've talked about, I don't have that many opportunities to do it” (Participant 8, CPD 2).

This applied across academic ranks, as even senior academics and programme leaders often had to wait for the right moment or for others to sign off on changes. One participant reflected:

If my course would have been immediately after the course, I think I would have tried a little bit harder to make bigger changes... But I had more than half a year in between. In this university world, you get a lot of ideas, but then you don't have to implement them and suddenly you're just back into your own habits and tracks again. You don't have time to reflect. I think that's the greatest barrier. You have high ambitions, but then reality is something else. (Participant 13, CPD 3)

This suggests that evaluating CPD outcomes too soon may not capture its longer-term impact, particularly in systems where teaching opportunities are infrequent or require collective effort for change to occur.

Perceived value

Participants' perceived value of implemented changes varied by scale. Minor changes were often valued for increasing clarity, inclusivity, or student comfort, typically involving adjustments like fine-tuning communication or being more mindful of own biases. Moderate changes were seen as enhancing student learning, inclusion, and engagement, with examples such as diversifying group work or restructuring course platforms. Major changes reflected deeper value, including empowering student agency and fostering ethical reflection through critical global or intercultural perspectives, particularly in international or applied fields. When changes were minimal or blocked by context, perceived value often focused on personal reflection or increased awareness, or was not clearly expressed.

Student feedback

Academics reflected on student responses to their changes, though feedback was frequently ambiguous, informal, or delayed. Formal evaluations were often unavailable, leaving academics to rely on mid-course comments or silence as tacit acceptance. Feedback appeared to vary by student group composition, with international students reportedly more appreciative of inclusive practices. In some cases, student expectations shifted after changes were introduced. For example, one academic noted "Students would have been annoyed if they were not allowed to contribute diverse perspectives" (Participant 13, CPD 2). However, many academics inferred student reactions with uncertainty, using phrases like "I think they liked it," as very few had specific feedback mechanisms. Active student engagement through discussions or interactive tools was seen as positive validation, while low attendance or quiet participation raised doubts about effectiveness.

These qualitative insights provide important context for understanding how and why participants implemented changes, which the following section explores further through the analysis of factors statistically associated with implementation outcomes.

8.3.4. Factors Associated with the Implementation of New Teaching Practices

Statistically Significant Results for Changes in Teaching Practices

Factors associated with the implementation of new teaching practices are summarised in Figure 27. Several statistically significant relationships were observed in relation to the extent of changes participants implemented in their teaching following the CPD.

A key finding was a strong positive correlation between the expected time and effort required and the actual extent of implemented changes ($\rho = .777$, $p = .008$, $n = 10$). Participants who anticipated a more demanding implementation process tended to report more substantial changes. This may suggest that awareness of upcoming challenges fostered a more realistic approach that was fundamental for achieving change.

Institutional context also played a significant role, though not in expected ways. Participants from institutions that did not formally expect internationalisation were more likely to implement extensive changes ($\rho = -.655$, $p = .040$, $n = 10$). Similarly, those who reported less institutional support also tended to report more substantial implementation ($\rho = -.614$, $p = .044$, $n = 11$). Although both relationships are negative in direction, they reflect a consistent pattern: in less directive or supportive environments, participants may have felt greater autonomy or intrinsic motivation to pursue changes despite the lack of support.

Alignment between participants' expected learning and the CPD's intended learning outcomes was also negatively associated with implementation of new practices. Participants whose expected learning was less aligned with the CPD's intended learning outcomes were

significantly more likely to implement changes ($\rho = -.694$, $p = .038$, $n = 9$). This suggests that when participants' learning did not closely follow the CPD's stated objectives, they may have engaged with unexpected or emergent insights that strongly influenced their teaching practice.

Figure 27

Factors Associated with the Scope of Implemented Changes in Teaching Practice



Note. The central node represents participants' implemented changes in teaching practice at the post-post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Tendencies and Descriptive Patterns for Changes in Teaching Practices

Several tendencies and descriptive patterns emerged related to the scope of implemented changes in teaching practice following CPD participation. Participants' background and professional characteristics played a role, with English-speaking and female participants, those in lower academic positions, and those with a higher percentage of teaching duties tending to report more implemented changes. These findings suggest that participants more engaged in teaching responsibilities had greater opportunities or motivation to apply what they learned. Within individual resources, prior engagement with internationalising course content, earlier IoC-related CPD participation, and experience of teaching in other languages were all associated with greater reported implementation, in line with previous literature (Iosava & Roxå, 2019; Weissova & Johansson, 2022).

Engagement factors such as intrinsic motivation, entering CPD with specific challenges they hoped the course would address, and high expectations for teaching enhancements also appeared important in driving change. Regarding cost-related aspects, participants perceiving lower support from their departments reported more implementation, possibly indicating greater individual agency in less supportive environments. Similarly, institutional and departmental support was relevant, with those perceiving lower support from their home institution showing greater applied changes. CPD experience factors, such as needs assessments conducted before the course, were also linked to implementation, consistent with their influence on previous outcomes like satisfaction, helpfulness, and confidence. Finally, other CPD outcomes such as experiencing shifts in teaching teams and a changed perception of internationalisation were connected to implementation.

8.3.5. Summary: Level 3 - Change in Teaching Behaviour

Level 3 outcomes focus on how participants translated their CPD learning into actual changes in teaching practice. The extent and depth of these changes varied by participant persona and CPD programme, with more experienced and motivated participants generally making more substantial shifts. Implementation was strongly shaped by contextual and structural factors such as limited time, coordination challenges, and course scheduling, which often delayed or constrained change. Participants who anticipated higher demands in applying new practices tended to make greater changes, possibly due to realistic planning and commitment. However, lower institutional and departmental support seemed to encourage participants to take more initiative and implement changes on their own. Minor changes focused on enhancing inclusivity and student engagement. Major changes involved more substantial shifts in pedagogy and curriculum design. These findings emphasise that moving from learning to practice requires navigating complex organisational contexts and suggest that CPD impact should be assessed over a longer timeframe to capture meaningful behavioural change.

8.4. Level 4: Results - Departmental & Institutional Change

Level 4 in Kirkpatrick's model addresses the broader impact of CPD beyond individual reactions, learning gains, and behavioural changes. It considers whether professional development initiatives contribute to change at the level of teaching teams, departments, or the wider institution. Compared to Levels 1–3, these outcomes are less frequently studied (Steinert et al., 2016). In this study, two Level 4 outcomes were examined: (1) whether CPD participation influenced shifts within teaching teams or departments, and (2) whether it contributed to change at the institutional level. These outcomes were investigated through post-post interviews

conducted 9–12 months after CPD completion (dataset 8), with responses from all 15 participants.

8.4.1. Shifts in the Teaching Team at the Departmental Level

This outcome examined whether the CPD led participants to initiate or contribute to changes within their teaching teams or departments. These shifts were relatively limited ($n = 5$ out of 15) but included examples such as encouraging colleagues to participate in the CPD, mentoring junior staff in internationalised approaches, and advocating for more inclusive or globally oriented practices within team settings. In two cases, participants also referred to planning efforts connected to internationalisation at the programme level. These patterns become clearer when viewed through the lens of participant personas.

Persona Patterns in Team and Department Level Change

Sceptics and Observers most often reported no changes within their immediate teaching teams, consistent with their overall engagement patterns. In contrast, Innovators, Parachutes and Constrained participants were more likely to describe some level of peer influence, whether through sharing resources, guiding colleagues, or working within programme-level structures. Interestingly, those with big ambitions or strong curricular alignment often faced internal resistance or structural barriers despite their efforts.

CPD Patterns in Team and Department Level Change

Differences between the three CPD programmes also emerged in the extent to which participants reported ripple effects beyond their individual classrooms. Most participants from CPD 1 and CPD 3 did not report clear shifts in team engagement or departmental conversations. Their responses suggest that while individual reflection may have taken place, it rarely led to visible influence within their teams. Only one isolated example appeared in each of these CPDs:

in CPD 1, one participant mentioned collegial advocacy for inclusive language, and in CPD 3, one participant described encouraging colleagues to include more non-Western perspectives in their teaching.

In contrast, participants from CPD 2 reported more such shifts. These included mentoring junior staff, encouraging colleagues to join the CPD, and involvement in departmental planning related to internationalisation and equity. These accounts indicate a more systemic orientation and suggest that CPD 2 supported not only individual reflection but also a greater readiness to initiate or engage in collective change.

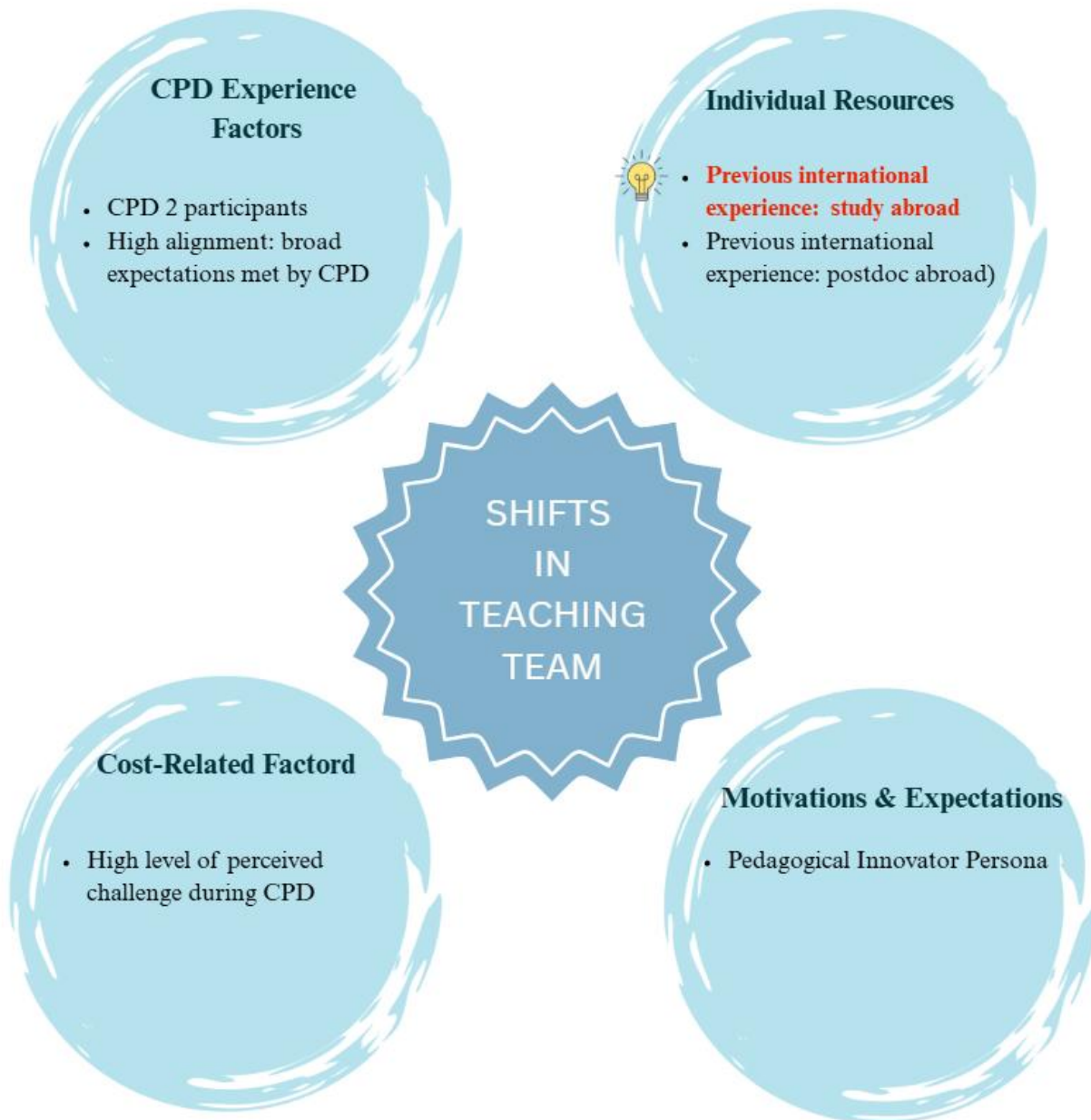
8.4.1.1. Factors Associated with Shifts at the Departmental Level

Statistically Significant Results for Shifts at the Departmental Level

The key factors linked to departmental-level shifts reported by participants are summarised in Figure 28. Although not all participants reported such effects, a number of factors were associated with the likelihood of departmental-level change. A statistically significant association was found between departmental-level change and previous international experience. Participants with study abroad experience were more likely to report that the CPD contributed to shifts within their teaching teams, $\chi^2(1, N = 11) = 7.64, p = .006$; Spearman's $\rho = .83, p = .001$. This may indicate that prior study abroad experience created favourable conditions for sharing perspectives with colleagues.

Figure 28

Factors Associated with Shifts in Teaching Teams Post-Post-CPD



Note. The central node represents participants' perceived shifts in teaching team at the post-post phase. The surrounding bubbles are organised into categories representing different groups of related factors. Within these bubbles, factors highlighted in red with a lightbulb symbol indicate statistically significant relationships ($p < .05$). Other factors, while not statistically significant, show non-significant tendencies that contribute to a richer understanding of the data.

Tendencies and Descriptive Patterns for Shifts at the Departmental Level

Several tendencies, although not statistically significant, were notable. Innovators were more likely to report broader team-level changes following CPD. In contrast, Parachutes, Constrained academics, and Sceptics were less likely to do so. There was also a tendency for departmental shifts to be associated with higher levels of perceived challenge during the CPD. Participants who encountered difficulties during the course reported initiating discussions or changes within their teams. This may reflect a collaborative sense-making process in response to complex material, prompting group reflection and action. Additionally, participants in CPD 2 were more likely to report team-level shifts, possibly reflecting CPD 2's emphasis on practical application, which encouraged integrating ideas into teaching practice and team teaching contexts. Notably, no connection was found between institutional or departmental support and shifts at the departmental level. While this was expected, it did not emerge in the data.

8.4.2. Shifts at the Institutional Level

Only one participant (Innovator) described a change that could be considered an institutional-level shift, citing involvement in the establishment of a new interdisciplinary research centre. However, it was unclear whether this was a direct result of CPD participation. Due to the very limited number of such reports and the lack of variation in the data, no statistical analysis was conducted for this outcome. Most participants did not observe institutional-level changes. They believed that such change would take time and was more likely to emerge gradually, perhaps driven by younger colleagues or by departments with a stronger international focus. This illustrates that institutional-level shifts remained limited.

8.4.3. Summary: Level 4 - Departmental & Institutional Change

Departmental shifts occurred in about one-third of participants and were associated with previous international experience, participant persona, especially Innovators, and participation in the CPD 2 initiative. These shifts included mentoring, advocacy, and initiating discussions within colleagues. Institutional-level change was even rarer, with only one participant describing an initiative that may or may not be connected to CPD. Overall, while CPD stimulated some team-level influence, widespread departmental or institutional change remained limited. This change was often dependent on individual agency and structural conditions rather than systemic institutional adoption.

8.5. Conclusion of Chapter 8

This chapter has provided a comprehensive analysis of the outcomes of CPD initiatives aimed at supporting the internationalisation of the curriculum, focusing on what changed, for whom, and why. By applying Kirkpatrick's Four-Level Model of training evaluation, it examined participant reactions, learning gains, behavioural changes, and broader institutional impacts over time. The analysis identified a wide range of individual, contextual, and CPD-related factors influencing these outcomes, revealing complex interactions between personal readiness, institutional support, CPD design, and participants' lived experiences.

Findings demonstrate that while many academics reported positive reactions and increased confidence, the depth and nature of learning and implementation varied across participant profiles and CPD formats. Importantly, the chapter highlighted how alignment between participant expectations and CPD content facilitated satisfaction, perceived helpfulness, confidence development, shifts in IoC perception, and learning gains, while paradoxically,

misalignment stimulated behavioural change. Institutional context, including needs assessments and support structures, played a nuanced role in enabling meaningful professional development.

By integrating quantitative and qualitative data, this chapter addressed the core research question: *How do CPD initiatives contribute to a range of professional outcomes for different academics, and what factors influence these outcomes?* The following conclusion synthesises these insights into clear, actionable understandings of what aspects of CPD work best, for whom, and under which conditions, offering a layered perspective to inform more effective design and delivery of CPD for internationalisation in higher education.

8.5.1. What Worked, for Whom, and Under What Conditions: Key Insights

8.5.1.1. What Worked: Features of Effective CPD. This section explains which design elements or programme features were linked to better outcomes. These findings connect to results presented in previous chapters where relevant.

Needs-informed CPD design. Needs-informed CPD design was clearly connected to better outcomes. Six out of eight examined outcomes showed improvement, including perceived satisfaction, helpfulness, confidence, change of perception, planned changes, and implementation of changes. This aligns closely with earlier findings in Chapter 7 (Section 7.1.2), where formal needs analysis was identified as a key distinguishing design feature among the three CPD programmes.

Provision of practical skills. The provision of practical skills was associated with four outcomes: higher perceived satisfaction, helpfulness, confidence, and shifts in perception of internationalisation of the curriculum. The importance of practical skill development was also confirmed in Chapter 7 (Section 7.1.2). Moreover, the quantitative results here support those

earlier findings, showing that CPD 2 succeeded in equipping participants with skills and abilities, as reflected by the largest increase in skills and abilities among its participants (Section 8.2.3.2).

Moments of insight. Moments of insight, or “aha” moments, were linked to increased satisfaction, helpfulness, and confidence.

Alignment as a double-edged sword. As explained earlier in Chapter 7 (Section 7.2.3), alignment between participant expectations and CPD content proved to be a double-edged sword. While stronger alignment was linked to higher satisfaction, perceived helpfulness, confidence development, shifts in IoC perception, and learning gains, it did not necessarily support behavioural change.

Challenge as a catalyst. Finally, challenge appeared to act as a catalyst for confidence development and change in teaching practice. Participants who experienced internationalisation as challenging after the CPD reported stronger confidence gains and implemented more changes in their teaching practice. These findings suggest that encountering difficulty and disruption may support engagement with change and follow-through in applying new approaches.

8.5.1.2. For Whom It Worked

Persona-Based Patterns

This section summarises how CPD outcomes varied across the six participant personas, highlighting key gains and changes alongside factors that supported or hindered their success. Table 30 presents a detailed overview of these patterns, linking participants’ experiences with personal and institutional factors influencing their development. Table 31 complements this by showing which personas began with the lowest scores, who reported the highest post-post outcomes, and who demonstrated the most significant improvements across various CPD outcomes.

The factors influencing CPD outcomes were categorised using the job demands-resources framework. Factors that facilitated success are conceptualised as job resources, while those that constrained success are framed as job demands. However, it is important to note that the same factor may function as a resource for some participants but as a demand for others, depending on individual context and perception. Additionally, the relative weight and impact of these factors differ across personas and situations. Given this complexity, these categories serve as a descriptive tool rather than a basis for direct comparison across personas.

Table 30

Summary of CPD Outcomes and Supporting and Hindering Conditions Across Participant

Personas

Persona	Key Gains / Changes	Factors That Supported Success / Job Resources	Factors That Hindered Success / Job Demands
Pedagogical Innovators	Highest implementation (incl. major course redesign); strong skills and confidence gains	High alignment with CPD ILOs; high autonomy in teaching, highly motivated, strong interest in pedagogy; prior IoC experience; multiple CPDs completed	IoC not being formally expected by home institution; lowest perceived institutional and departmental support; high workload
Parachute Teachers	Strongest growth in skills & ability; perception change; moderate implementation	Entered with specific teaching challenges; aligned expectations of practical skills	Low confidence pre-CPD; low autonomy in teaching
Committed but Constrained	High post-post confidence; planned changes; moderate implementation	Extensive teaching and IoC experience; strong commitment; high autonomy in teaching; intrinsic motivation and advocacy	Faced institutional barriers; strong perception of implementation difficulty; high workload; high challenge of IoC; lower perceived institutional and departmental support

Persona	Key Gains / Changes	Factors That Supported Success / Job Resources	Factors That Hindered Success / Job Demands
Reserved Observers	Largest confidence gains; moderate skills gains; some perception change	International study experience; openness to reflection; moderate institutional and departmental support; moderate motivation	Started with low pre-CPD confidence; passive engagement;
Emerging Teachers	Some skills development; lower confidence at post-post; minimal implementation	Combination of intrinsic and extrinsic motivation; interest in inclusive teaching; strong confidence pre-CPD; moderate alignment with CPDs' ILOs	Early-career status; low pre- and post-post confidence; limited prior IoC experience; expectation of practical skills not met
Experienced Sceptics	High post-post knowledge scores; minimal perception or behavioural change	Long teaching experience; strong confidence pre-CPD; perceived strong institutional and departmental support	Low alignment with CPD content; low perceived relevance; high workload, viewed CPD as confirmatory rather than developmental

Table 31

Summary of CPD Outcomes by Persona: Lowest Starting Points, Highest End Points, and Most Improvement

Outcome	Lowest starting point (if available)	Highest end point (max 5)	Most improved (if available)
Satisfaction		Innovators, Observers, Parachutes (5.00)	
Helpfulness		Innovators, Observers, Parachutes (5.00)	
Confidence	Observers (0.50)	Observers: 5.00	Observers (+4.5)
Change in Perception		Parachute, Innovators, Constrained	
Learning (gain in ILOs) in total	Parachutes (3.11)	Sceptics (4.33)	Parachutes (+1.06)
Learning: Knowledge & Understanding	Emerging, Innovators, Observers (3.00)	Parachutes, Sceptics (4.33)	Parachutes (+1.16)
Learning: Skills & Ability	Observers (3.00)	Sceptics (5.00)	Observers (+1.00)
Learning: Judgement & Approach	Parachutes (2.67)	Observers (4.50)	Parachutes (+1.33)
Implementation of changes		Innovators (3.00) – 3 point scale	
Team/Departmental Shifts		Innovators	

Note. Not all outcomes were measured over time, which explains the empty cells for satisfaction, helpfulness, change in perception, implementation, and team/departmental shifts. Confidence, learning, and subcategories were measured longitudinally on a 5-point scale. Implementation scores are reported on a 3-point scale (1 = minor changes, 3 = major changes). Change in

perception and team/departmental shifts were binary (yes/no) variables and therefore do not have numerical scores.

Pedagogical Innovators showed the highest implementation levels, including major course redesigns, accompanied by strong skills and confidence gains. Their success was supported by high alignment with CPD ILOs, high autonomy in teaching, strong intrinsic motivation, prior IoC experience, and having completed multiple CPDs. They came from institutions without formal IoC expectations and reported the lowest perceived institutional and departmental support alongside high workload.

Parachute Teachers demonstrated the strongest growth in skills and abilities, positive perception changes, and moderate implementation. They entered the CPD with specific teaching challenges and expectations of receiving practical skills. However, their implementation was constrained by low confidence pre-CPD and low autonomy in teaching.

Committed but Constrained participants showed high post-post confidence, planned teaching changes, and moderate implementation. Their success was supported by extensive teaching and IoC experience, strong commitment, high autonomy, intrinsic motivation, and advocacy. They faced significant institutional barriers, perceived implementation as difficult, experienced high workload, and reported lower perceived institutional and departmental support.

Reserved Observers recorded the largest confidence gains, moderate skills development, and some shifts in perception. Their success factors included international study experience, openness to reflection, moderate institutional and departmental support, and moderate motivation. They started with low pre-CPD confidence and tended toward passive engagement.

Emerging Teachers made some skills development gains but showed lower confidence at post-post and minimal implementation. Supported by a combination of intrinsic and extrinsic

motivation, interest in inclusive teaching, strong pre-CPD confidence, and moderate alignment with CPDs' Intended Learning Outcomes, their progress was limited by early-career status, low pre- and post-post confidence, limited prior IoC experience, and unmet expectations for practical skills.

Experienced Sceptics reported high post-post knowledge scores but minimal perception or behavioural change. Their success was underpinned by long teaching experience, strong pre-CPD confidence, and perceived strong institutional and departmental support. However, they were hindered by low alignment with CPD content, low perceived relevance, high workload, and a tendency to view the CPD as confirmatory rather than developmental.

Across these personas, additional factors linked to better outcomes at the reaction and behavioural levels included English language proficiency, female gender, low autonomy in teaching, and intrinsic motivation. These factors were associated primarily with higher satisfaction, helpfulness, confidence, and implementation of teaching changes.

CPD-based Patterns

To complement the persona-level analysis, the following table (Table 32) summarises outcome data across the three CPD programme initiatives. Similar to the persona tables, it reports the lowest baseline scores (where available), the highest end points, and the largest gains across time. This comparison highlights how each CPD version supported distinct types of learning and change.

Table 32

Summary of CPD Outcomes by CPD: Lowest Starting Points, Highest End Points, and Most Improvement

Outcome	Lowest starting point (if available)	Highest end point (max 5)	Most improved (if available)
Satisfaction		CPD 3 (4.67)	
Helpfulness		CPD 3 (5.00)	
Confidence	CPD 2 (2.80)	CPD 3 (5.00)	CPD 2 (+1.20)
Change in Perception		CPD 2 + CPD 3	
Learning (gain in ILOs) in total	CPD 2 (3.23)	CPD 3 (4.25)	CPD 2 (+0.84)
Learning: Knowledge & Understanding	CPD 2 (3.10)	CPD 2 (4.20)	CPD 2 (+1.10)
Learning: Skills & Ability	CPD 2 (3.47)	CPD 3 (4.50)	CPD 2 (+0.53)
Learning: Judgement & Approach	CPD 2 (2.80)	CPD 3 (4.25)	CPD 2 (+1.20)
Implementation of changes		CPD 3 (2.00)	
Team/Departmental Shifts		CPD 2 + CPD 3	

Note. Not all outcomes were measured over time, which explains the empty cells for satisfaction, helpfulness, change in perception, implementation, and team/departmental shifts. Confidence, learning, and subcategories were measured longitudinally on a 5-point scale. Implementation scores are reported on a 3-point scale (1 = minor changes, 3 = major changes). Change in perception and team/departmental shifts were binary (yes/no) variables and therefore do not have numerical scores.

Satisfaction and helpfulness were highest in CPD 3, which also showed the strongest end-point scores. Confidence followed a similar pattern, with CPD 3 participants reaching the highest post-programme levels, although CPD 2 participants demonstrated the largest confidence gains. Changes in perception were reported in both CPD 2 and CPD 3.

Regarding learning gains based on ILOs, CPD 2 had the lowest initial scores but showed substantial improvements across all categories, including knowledge and understanding, skills and ability, and judgement and approach. CPD 3 ended with the highest scores in these areas, reflecting deeper and more sustained development. Implementation of new teaching practices was most pronounced in CPD 3, as indicated by the highest score on the 3-point implementation scale. Team and departmental shifts were observed mainly in CPD 2 and CPD 3.

Together, these results illustrate how each CPD programme uniquely contributed to different CPD outcomes, with CPD 2 focusing more on practical skill acquisition and learning growth, while CPD 3 achieved higher satisfaction, confidence, and implementation of changes. Both CPD 2 and CPD 3 were associated with a change of IoC perception and shifts within teaching teams. CPD 1, by contrast, was more likely to produce initial awareness without as much follow-through into behaviour or structural shifts.

These findings align with the CPDs' ILOs categorisation in Chapter 6 (Section 6.1.5.3), and Chapter 7, where the alignment of these outcomes with participant learning was examined, showing CPD 2's stronger support for applied skills and complex learning, with CPD 1 focusing more on knowledge and awareness, and CPD 3 emphasising reflection.

8.5.1.3. Under What Conditions: Contextual and Individual Influences. This section highlights the institutional and contextual factors as well as professional characteristics and individual resources most frequently associated with positive CPD outcomes. Needs assessments were strongly linked to higher perception of satisfaction, helpfulness, confidence, changes in perception and implementation of new changes. Institutional and departmental support enabled learning gains and perceptual shifts, while paradoxically, lower levels of perceived support corresponded with more implementation of teaching changes. Similarly, lower institutional pressure to internationalise was associated with greater implementation of changes in practice.

Regarding professional characteristics and individual resources, confidence and learning gains tended to be higher among younger academics and those in lower academic positions, whereas older and more senior academics demonstrated smaller improvements over time. Previous experience with internationalisation of the curriculum was associated with increased confidence, perceptual changes, and experienced shifts at the departmental level. Participants motivated by intrinsic motivation tended to experience higher satisfaction, helpfulness, confidence and implement bigger changes in their teaching practice, but this did not extend to learning gains. International experience was a strong predictor of broader impact within teaching teams at the departmental level. Table 33 and Table 34 summarise these institutional/contextual factors and professional/individual factors alongside their associated CPD outcomes.

Table 33*Institutional and Contextual Factors Influencing CPD Outcomes*

Institutional & Contextual Factors	Associated Outcomes of Academics
Needs assessments	Higher satisfaction, helpfulness, confidence, perception change, implementation of changes
Institutional and departmental support	Learning gain, change of perception Lower support → more action in form of the implemented changes
Institutional expectations to internationalise	Learning gain Less institutional expectations → bigger scope of implemented changes

Table 34*Professional Characteristics and Individual Resource Factors Influencing CPD Outcomes*

Professional Characteristics and Individual Resources Factors	Associated Outcomes of Academics
Younger age and lower academic position	Greater confidence and learning gains
Previous experience with IoC	Higher confidence, change of IoC perception, and shifts at the departmental level
Intrinsic motivation	Higher satisfaction, helpfulness, confidence and bigger scope of implemented changes
International experience	Shifts at the departmental level

8.5.1.4. Why It Worked: Statistically Significant Drivers of CPD Outcomes. To complement the narrative analysis of what worked, for whom, and under what conditions, Table 35 summarises statistically significant factors associated with key CPD outcomes. These results highlight which variables, ranging from participants' prior experience to programme design elements, were associated with key CPD outcomes, including confidence, perception, learning, implementation, and departmental impact. By identifying these predictive associations, the analysis offers additional insight into the mechanisms through which CPD participation led to meaningful change.

Table 35*Summary of Statistically Significant Results*

Outcome	Associated Factor	Statistical Test	Result
Confidence Gain (Pre-Post-Post)	Perceived challenge of IoC (post-post)	Spearman's $\rho = .805$, $p = .001$ (N = 14)	Participants who experienced IoC as more challenging post-post-CPD showed larger increases in perceived confidence
Helpfulness	Alignment: CPD's ILOs & Expected Learning	Spearman's $\rho(10) =$.672, $p = .017$	Better alignment was associated with higher perceived helpfulness
	Expectation of practical skills	$U = 1.50$, $Z = -2.30$, $p = .022$ (N = 13)	Participants who expected to gain practical skills found the CPD more helpful
Change in Perception	Specific challenges addressed	$\chi^2(1, N = 14) = 5.92$, $p = .015$; $p = .650$, p $= .012$	Participants with a specific challenge were more likely to shift their perception of IoC
	Expectation for teaching enhancement	$U = 1.00$, $Z = -3.02$, $p = .006$ (N = 13)	Higher expectations were associated with a shift in perception
	Departmental support	$U = 25.50$, $Z = 2.29$, $p = .022$ (N = 12)	Stronger departmental support was associated with perception change
	Needs assessment conducted	$\chi^2(1, N = 14) = 7.47$, $p = .006$; $p = .730$, p $= .003$	Institutional needs assessment was linked to perception change
	CPD programme attended	$\chi^2(2, N = 14) = 7.47$, $p = .024$	Participants in CPD 3 were more likely to report a change in perception
	Learning alignment with ILOs (actual)	$U = 4.00$, $Z = -2.21$, $p = .027$ (N = 12)	Better alignment was associated with changed perception

Outcome	Associated Factor	Statistical Test	Result
	Planned teaching changes	$\chi^2(1, N = 14) = 5.83$, $p = .016$; $\rho = .645$, $p = .013$	Planning to make changes was associated with perception change
	Implemented teaching changes	$U = 2.00$, $Z = -2.73$, $p = .006$	Participants who implemented changes were more likely to report perception change
Learning Gains (ILOs) (Pre – Post-Post)	Gender	One-way ANOVA, $F(2, 10) = 4.40$, $p = .043$	Male participants reported larger learning gains than female participants
	Expected cost of implementing change	Spearman's $\rho = -.795$, $p = .003$ (N = 14)	Lower expected time and effort were associated with larger learning gains
	Perceived institutional support	Spearman's $\rho = .606$, $p = .048$ (N = 14)	Stronger institutional support was associated with larger learning gains
	Scale of implemented change	Spearman's $\rho = -.810$, $p = .002$ (N = 14)	Implementing smaller changes was associated with larger learning gains
Implemented Changes	Expected time and effort	Spearman's $\rho = .777$, $p = .008$ (N = 10)	Greater expected effort was associated with more extensive change
	Institutional expectation	Spearman's $\rho = -.655$, $p = .040$ (N = 10)	Less formal expectation was associated with more extensive change
	Institutional support	Spearman's $\rho = -.614$, $p = .044$ (N = 11)	Lower support was associated with more extensive change

Outcome	Associated Factor	Statistical Test	Result
	Learning alignment with ILOs (actual)	Spearman's $\rho = -.694$, $p = .038$ (N = 9)	Lower alignment was associated with more extensive change
Departmental Shift	International experience (study abroad)	$\chi^2(1, N = 11) = 7.64$, $p = .006$; $\rho = .833$, $p = .001$	Studying abroad was associated with a reported departmental shift

Together, these significant factors reveal important mechanisms shaping CPD outcomes, demonstrating the complex interactions between individual profiles, CPD design, and institutional context that influence meaningful professional development. These findings reinforce the interconnected nature of academics' engagement, outcomes, and context, providing an empirical foundation for the cross-cutting themes discussed in the following section.

8.5.1.5. Cross-Cutting Patterns in CPD Outcomes: An Integrative Analysis. Across all measured outcomes, several interrelated themes emerged that highlight how participant engagement, institutional context, CPD design, and lived experience interact to shape professional development. Alignment between expectations and CPD content supported positive experiences such as satisfaction, helpfulness, confidence gain, learning acquisition, and shifts in perception. In contrast, misalignment was primarily associated with behavioural change in the form of the scale of implemented teaching practices. CPDs grounded in prior needs assessments produced stronger results, underscoring the value of evidence-informed design. Notably, some academics achieved substantial implementation even in contexts with low institutional support. Challenges encountered by participants acted as catalysts for confidence development and behavioural enactment rather than barriers. Distinct CPD designs led to different outcomes, with some emphasising practical skill development, others fostering critical reflection, and others encouraging engagement with broader structural and ethical dimensions of internationalisation. Experiential factors within CPDs often mattered more than participants' background characteristics. Contrary to expectations, cost-related and many demographic factors had limited impact on outcomes, highlighting the central importance of motivation, challenge, and CPD-specific experiences.

In summary, this chapter has unpacked the complex outcomes of CPD initiatives for internationalising the curriculum, demonstrating how individual, institutional, and programme factors interact to shape professional development. The findings are interpreted through the lens of the theoretical and conceptual frameworks introduced earlier, providing insight into the mechanisms behind CPD effectiveness. While these results offer valuable contributions, this research's limitations, including the small sample size and context-specific scope, should be

acknowledged. The following discussion will critically reflect on these findings in relation to existing literature and the conceptual framework, while acknowledging these limitations.

CHAPTER 9: DISCUSSION

This chapter brings together the key findings of this research and explores their implications in light of the original assumptions, theoretical framework, and existing research. The aim is to critically reflect on what the results reveal about the role of Continuing Professional Development (CPD) in supporting the internationalisation of the curriculum (IoC), and how these insights might inform both theory and practice.

The first part of this chapter revisits the working assumptions outlined at the end of Chapter 3 (see Section 3.5.3), assessing them against the empirical evidence. It then re-examines the two main theoretical frameworks guiding this research, Expectancy–Value Theory (EVT) and the Job Demands–Resources (JD–R) theory, highlighting where they effectively explained the findings, where their limitations became apparent, and how they might be refined or expanded. The chapter then explores some of the most notable findings, such as the importance of needs assessment and persona-related factors influencing IoC and CPD engagement. This is followed by a section on the national context and the transferability of findings, which considers how features of the Swedish higher education system shaped the results and to what extent they may apply in other contexts. The chapter then discusses methodological trade-offs and limitations before concluding with a set of broader reflections on the significance of the findings, their relevance beyond IoC-related CPD, and the gaps they reveal in research and practice.

9.1. Reassessing the Working Assumptions in Light of the Results

This research began with a set of working assumptions about how HEIs engage with IoC-related CPD. The findings largely confirmed some of these assumptions, challenged others, and introduced more nuance to how we understand institutional support and individual engagement.

A1: HEIs that intentionally align their strategy for IoC with targeted CPD initiatives and the specific needs of academics will demonstrate a higher uptake among participants.

An IoC strategy alone did not make a difference in CPD uptake and stability. The data suggest that CPD initiatives were more stable and experienced fewer challenges around participation when institutional support went beyond strategic documents, demonstrated through leadership commitment and financial investment, together with a prior needs assessment informing the CPD design. In these cases, CPDs ran smoothly and did not struggle with low enrolment. When only one of these elements was present, CPDs still operated but often faced uncertainty and low attendance. Notably, CPDs that lacked both were often paused or suspended unless they were mandatory, in which case participation was ensured by policy rather than demand. This aligns with Bolander Laksov et al.'s (2024) observation that for educational development activities to effectively support the institution, a clear anchoring in the organisational operations is needed. The CPDs that were paused typically lacked this anchoring, illustrating how insufficient integration with institutional priorities and structures can undermine their continuity.

A2: There will be a limited number of CPD initiatives available at Swedish HEIs with a limited number of participants registering, resulting in low engagement and uptake.

This assumption was only partly supported. More CPD initiatives than expected were offered (n = 13), but attendance was generally low, especially for non-mandatory courses, where participant numbers ranged from 4 to 15. This reflects a broader challenge of voluntary CPD engagement in Swedish HE.

A3: Most Swedish HEIs lack a comprehensive understanding of the specific needs and preferences of their academics regarding CPD related to IoC.

This assumption was confirmed. Only four institutions had conducted any form of needs assessment prior to offering CPD, and just two had attempted to evaluate its longer-term impact. This points to a reactive rather than proactive approach in CPD planning, where courses are often designed in isolation from actual academic needs.

B1: CPD programs will be more powerful for participants when they align with the participants' expectations and anticipated outcomes.

This assumption was partly supported. Alignment between participants' expected learning and the CPD's intended learning outcomes was consistently associated with more positive reactions, including higher perceived satisfaction and helpfulness, as well as with learning related outcomes such as higher perceived learning gains, stronger confidence development, and shifts in perceptions of internationalisation of the curriculum. At the same time, this alignment did not translate into behavioural change, as participants whose expected learning closely matched CPD objectives were less likely to implement extensive changes in their teaching practice. Taken together, these findings suggest that alignment supports relevance, engagement, and learning, but that substantial changes in teaching practice depend more on challenge and conditions for enactment than on alignment alone.

B2A: Academics who participate in CPD initiatives will demonstrate increased confidence and competence in internationalising their curriculum, which will be reflected in their professional practice.

This assumption was partly supported. Learning related to the CPDs' intended learning outcomes increased over time across all participant personas. Confidence development, however, was uneven. While some personas showed substantial increases in confidence, others showed stable or declining confidence at the post-post stage. This indicates that learning gains were more

consistent than confidence gains. This difference can be explained by confidence being more strongly influenced by motivational and personal factors and by engagement with challenge, whereas learning gains were more strongly associated with institutional and departmental support. Moreover, increases in learning or confidence did not automatically translate into changes in teaching practice. Behavioural change depended more on contextual conditions, such as autonomy, time, and institutional support, than on learning or confidence development alone.

B3B: Academics participating in CPD initiatives will be highly engaged employees who already have a strong interest in internationalisation and possess intrinsic motivation to engage in professional development activities.

This assumption was clearly challenged. Intrinsic motivation was indeed linked to better outcomes, but the main driver for attendance across all participants was utility motivation: career progression or institutional obligation. CPD engagement was less about pure enthusiasm and more about navigating academic careers and institutional demands.

9.2. Re-examining the Theoretical & Conceptual Framework

This research was informed by two theoretical perspectives: Expectancy-Value Theory (EVT) and the Job Demands–Resources (JD-R) theory. Both shaped the analysis of participants' motivation, engagement, and CPD outcomes.

9.2.1. Expectancy-Value Theory – Partly Confirmed

EVT suggests that motivation and engagement are highest when individuals expect to succeed (expectancy), see value in the activity (value), and perceive the associated costs to be low. In this research, high intrinsic and attainment motivation (expectancy for value) was clearly linked to better outcomes, such as higher satisfaction, greater perceived helpfulness, increased confidence, and the implementation of more substantial changes in teaching practice. Similarly,

high expectations for teaching enhancements (expectancy for success) were associated with bigger implemented changes, more perceived helpfulness, and even shifts in how participants perceived IoC.

However, one surprising finding directly challenged EVT's cost logic. The theory predicts that high perceived cost should undermine motivation and outcomes, but in this research, the opposite occurred. Participants who expected and experienced more demands or challenges often reported stronger outcomes. Those who found internationalising their teaching more challenging post-post-CPD tended to report greater confidence gains and implement bigger changes. Those who faced obstacles during CPD or perceived less institutional support were often the ones making more substantial changes in practice and even influencing their teaching teams/departments.

These outcomes did not result from the cost itself but despite it. Academics found ways to adapt by reshaping their teaching roles and practices to overcome barriers. EVT had no vocabulary for this kind of adaptation. Variables such as academic workload, which EVT would suggest as important, did not show a consistent direct effect on outcomes. This exposes EVT's main weakness: it remains too focused on expectancy, value, and cost in isolation, without accounting for the contextual processes that make the difference.

Looking at personas makes this clearer. Sceptics, with low expectancy and value and high cost, engaged very little—exactly as EVT would predict. But for Emerging Teachers, higher perceived cost seemed to drive better outcomes. For Innovators and the Committed but Constrained, high expectancy, value, and cost, combined with contextual conditions like autonomy or structural barriers, not captured by EVT, explained their outcomes. In short, EVT explained part of the picture but could not fully account for the complexity of actual engagement.

In this way, the limitations of EVT identified in previous research, particularly its lack of contextual consideration, were evident in this research too (Eccles & Wigfield, 2002).

In summary, EVT was useful for highlighting links between value, expectancy, and outcomes, but it failed on cost. It could not account for why higher cost was sometimes linked to better outcomes. This gap points to the relevance of Job Demands–Resources theory, which explicitly considers the balance of demands and resources and offers a framework for understanding how academics adapt under pressure through strategies such as job crafting.

9.2.2. Job Demands–Resources Theory – A Contextual Lens

The nine propositions of JD-R theory proved effective for interpreting the interplay of factors shaping academics' engagement with CPD for IoC. The first proposition, which posits that all job characteristics can be viewed as demands or resources, captured the wide range of variables analysed in this research. This adaptability allowed for a nuanced understanding of how institutional, departmental, and individual factors interacted to influence CPD experiences and outcomes.

The second proposition distinguishes between the health impairment and motivational processes triggered by demands and resources. This was clearly visible in the Committed but Constrained persona. Despite being perceived as champions of internationalisation and showing strong intrinsic motivation and commitment, they faced high institutional demands and structural barriers that generated strain, discouraging sustained engagement and limiting positive outcomes. This illustrates the health impairment process, where excessive demands overwhelm available resources.

The third proposition highlights job resources as buffers against job demands. In this research, institutional and departmental support functioned as important job resources that helped

academics manage demands and achieve better learning outcomes, such as learning acquisition and changes in perception. However, these supports were not consistently linked to implementation of changes in teaching practice, showing that resources alone cannot guarantee application.

The fourth proposition focuses on personal resources such as optimism, self-efficacy, and resilience as moderators of job demands. These personal resources also correlate with access to job resources. This may help explain why Innovators achieved better outcomes than other personas despite facing higher demands than, for example, the Committed but Constrained. Innovators' higher intrinsic motivation and personal resources likely helped them manage demands more effectively.

The fifth proposition suggests that academics with stronger personal resources are more likely to engage in CPD and benefit from it. However, contrary to expectations, this study found that personal assets and psychological resources played a smaller role in outcomes than motivational and expectation-based factors. Variables such as expectations for teaching enhancements, having direct challenges to address, and intrinsic motivation were more significant predictors of satisfaction, perceived helpfulness, confidence, and implemented changes. Prior experience, including years of teaching and familiarity with IoC, also contributed to more positive outcomes, especially regarding perception change and implementation.

The sixth proposition focuses on job crafting, which refers to how employees proactively shape and modify their work roles to better align with their skills, interests, and goals. This concept is particularly relevant for CPD participation, as academics who can exercise autonomy and adapt their teaching roles may be more motivated and able to implement new practices. In this research, several personas exemplified job crafting. Innovators, Parachutes and Emerging

teachers often faced significant demands but actively sought opportunities to integrate IoC into their teaching, adjusted course elements to fit new approaches, and leveraged available resources creatively. This ability to reshape their work appeared to help them overcome challenges that the Committed but Constrained, despite similar levels of motivation, were unable to navigate. For instance, Parachutes, although lacking formal autonomy, also put notable effort into adapting their practice. They frequently collaborated with course coordinators or programme managers to introduce changes, showing persistence in working around structural barriers. Emerging Teachers shared similar constraints but, like Parachutes, managed to implement moderate changes by leveraging relationships. Job crafting, whether in a fully autonomous or constrained form, helps explain why some personas were able to translate CPD learning into practice while others, despite similar motivation, could not.

The seventh and eighth propositions describe cyclical processes of gain and loss. The gain cycle, where engagement generates more resources, contrasts with the loss cycle, in which persistent high demands without adequate support lead to escalating strain and disengagement. This framework illuminates the experience of the Committed but Constrained persona, who appears trapped in a loss cycle where high demands combined with insufficient resources result in ongoing strain, hampering sustained professional growth and IoC.

Finally, the ninth proposition highlights the importance of daily fluctuations in personal resources and work-life interactions. Given the blurred boundaries between work and personal life common in academic work, this aspect strongly influenced participants' ability to engage consistently with CPD activities, as reflected in some of the participant quotes presented in the findings.

Taken together, JD–R gave language to what EVT could not. It captured the contextual conditions, adaptive strategies, and teaching environments that shaped CPD outcomes. It shows why job crafting, workload, and autonomy in course design were decisive in this research, rather than expectancy, value, and cost alone.

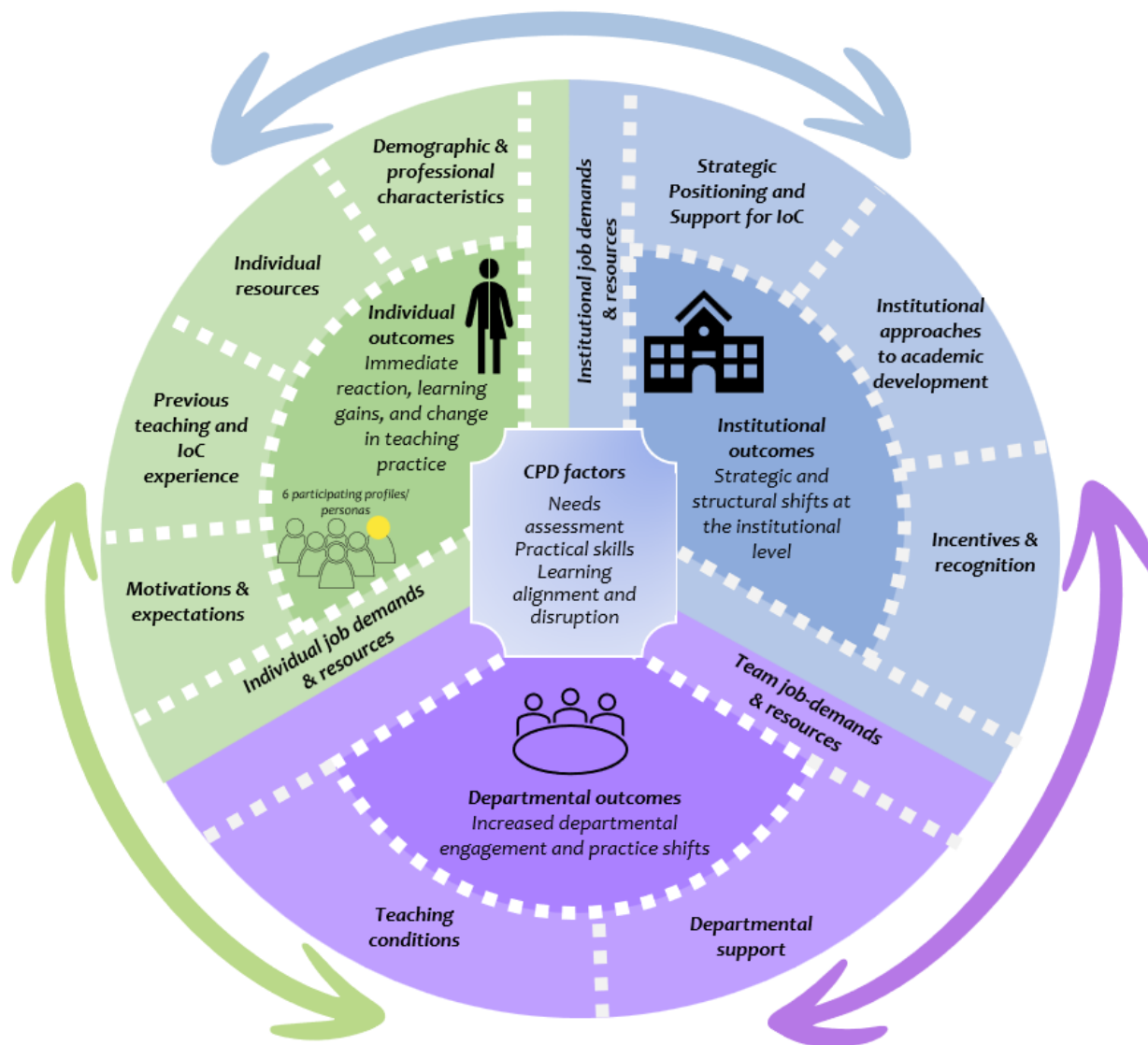
At the same time, the data did not always fit neatly within the JD–R framework. Personal and psychological resources played a smaller role than anticipated, while motivational and expectation-based factors were more influential. The expected buffering effect of job resources was also inconsistent, particularly when it came to translating learning into changes in teaching practice. The findings highlight that teaching conditions, especially workload and autonomy in course design, shaped implementation outcomes. Job crafting often mediated whether CPD learning was successfully applied. While these conditions fall within JD–R’s conceptualisation of demands and resources, their practical impact on CPD outcomes warrants explicit attention. Understanding the teaching conditions of participants may therefore be a key factor for institutions that aim to support academics in applying CPD learning in their teaching practice.

9.2.3. Implication for the Conceptual Framework

The findings led to significant refinements and expansions of the original conceptual framework introduced in Chapter 4 (see Section 4.4). Figure 29 presents the updated conceptual framework, reflecting these changes.

Figure 29

Updated Conceptual Framework of Factors Influencing CPD Engagement and Outcomes for Internationalisation of the Curriculum



One of the refinements involved the clearer separation and positioning of job demands and resources as a distinct level within the framework. By placing these factors more clearly across individual, departmental, and institutional levels, the updated model enhances conceptual

clarity regarding how demands and resources operate contextually and influence CPD engagement and outcomes.

At the individual level, the framework now incorporates six empirically grounded personas that capture the diverse ways academics engage with CPD and experience its impact. This addition reflects heterogeneity among participants in terms of motivations and expectations, previous teaching and IoC experience, perceived institutional and departmental support, and their post-CPD actions. Among these, Pedagogical Innovators stood out as the most prominent job crafters, implementing the most substantial changes in their teaching practice. The construct previously termed motivational beliefs has been refined to motivations and expectations to better capture nuanced drivers of engagement. The category of personal resources was retained, but its meaning shifted: while optimism or resilience played only a minor role compared to motivations and expectations, job crafting emerged as the central mechanism enabling academics to adapt to challenges and translate CPD into practice.

At the departmental level, empirical findings prompted the removal of disciplinary differences, which were not evident in the data. Instead, the framework now highlights teaching conditions such as teaching load and course design autonomy as key influences on CPD implementation and outcomes. In addition, departmental support was introduced as a distinct factor, as it was shown to positively shape learning gains and changes in academics' perceptions of IoC.

At the institutional level, the construct Strategic Positioning of Internationalisation was revised to Strategic Positioning and Support for IoC, emphasising operational commitment beyond formal strategy documents. Likewise, Approaches to Academic Development and Professional Learning was updated to Institutional Approaches to Academic Development,

underscoring how institutions view and support academic development and teaching more broadly. In addition, incentives and recognition were included, reflecting how promotion criteria, rewards, or other forms of acknowledgement shape academics' willingness to engage with CPD and IoC.

Most importantly, the updated framework introduces a central, distinct layer dedicated to CPD design factors. This layer captures key features, including needs assessment prior to CPD, provision of practical skills and tools, and learning alignment and disruption. The latter refers to the extent to which CPDs' intended learning outcomes align with participants' expectations, as well as the disruptive "aha" moments and challenges that can prompt deeper reflection and changes in practice. These design-related variables function as a distinct and powerful influence that interacts dynamically with both individual and contextual conditions, sometimes moderating or disrupting the motivational and engagement pathways posited by traditional EVT and JD-R models.

Another refinement concerns the way outcomes are conceptualised. While the initial framework distinguished outcomes broadly as changes in individual motivation, behaviour, and action, and shifts in departmental and institutional cultures and practices, the updated model provides a more nuanced view. At the individual level, outcomes are now differentiated into immediate reactions (perceived satisfaction and helpfulness), learning (perceived confidence gain, change in IoC perception and learning gains across knowledge and understanding, skills and abilities and judgment and approach), and behaviour (changes in teaching practice). At the departmental level, outcomes were seen in teaching teams, such as greater engagement with IoC and shifts in departments' everyday practice. At the institutional level, outcomes took the form of broader strategic and structural changes, shaped by leadership priorities and approaches to

academic development. This refinement reflects the greater complexity revealed in the empirical data and highlights how CPD outcomes unfold differently across levels.

Together, these refinements create a more detailed, layered model consisting of personal and motivational factors at the individual level, structural and contextual factors at the departmental and institutional levels, and pedagogical and design factors centred on CPD itself. This comprehensive framework provides a stronger theoretical and empirical foundation for understanding the variability in CPD engagement and outcomes across diverse academic contexts.

9.3. Tensions, Contradictions, and Surprise Findings

Challenges in Institutional Backing for Internationalisation of the Curriculum

This research highlights a central paradox: while many institutions publicly endorse IoC, the actual systems of support remain fragmented and inconsistent. Strategies, budgets, workload policies, and evaluation mechanisms rarely connect into a coherent whole. In practice, this means responsibility for IoC is often diffuse or absent, leaving academics and quality managers to navigate expectations without clear mandates. As Van den Hende et al. (2023) argue, strategies without clear rationales, outcomes, and monitoring quickly collapse into empty rhetoric.

The data here showed this clearly. Having an IoC strategy did not predict the existence of CPD or systematic evaluation of IoC. Strategies alone did not matter. What mattered were budgets. Institutions with dedicated IoC budgets offered more tailored CPD, more sustained initiatives, and ecosystems such as workshop series or Communities of Practice. Formal time allocations, by contrast, showed no significant association, revealing a deep misalignment between financial and structural support. Recognition and reward structures were also weak,

raising a further question: how can incentives be extended beyond senior academics to engage adjuncts and emerging staff?

The Swedish requirement that academics demonstrate pedagogical development for associate professorship (docentur) partly explains why many participants in this study were already experienced. Yet if CPD is to reach the broader teaching community, institutions must look beyond these formal career steps. Emerging academics and adjuncts will only engage if recognition and incentives are designed with their realities in mind.

In sum, the findings point to a conclusion: budgets, not strategies, drove CPD. Without operational commitment that combines strategy with leadership action, financial investment, recognition, and monitoring, even the most well-designed CPD remains fragile. Rhetorical endorsement alone will not move IoC forward.

Institutional Support and Individual Agency: Paradoxes and Challenges in CPD Implementation

Building on the theme of institutional support, it might be expected that strong institutional or departmental support would enable more extensive implementation of changes in teaching practice resulting from CPD. Interestingly, however, participants who reported lower levels of institutional and departmental support often reported implementing larger changes. One possible explanation is that, paradoxically, this greater autonomy motivates highly engaged academics to take individual responsibility for change. Another explanation, aligned with Pleschová's (2025) observations, is that these highly motivated innovators, often seen as champions within their departments, implement changes *despite*, rather than because of, the institutional obstacles they face. This research explains it through job crafting. Another nuance is that in all three CPDs, the participating HEIs provided the same kind of institutional support. At each of these institutions, leadership emphasised IoC as important, which naturally created

expectations for academics. Yet academics perceived these expectations very differently, even within the same institution or department. This highlights that while supportive environments are valuable, committed individuals can drive significant change even under less favourable conditions. With the right institutional support, however, the outcomes of these motivated participants might be even greater, enabling them to accomplish more and sustain their impact over time.

Challenges of Institutional Anchoring and Continuity in CPD Initiatives

This research revealed that all CPD initiatives for IoC developed by individual actors without wider institutional anchoring were eventually paused. Their fragility underscores a crucial point: initiatives driven by single enthusiasts, however well designed, cannot be sustained in the absence of organisational integration. This raises fundamental questions about the continuity and long-term value of CPD when it is not institutionally owned. Literature supports this finding. Cannon and Hore (1997) argue that professional development lacking institutional backing risks becoming wasted effort, while Bolander Laksov et al. (2024) stress that pedagogical work must be structurally embedded to be effective. The often fragile CPD offerings provided by higher education pedagogy centres reflect this challenge and show how CPD for IoC remains vulnerable unless firmly anchored in institutional priorities and structures.

Academics Beyond Disciplinary Boundaries: Persona-Based Insights into CPD Engagement

Moving from institutional structures to individual academics, this research suggests looking beyond disciplinary affiliation as the main way to understand academics' engagement with internationalisation of the curriculum. Disciplinary differences have traditionally been used to explain how academics engage with IoC and CPD, but the idea of strict disciplinary

boundaries feels increasingly outdated, especially as more study programmes become cross-disciplinary and academics frequently work across these traditional borders.

For example, Eftekhari (2025) reviewed literature on academic disciplines and noted that most studies, which tended to be qualitative, reported differences across disciplines. She then conducted a quantitative study using the widely cited Biglan's framework for classifying academic disciplines to test these claims, but found no statistical differences between disciplines. Eftekhari argued for new ways to group disciplines to better understand their orientation toward internationalisation.

I would rather say we should stop putting people into groups and look at people—academics—instead. It is they who are implementing IoC regardless of their disciplinary affiliation. In this research, ten factors across four areas, namely prior teaching and IoC experience, motivation and expectations, perceived institutional and departmental support, and post-CPD actions, were found to be statistically significant and more relevant than discipline itself. This variation was captured through the persona model developed in this research, which groups participants based on these factors to better explain differences in engagement and outcomes.

These findings suggest that relying on disciplinary categories oversimplifies the complex realities of academics' identities and engagement and overlooks meaningful individual and contextual differences. Teaching identities evolve over time and across contexts, with academics increasingly moving across disciplines. Their professional identity is shaped less by discipline alone and more by institutional culture, structural conditions, and evolving roles within academia, as shown in Henkel's (2005) work on academic identity, Archer's (2008) analysis of academic careers, and Whitchurch's (2008, 2013) studies of professional boundaries.

Interestingly, Pleschová's recent book *The Long-Term Effects of Educational Development Programmes: Collaboration, Trust and Leadership* (2025) also adopts a personas-based approach to explore the sustained impact of professional development on academics. Pleschová followed 19 academics five or more years after their CPD completion and, similar to the findings here, did not find differences based on disciplinary affiliation, gender, or whether CPD was voluntary or mandatory.

Pleschová's personas: Pragmatic Teacher, Enthusiastic Student-Centred Innovator, Dedicated Teacher Frustrated with Their Institution and Converted Teacher-Centred Scholar, align surprisingly well with the personas developed in this research. For example, her Innovators and Frustrated Teachers closely resemble the Innovators and Committed but Constrained personas here. The Pragmatic Teacher shares features with the Sceptics, although Sceptics in this research tend to be more seasoned, experienced teachers, while most participants in Pleschová's study were emerging teachers. Likewise, the Converted Teacher shares features with the Parachutes in this study. Two personas from this research, the Emerging Teacher and Reserved Observer, were not present in Pleschová's study. The absence of an Emerging Teacher persona in her work may reflect the fact that most of her participants were at earlier career stages.

Importantly, this research complements Pleschová's work by incorporating insights from Expectancy-Value Theory, which highlights the decision-making processes of academics and helps explain not only what personas do but also the underlying reasons for their engagement.

CPD Design Debate: The Role of Disciplinary Specificity versus Cross-Disciplinary Approaches

Another tension worth revisiting is whether CPD should be organised on a disciplinary or cross-disciplinary basis. In this study, only the Sceptics explicitly expressed a need for discipline-specific CPD. In contrast, other participants noted that higher education pedagogy

courses focus more on how to teach rather than what to teach. Considering that the analysis of CPD content showed most courses addressed generic, transversal topics such as diversity, inclusion, and intercultural competence (see Section 6.1.5.2 on the ILOs' analysis), and that no significant disciplinary differences emerged, this study challenges the assumption that CPD should be discipline-specific (Roxå & Mårtensson, 2012).

Instead, the findings point towards the value of cross-disciplinary approaches that reflect the varied realities captured in participant personas, including teaching autonomy and pedagogical maturity, rather than relying on disciplinary categories. Foundational formats may be best suited to Observers, Emerging Teachers, and, in some cases, Parachutes, who benefit from structured guidance, conceptual clarity, and opportunities to build confidence. More advanced formats are better aligned with Sceptics, Innovators, and the Committed but Constrained, who tend to be more experienced, critical, or already active in internationalisation. Across all groups, CPD needs to offer practical skills and concrete strategies that academics can apply directly in their teaching.

Aligning CPD Delivery with Academic Preferences and Skill Development Demands

Building on this, the findings also raise questions about *how* CPD is delivered. Most Swedish HEIs currently rely heavily on course-based CPD. While this structure proved effective in several respects, the findings also point to opportunities for improvement. Interestingly, most participants initially preferred shorter workshops or informal collaborative formats. Yet post-CPD feedback showed a clear shift: nearly all came to value the course-based approach. This suggests that, despite early reservations, courses were effective in providing the qualities participants had expected from alternative formats. Hybrid formats generated the highest

satisfaction, offering both flexibility and opportunities for interaction, while fully online formats were often criticised for weak engagement and limited peer exchange.

At the same time, the course format did not meet all needs. Experienced academics in particular expressed a desire for deeper peer interaction and more discipline-specific support. These were not always framed as calls for mentoring or coaching, but they do indicate that complementary formats beyond traditional courses may better serve this persona.

Another important insight, consistent with Silander and Stigmar (2023), is that academics consistently need CPD to provide practical skills. When this was missing, participants often described their learning needs as unmet, regardless of the format. This raises the question of whether formal courses are always the best vehicle. A series of shorter workshops or more flexible, skills-focused formats may be a better fit, especially given concerns that some courses remain too theoretical.

When Misalignment Drives Change

Returning to the theme of CPD design, alignment between expectations and learning outcomes was positively associated with satisfaction, perceived helpfulness, and confidence and learning gains, but it did not predict implementation of concrete changes in teaching. By contrast, CPD initiatives where the content or intended outcomes diverged from initial expectations often led to more substantial behavioural changes. This was most evident in the ‘aha’ moments that disrupted existing practices and in moments of challenge that led to an increase in confidence. This suggests that while alignment supports reaction and learning-related outcomes, behavioural change was more closely linked to moments of challenge that disrupted established assumptions rather than to alignment itself. These findings suggest that meaningful

professional development is often balanced by a spark of discomfort rather than by confirming what participants already believe.

The importance of Needs Assessment

A recurring theme across this research was the clear positive impact of prior needs assessment on CPD outcomes. When CPDs were designed based on a systematic understanding of participants' needs, they consistently resulted in higher levels of satisfaction, perceived helpfulness, greater confidence, changes in IoC perception, and the implementation of bigger changes. This finding aligns closely with the results from the alignment analysis, which showed that strong alignment between CPD intended learning outcomes and participants' expected learning was associated with more positive reactions, stronger confidence development, and higher learning gains. Needs assessment appears to be a key mechanism through which such alignment is achieved. By clarifying what academics expect and need before the CPD begins, needs assessment helps ensure that CPD objectives are relevant, well-targeted, and meaningful to participants. It also legitimised the programme in the eyes of participants and was associated with fewer concerns about participation rates. Together, these findings highlight the importance of institutional responsiveness and design intentionality in creating a strong foundation for engagement.

Designing for Relevance, Learning from Disruption: Needs Assessment and Misalignment in CPD

One might ask: "if misalignment between expectations and course content can lead to more significant changes in teaching practice, why not skip the needs assessment altogether?" The findings of this study suggest otherwise. Needs assessment and misalignment operate at different levels and serve different purposes. Needs assessment reflects institutional

responsiveness: a design strategy that ensures CPD is broadly relevant, context-sensitive, and aligned with the needs of its audience. It helps build legitimacy and encourages early engagement. Misalignment, by contrast, is experienced within the learning process itself. It occurs when course content challenges personal expectations, prompting critical reflection, re-evaluation, and in many cases, deeper change (Brookfield, 2017; Mezirow, 1991).

Crucially, the power of misalignment depends on a foundation of relevance and trust. Without a well-designed and context-aware structure, it risks being seen as irrelevant or off-putting. But when embedded in a CPD that participants perceive as meaningful and credible, misalignment becomes a productive force. Designing for growth is therefore not about choosing between needs assessment, which provides alignment and relevance, and misalignment, which provokes reflection and change, but about sequencing these elements effectively.

Teaching Environment and Timing: Challenges in Translating CPD into Practice

A recurring finding was the considerable time gap between completing CPD and having opportunities to apply new learning. Many participants, including highly motivated ones, described delayed or missed chances to implement changes due to academic calendars, teaching rotations, institutional planning cycles, or unexpected logistical challenges. These delays weakened the connection between learning and practice, with some reporting that insights faded before they could be put into use.

This highlights the central role of teaching conditions in shaping how and when academics translate CPD into practice. Prior research echoes this point. Pleschová (2025), for example, shows that workplace environments strongly influence teaching, sometimes in ways that contradict what academics intend to apply after CPD. The findings here similarly suggest that the impact of CPD is filtered through contextual constraints. For instance, while many CPDs

addressed internationalising intended learning outcomes, several participants had little or no autonomy over course design. Such constraints created a mismatch between the skills acquired and what could realistically be implemented.

When Confidence Drops: Reframing Post-CPD Declines as Growth

A final intriguing finding was that many participants reported lower confidence in internationalising their teaching after CPD, especially in the post-post phase. More participants also rated IoC as more challenging after CPD than before. While this might appear to be a negative outcome, it more likely reflects a deeper, more realistic grasp of the complexity involved. Rather than signalling disengagement or failure, this drop in confidence can be read as a form of intellectual humility — an acknowledgement of nuance, limitations, and the scope of change required (Krumrei-Mancuso, 2025).

Importantly, the decline was most visible among those who actively attempted to implement changes in their teaching practice. For these academics, reduced confidence signalled not a loss of commitment, but a clearer recognition of the real challenges of IoC. In this sense, declining confidence represents cognitive maturation and critical reflection, not diminished value of CPD.

9.4. National Context and Transferability of Findings

The findings of this research are shaped by features of the Swedish higher education system that may have influenced both the provision and the uptake of IoC-related CPD. In Sweden, most IoC-focused CPD is offered at an advanced level, meaning that participants typically complete it after fulfilling the recommended 15 ECTS in higher education pedagogy. This sequencing ensures that academics have an established pedagogical foundation to build on,

which may not be the case in countries where such qualifications are not widely required or promoted.

Sweden has also had a strong policy and practice emphasis on student-centred learning for several decades (Stensaker, 2018). This long-standing orientation may contribute to lower resistance to pedagogical development compared with contexts where student-centred approaches are less established. In addition, the Swedish higher education student body is both diverse and international in composition. Approximately 25% of residents in Sweden were born outside the country, making cultural and linguistic diversity part of the everyday teaching environment rather than something that emerges solely from the presence of international students. This context may influence how academics perceive and engage with IoC, as it is embedded in their routine teaching experience.

At the same time, several findings are likely to have broader relevance beyond Sweden. The high workload pressures and competing demands reported by academics in this study mirror patterns documented internationally (Inamorato et al., 2019), suggesting that the challenges of sustaining engagement with IoC-related CPD are not unique to Sweden. Similarly, the importance of aligning CPD objectives with participants' expressed learning needs, providing practical and directly applicable tools, and ensuring institutional follow-up are principles that resonate with research on academic development in general (Li et al., 2021; Roxå & Mårtensson, 2012; Silander & Stigmar, 2021).

Overall, while the Swedish policy environment, pedagogical culture, and demographic realities form a distinctive backdrop for this study, many of its core findings are transferable. HEIs across the globe share structural challenges such as massification, managerial governance, workload intensification, and increasing expectations around internationalisation (Barnett, 2000).

These shared dynamics suggest that the conditions shaping CPD engagement in Sweden may also resonate in other contexts, even though the precise configurations of policy and institutional frameworks differ.

The following section turns to the methodological trade-offs and limitations that also influence how the findings should be interpreted.

9.5. Methodological Trade-offs and Limitations

Institutional vs Departmental Focus

This research focused on institution-wide CPD initiatives and did not include departmental-level efforts. This choice was partly pragmatic, as a national-level study could not feasibly access or analyse departmental practices across all HEIs. More importantly, the institutional level aligned with the research questions, which centred on how CPD connects with strategy, structure, and uptake. However, this scope means that smaller-scale or grassroots departmental CPD initiatives were not considered, even though they could play a key role in shaping academics' engagement with IoC (Roxå & Mårtensson, 2009). Future research could zoom in on departmental practices to complement these findings.

Variation in Interview Timing

Because of participants' scheduling constraints, some interviews were conducted at the start of the CPD rather than beforehand as originally planned. This timing risked recall bias, as participants might have drawn on their initial CPD experiences rather than their pre-course expectations (Hassan, 2005). To minimise this, they were explicitly asked to recall their thoughts and motivations from before the CPD began. Nonetheless, this variation in timing may have affected the consistency of pre-course data.

Timeframe of the Longitudinal Study

The study followed participants' development for approximately 9 to 12 months after CPD, aiming to capture medium-term effects. While this offers more insight than immediate post-course evaluations, some meaningful changes, particularly around behavioural change or team-level practices, likely require a longer time horizon to emerge (Kirkpatrick & Kirkpatrick, 2006). A two to three year follow-up might better capture those dynamics, but this was not feasible within the PhD timeframe.

Self-Reported Data and Alternative Approaches

The study relied heavily on self-reported data from surveys and interviews. While this approach enabled access to a wide range of perspectives across contexts, it carries the risk of social desirability bias or selective recall (Podsakoff et al., 2012). Alternative options, such as analysing course syllabi or observing teaching practices, were considered. However, these proved methodologically unworkable: not all participants had autonomy over syllabi, and direct observation of teaching was not feasible due to the wide range of institutions, courses, and scheduling constraints. To reduce these risks, multiple datasets were collected across different phases and triangulated, which helped strengthen the validity of the findings. Given these considerations, self-reporting was judged as the most appropriate approach within the aims of this research.

Interview Format

Most interviews were conducted online. This was necessary to enable broad participation across institutions, reduce environmental impact, and manage the study's logistical complexity. While remote interviews may limit interpersonal depth or access to non-verbal cues (Archibald et al., 2019), the consistency and feasibility they provided outweighed these limitations.

Small Sample in Phase 3: Longitudinal Tracking of Academics

The third phase of this research involved following a subset of academic participants through three data collection points (pre-, post-, and post-post-CPD) via both interviews and surveys. This phase included 15 participants, which is a relatively small number. However, as noted in Chapter 3, this sample size is common in educational research, and other studies regularly include similar numbers of participants (Lauridsen, 2017). Many CPD initiatives had low overall enrolment during the research period, with some having fewer than 10 participants. Notably, for CPD 2 and CPD 3, more than half of all course participants took part in the study. While the small sample size might limit the generalisability of findings, it allows for in-depth longitudinal insight into participants' experiences, changes in perception, and behavioural outcomes, aligning with Patton's (2015) argument for the value of information-rich cases in qualitative inquiry. Trustworthiness was supported by examining multiple variables and looking for consistent tendencies across the data. The limited sample size also mirrors a core challenge explored in the research itself: low CPD participation, particularly in non-mandatory offerings. As such, the small sample is both a limitation and a reflection of the broader engagement dynamics in the field.

Of course, one could argue that identifying six personas in a sample of 15 participants is too many. However, the personas reflect the real-world complexity of academic careers and motivations toward CPD. Collapsing them risks oversimplification and loss of interpretive power, and their validity is further supported by statistically significant findings across the dataset.

9.6. Concluding Reflections

This chapter concludes with three reflections that highlight the broader significance of the study's findings, identify key contextual constraints, and point to important gaps in the current literature.

First, the interviews revealed that high workload and chronic time pressure were an almost universal reality for participants. Academics frequently referred to working nights, engaging in CPD during their free time, and managing competing demands under sustained stress. This aligns with the broader picture of unsustainable working conditions described in Chapter 2, where structural overload, unpaid extra work, and competing responsibilities limit the time and energy available for professional development (SFS, 2023; SULF, 2021). These conditions form an important backdrop for interpreting CPD engagement and outcomes, as they shape both the capacity and the willingness of academics to participate fully in CPD.

Second, although this research specifically investigates IoC-related CPD, its findings resonate beyond this focus and speak to broader questions about academic development in higher education. The findings related to academic engagement with CPD revealed here are likely relevant to other curriculum innovations, such as sustainability, digital transformation, or inclusive teaching. This suggests that insights gained from studying IoC can inform strategies to enhance academic development and professional learning across diverse areas, supporting a more integrated and holistic approach to improving teaching and learning. Likewise, these findings can also be applicable to IoC more broadly, as they shed light on how academics engage with internationalisation of the curriculum beyond formal professional development.

Third, a significant problem is that IoC is rarely recognised or framed as a form of curriculum innovation in higher education. Instead, it is mainly discussed within the literature on

international higher education, while research on academic development and professional development largely ignores it. These fields operate in silos, despite sharing the common aim of improving teaching and learning within the curriculum. This disconnect is evident not only in research but also in strategic documents at both institutional and national levels. For example, the Swedish National Quality Assurance System for Enhanced Quality of Higher Education and Research does not explicitly prioritise internationalisation within its academic development agenda, despite emphasising Sweden's role in attracting international students. This gap is particularly striking given prominent scholars' arguments that curriculum internationalisation fundamentally revolves around teaching quality and the enhancement of good teaching practices (Lomer et al., 2021; Zou & Timmermans, 2025). Bridging these silos in both research and policy could strengthen academic development by more fully integrating internationalisation into frameworks for professional learning and curriculum innovation.

This chapter has brought together the key findings of the research, critically reflecting on the original assumptions, theoretical and conceptual frameworks, and existing research. It has explored how institutional, individual, and design factors interact to influence CPD engagement and outcomes for internationalisation of the curriculum. Both expected and surprising results were highlighted, along with methodological considerations. The following Conclusion chapter builds on these insights by presenting the study's overarching conclusions, practical recommendations, and directions for future research.

CHAPTER 10: CONCLUSION

This study set out to investigate how Swedish higher education institutions (HEIs) design, deliver, and support the internationalisation of the curriculum (IoC) through continuing professional development (CPD) initiatives and broader institutional support, and to identify the conditions under which these efforts are effective, relevant, and sustained. Guided by two overarching research questions, it examined the types and objectives of CPD and institutional support available, the organisational factors shaping CPD provision, and the ways in which CPD aligns with academics' expectations and teaching contexts. It also explored how three selected CPD initiatives contributed to professional outcomes, from shifts in attitudes and confidence to changes in teaching practice and departmental or institutional engagement. Using a longitudinal, multiphase mixed-methods design and drawing on Expectancy–Value Theory and Job Demands–Resources theory, the study captured both immediate and longer-term effects.

This chapter synthesises the main findings, considers their implications for theory, practice, and policy, and identifies directions for future research before closing with a final reflection.

10.1. Key takeaways

The key takeaways presented in this section respond directly to the knowledge gaps identified in Chapter 3. In particular, this study addresses the limited empirical evidence on CPD impact beyond the individual level, the scarcity of longitudinal and mixed-methods research on CPD for the Internationalisation of the Curriculum, the underuse of motivational and organisational theory in explaining academic engagement, and the lack of studies situated in non-English-speaking higher education systems. By combining a longitudinal, multiphase mixed-methods design with theory-informed analysis and empirically developed participant personas,

and by examining outcomes at individual, departmental, and institutional levels within the Swedish context, this study offers a distinctive and integrated contribution to research on CPD for IoC.

What further distinguishes this work is its analytical scope and its attempt to capture the complexity of CPD as it unfolds in real academic settings. Rather than isolating a single outcome or explanatory factor, the study examines a wide range of interrelated variables, including CPD design features, participant motivations and expectations, teaching conditions, institutional and departmental support structures, and opportunities for implementation over time. This makes it possible to trace how these elements interact and helps explain why similar CPD initiatives lead to very different experiences and outcomes for different academics. In doing so, the study moves beyond simplified or linear accounts of CPD impact and offers a more holistic picture of CPD as it is experienced in practice.

- Key takeaway 1: Engagement with CPD for IoC follows six distinct pathways, captured through the participant personas. These pathways differed in academics' prior teaching and IoC experience, their motivation and expectations, the degree of departmental or institutional support available, and the post-CPD actions they took. This challenges the tendency to treat academics as a homogeneous group in professional development and highlights that the same initiative can generate very different outcomes depending on how academics approach it and what support they receive.
- Key takeaway 2: CPD design features strongly shape outcomes. The study identified several CPD design features that were consistently associated with more positive outcomes for academics. Needs assessment ensured that initiatives addressed real concerns, while practical skills were decisive for impact: their absence was the most

frequently cited reason for unmet needs, while their presence was consistently linked to higher satisfaction, perceived helpfulness, confidence, and shifts in perception. Learning alignment supported perceived relevance and positive engagement, reflected in higher satisfaction, perceived helpfulness, confidence gains, and learning gains, while productive disruption was often associated with “aha” moments that encouraged participants to reflect critically and improved their confidence.

- Key takeaway 3: Job-crafting and teaching conditions shape whether learning turns into change. Variation in IoC implementation was not explained by motivation or learning alone. Capacity for job crafting and teaching conditions played a decisive role in whether CPD participation translated into concrete change. Some academics were able to adapt their roles and practices to implement changes even under difficult conditions, while others facing the same challenges could not move forward. Structural factors such as workload and autonomy in course design also determined what could realistically be implemented, even when motivation and confidence were high. These findings show that CPD effectiveness depends not only on what academics learn, but also on the conditions under which they are expected to act. Recognising and addressing these conditions is therefore crucial if CPD is to achieve sustained impact.
- Key takeaway 4: Existing theories explain engagement only partially and need to be extended through CPD design and persona-based analysis. The findings show that Expectancy–Value Theory and Job Demands–Resources theory explain important aspects of academics’ engagement with CPD, but are not sufficient on their own. While these frameworks account for part of the variation in motivation, expectations, and perceived resources or demands, they do not fully capture the influence of CPD design features or

the diversity of engagement patterns revealed by the personas. By integrating these elements into the updated conceptual model, the study refines how engagement with CPD can be theorised and evaluated.

Taken together, these findings show how CPD functions as an institutional mechanism through which higher education institutions can enable academics to engage meaningfully with the internationalisation of the curriculum. By clarifying how CPD design features, structural conditions, and individual agency interact over time, the study responds directly to the need identified at the outset of this thesis: to understand what kinds of CPD support academics' confidence, competence, and teaching practices in sustainable ways. This integrated perspective is essential for HEIs seeking to move beyond isolated initiatives towards forms of professional development that can make a tangible difference for teaching and for students' learning in increasingly internationalised classrooms. The implications of these findings for theory, practice, and policy are discussed in the sections that follow, before turning to directions for future research.

10.2. Theoretical Implications

This study applied Expectancy–Value Theory (EVT) and Job Demands–Resources (JD-R) theory in the context of CPD for the internationalisation of the curriculum, a novel application given the lack of previous studies using these frameworks in this field. The findings confirmed EVT's predictions that expectancy for success and value are associated with more positive outcomes. However, the role of perceived cost diverged from the theory: higher anticipated effort and challenge were often linked to more substantial outcomes. Rather than reducing engagement, these challenges prompted academics to adapt their approaches and work around constraints, a process that resonates with the concept of job crafting in JD-R theory. This suggests a refinement

of EVT in this context, where cost can act as a catalyst for deeper learning rather than as a deterrent.

JD-R theory provided a valuable lens for understanding the interplay between individual, departmental, and institutional factors. Job resources such as leadership support, teaching autonomy, and collegial collaboration buffered demands, although their influence on implementation was uneven. Personal and psychological resources played a smaller role than expected, while motivational and expectation-based factors proved more decisive. These findings highlight the need for JD-R applications in higher education to attend more carefully to how motivation interacts with resources and demands in shaping CPD outcomes.

This study also contributes an updated conceptual framework that places CPD design factors—such as needs assessment, provision of practical skills, and learning alignment and disruption—at the centre. These design features interact dynamically with individual, departmental, and institutional conditions, underlining that theories of CPD engagement must account more explicitly for design-related influences.

The introduction of empirically grounded personas further advances theory by offering a nuanced typology of academic engagement with CPD for IoC. While EVT and JD-R help explain parts of the variation, they do not capture the combined influence of motivations, expectations, contextual constraints, and teaching conditions. The personas bring these dimensions together into coherent profiles that make visible the diversity of ways academics participate in CPD and act afterwards. They provide a more integrated way of linking individual characteristics with departmental and institutional contexts, offering a basis for both future research and theoretical refinement.

The theoretical contributions outlined above also have practical significance. By demonstrating how CPD design features, individual drivers, and contextual conditions interact in shaping outcomes, the study identifies concrete entry points for facilitators, institutions, and policy makers. The persona framework and updated conceptual model are not only theoretical contributions but also practical tools that can guide decisions across different levels of the higher education system.

10.3. Practical Implications

The following sections outline implications at three levels: CPD facilitators, higher education institutions, and policy makers. Each begins with a synthesis of the most relevant findings, followed by targeted recommendations.

Practical implications for CPD facilitators

The findings confirm and extend earlier research on effective academic development (see Chapter 3, Section 3.4.4) while pointing to concrete ways in which facilitators can strengthen the design, delivery, and follow-up of IoC-related initiatives. Needs assessment at the design stage emerged as essential for ensuring that CPD content is relevant, context-specific, and aligned with participants' priorities. Systematically engaging with potential participants beforehand enables facilitators to adapt both scope and format, thereby increasing relevance, uptake, and continuity.

The results also underline the importance of highly practical, hands-on content. Strategies and tools that can be directly applied to participants' own teaching contexts, including settings with varying levels of teaching autonomy, were consistently more likely to meet expressed needs and to support implementation.

Equally, stronger alignment between ILOs and participants' expected learning would enhance impact. Ensuring that ILOs are realistic, measurable, and achievable within the course design helps connect CPD aims with tangible results.

Another important finding is that CPD can prompt accelerated growth when it introduces productive challenges. Elements that do not fully align with participants' existing views or practices can create "aha" moments that encourage critical reflection and open space for new approaches.

Yet, the findings also indicate that emerging academics with limited teaching experience often benefit less from CPD than their more experienced peers. Scaffolding, mentoring, or supplementary resources can help these participants translate learning into practice.

Support beyond the CPD event itself is also needed because opportunities for implementation often arise months after course completion. A systematic follow-up such as check-ins or targeted activities can help participants apply new strategies and sustain outcomes.

Finally, collaboration with quality managers can strengthen the institutional embedding of IoC-related CPD. Aligning CPD with quality assurance frameworks makes outcomes more visible, formally recognised, and integrated into study programmes reviews.

Recommendations for CPD facilitators

1. *Prioritise needs assessment* by systematically engaging with academics before design to increase relevance, uptake, and continuity.
2. *Provide highly practical, hands-on content* by focusing on strategies and tools directly applicable to participants' teaching contexts (including settings with limited autonomy).
3. *Strengthen alignment between CPD ILOs and participants' actual learning* by ensuring ILOs are realistic, measurable, and achievable within the course design.

4. *Incorporate productive challenge* by including elements that do not fully align with participants' existing views or practices, creating "aha" moments that prompt re-examination of assumptions and accelerate growth.
5. *Draw on the persona framework* to recognise distinct patterns in academics' motivations, engagement, and working conditions. Use these insights to adapt IoC-related CPD content, activities, and follow-up accordingly.
6. *Support emerging academics* through targeted scaffolding, mentoring, or additional resources.
7. *Provide post-CPD support* through systematic activities or check-ins to support participants in implementing changes in their teaching practice.
8. *Collaborate with quality managers* by aligning IoC-related CPD with quality assurance frameworks to embed outcomes in formal recognition processes and study programme reviews.

Practical implications for higher education institutions

For HEIs, the findings confirm the importance of providing academics with time and formal recognition, as highlighted in earlier research (Leask, 2015; Lomer et al., 2021). They also point to specific ways in which institutional support for IoC-related CPD can be strengthened.

The findings show that financial commitments alone, while often perceived as an easy fix, do not resolve the challenges of CPD provision or uptake. Although such resources may signal leadership commitment, their impact depends on being converted into academic capacity through mechanisms that translate funding into time allocation, formal recognition, and accessible CPD provision.

The participant group, largely composed of experienced academics, suggests that differences in incentive structures affect participation. Senior academics often engage in CPD to fulfil pedagogical merit requirements linked to promotions, whereas younger and adjunct academics may lack this motivation. Recognising and valuing their participation in CPD can help ensure broader engagement.

Pedagogical innovators who engaged in job-crafting despite heavy conditions often managed to implement changes and remained enthusiastic champions of IoC. They were the only personas who influenced their departments. Yet without recognition and support from their departments and institutions, these academics risk exhaustion over time, with the danger of shifting into the Committed but Constrained or Experienced Sceptics personas.

The findings also show that internationalisation was not consistently embedded in qualification-bearing pedagogy courses, despite recommendations from the Association of Swedish Higher Education Institutions (SUHF). This gap limits the extent to which all academics gain a basic exposure to IoC. Embedding internationalisation in such courses would provide a shared foundation, which could then be complemented by IoC-targeted CPD for those seeking deeper learning.

The findings also reveal a fragmented landscape of support for IoC. Greater alignment between leadership commitment, strategic frameworks, funding, workload policies, CPD provision, recognition, and evaluation mechanisms could strengthen the overall system. Where IoC is framed not only as a pedagogical innovation but also as a quality marker, quality managers can play an important role in integrating it into institutional processes.

Finally, given that many Higher Education Pedagogical Centres faced uncertainty and the risk of discontinuing IoC-related CPD, stability in provision is critical. This involves ensuring

that HPCs have the capacity to operate consistently, as well as providing institutional anchoring and recognition to individual champions developing IoC-related pedagogical activities. Such measures are essential for embedding IoC, rather than leaving it dependent on short-term projects or individual initiative.

Recommendations for higher education institutions

1. *Do not over-rely on financial support.* While resources may signal leadership commitment, they should be paired with mechanisms that translate them into time allocation, recognition, and CPD provision.
2. *Strengthen system coherence.* Align leadership commitment, strategies, funding, workload allocation policies, CPD provision, recognition, and evaluation mechanisms as part of a unified system of support.
3. *Embed IoC as a quality dimension within institutional quality assurance* and quality enhancement frameworks, ensuring it is systematically addressed in study programme reviews, evaluations, and recognition processes, with quality managers involved in implementation.
4. *Address disparities in incentives.* Recognise and support the CPD attendance and IoC contributions of younger and adjunct academics, who may lack formal promotion-related incentives to engage.
5. *Recognise and support pedagogical innovators* who engage in job-crafting, to ensure their commitment to IoC remains sustainable and does not result in overload or burnout.
6. *Ensure that internationalisation is explicitly included in qualification-bearing higher education pedagogy courses* and complement this foundational exposure with IoC-targeted CPD opportunities for those seeking deeper learning.

7. *Ensure stability of IoC-related CPD provision* by securing the operational capacity of Higher Education Pedagogical Centres and providing institutional anchoring to individual champions who wish to initiate and develop CPD for other academics.

Practical implications for policy makers

At the policy level, the findings highlight a lack of coordinated national support for IoC, particularly in relation to CPD and quality assurance. While responsibility for implementation currently lies with individual HEIs, this decentralised approach has left IoC dependent on local champions and short-term initiatives, with few opportunities for systematic exchange of practice or development of shared approaches across institutions. CPD facilitators interviewed for this study often described working in isolation, with few opportunities to exchange strategies or address shared challenges. This points to the need for a structured national platform where IoC and related CPD can be discussed jointly, building on existing SUHF expert groups in internationalisation or pedagogy.

The findings also suggest that Sweden could benefit from a stronger national coordinating body for IoC, similar to NUFFIC in the Netherlands or Movetia in Switzerland. These agencies provide strategic guidance, professional development, and resource coordination, helping to embed internationalisation into teaching and learning across the sector (Vermeulen et al., 2025). Assigning a more active role to the Swedish Council for Higher Education (UHR) could help bridge the current gap between the lack of national coordination and the challenges faced by individual institutions.

Finally, the absence of IoC in the National Quality Assurance Framework sends a mixed signal about its importance. If internationalisation is enshrined in the Higher Education Act, it should also be explicitly embedded in national quality processes. This would not only signal

policy commitment but also help ensure that IoC is integrated into study programmes' design, evaluation, and institutional review, rather than remaining an optional or marginal activity.

Recommendations for policy makers

1. *Establish a platform or forum* where IoC and CPD-related questions can be addressed jointly, for example within existing SUHF working groups on internationalisation or HE pedagogy.
2. *Assign a national body such as the Swedish Council for Higher Education a more active role* in supporting IoC.
3. *Embed IoC explicitly in the National Quality Assurance Framework* to ensure it is treated as a core element rather than an optional or marginal consideration.

10.4. Broad Implications

This research, while focused on IoC-related CPD, also offers insights with wider relevance. The findings show how academics engage with professional development, what shapes their motivation to participate, how they judge its relevance, and which conditions enable them to translate learning into practice. They also shed light on how academics respond to curriculum innovation more broadly. In this way, the insights extend in two directions: from IoC-related CPD to professional development in other domains, and from IoC as a curriculum innovation to other quality-focused changes such as sustainability, digital transformation, or inclusive teaching.

The findings highlight the value of bridging the fields of academic development and internationalisation. Despite their shared concern with improving teaching and learning, these areas often operate in silos in both research and practice. More integrated approaches could help ensure that curriculum internationalisation is recognised as a form of pedagogical innovation,

embedded in the same strategic, developmental, and quality processes that support other teaching-related priorities.

For policy makers and institutional leaders, the research offers conceptual and practical tools to diagnose weaknesses and design more sustainable, relevant, and inclusive CPD structures, even in systems with different resources or traditions. The updated conceptual framework, combining Expectancy–Value Theory, Job Demands–Resources theory, and design-related variables, provides a lens for understanding how personal, contextual, and design factors interact in shaping engagement and outcomes. The persona framework translates this complexity into accessible profiles that can guide decisions about CPD targeting, content, and follow-up.

The research contributes a new framework for explaining how academics engage with CPD and IoC. This framework can be tested and adapted in other settings and has the potential to refine how engagement with CPD and IoC is understood, capturing more clearly how individual, departmental, institutional, and design factors interact to shape academic development and to support higher education’s capacity to address broader societal challenges.

10.5. Future Research

Building on these implications, several directions for further investigation emerge. The empirically developed persona framework could be tested with a larger and more diverse sample to examine its robustness and refine its categories. Expanding the dataset would allow for statistical validation of the patterns identified here and to explore how they might vary across career stages, institutional types, and various contexts.

Another promising avenue is comparative research in other national contexts to assess the transferability of the conceptual framework and findings. Given the particular features of the Swedish system, such as advanced-level IoC-related CPD provision, long-standing emphasis on

student-centred learning, and a highly diverse student body, similar studies in systems with different policy environments and pedagogical traditions could clarify which dynamics are context-specific and which are more universal.

The finding that English-speaking academics tended to report better outcomes also warrants closer examination, including whether this pattern reflects linguistic confidence or other factors that shape engagement and implementation.

Future research could also explore how to better motivate and support low-motivation personas, who were less likely to translate CPD participation into changes in practice.

Understanding what incentives, forms of support, or CPD designs might engage these groups more effectively would provide valuable insights for increasing the reach and impact of IoC-related CPD.

Finally, future studies would benefit from extending the longitudinal perspective beyond the time frame of the present research. Following participants over a longer period could offer deeper insight into how CPD-related learning is sustained, adapted, or fades over time, and how initial intentions translate into longer-term pedagogical and organisational change. Such extended follow-up would be particularly valuable for capturing delayed implementation, cumulative effects, and the interaction between individual development and evolving institutional conditions.

Final Remark

Taken together, the findings underline that the effectiveness of curriculum innovation, whether in IoC or other domains, depends on recognising the interplay between professional development design, institutional conditions, individual factors, and the realities of academic work. Sustained impact is unlikely to emerge from any one of these elements in isolation; it is their alignment that ultimately shapes lasting change.

DECLARATION ON THE USE OF AI

I declare that I am the author of this thesis and acknowledge the use of generative Artificial Intelligence (AI) tools, in line with the Centre for Higher Education Internationalisation guidelines, which encourage responsible engagement with AI. During the process of writing this thesis, I used AI-assisted writing support (ChatGPT by OpenAI, <https://chat.openai.com/chat>) to help clarify my ideas, improve the flow of the text, and refine the expression of complex findings. All content, interpretations, and arguments presented in the thesis are entirely my own and grounded in the data I collected and analysed. The use of AI was limited to editing and language support and did not replace my critical thinking, analytical work, or scholarly judgement. This form of support is consistent with accepted academic practices of seeking editorial feedback and does not compromise the integrity of the research.

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APPENDIX

ANNEX 1: SEARCH STRATEGY FOR CPD

(TITLE-ABS-KEY ("professional development" OR "competence development" OR support* OR train* OR advanc* OR engag* OR prepar* OR equip*)) AND (TITLE-ABS-KEY ("teaching staff" OR "academic staff" OR academics OR "university teacher*" OR faculty)) AND (TITLE-ABS-KEY (internationali*ation OR (internationali*ing W/3 (progra* OR course*)))) AND (EXCLUDE (PUBYEAR , 1998) OR EXCLUDE (PUBYEAR , 1997) OR EXCLUDE (PUBYEAR , 1996) OR EXCLUDE (PUBYEAR , 1994) OR EXCLUDE (PUBYEAR , 1993) OR EXCLUDE (PUBYEAR , 1991) OR EXCLUDE (PUBYEAR , 1990) OR EXCLUDE (PUBYEAR , 1988) OR EXCLUDE (PUBYEAR , 1987)) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "ch") OR LIMIT-TO (DOCTYPE , "cp") OR LIMIT-TO (DOCTYPE , "bk")) AND (LIMIT-TO (LANGUAGE , "English"))

ANNEX 2: INSTITUTIONAL SURVEY

Continuing professional development of educators for internationalisation of curriculum at home in Swedish Higher Education Institutions

[Survey's landing page]

INTRODUCTION

The filling in of this survey is intended to provide an understanding of what institutional support is currently provided to educators working in Sweden for internationalisation of teaching and learning, also known as internationalisation at home or internationalisation of the curriculum.

This survey forms part of a PhD study conducted by Lucie Weissova under the supervision of Dr Jeanine Gregersen-Hermans and Assoc Prof Craig Whitsed at the Center for Higher Education Internationalisation, Università Cattolica del Sacro Cuore in Milano, Italy. The study is partly financed by the STINT (Swedish Foundation for International Cooperation in Research and Higher Education) (grant no. GR2022-22). More information about the project can be found [here](#).

This survey's ethical clearance was obtained by successfully meeting the IRCCS criteria. The study is carried out after ethical approval by the ethics committee at Università Cattolica del Sacro Cuore on March 21, 2023 (no. 0009094/23). The data will be used for the purposes of the present study and any possible publication that ensues, while always preserving the anonymity of respondents.

Your participation contributes to the generation of research-based recommendations for the development and provision of CDP opportunities for academic staff for

internationalisation at home within the Swedish higher education context. If you are interested in the findings of the study, please leave your email address at the end of the survey and you will be contacted once the results are published.

Thank you for agreeing to complete this institutional survey!

COMPLETING THE SURVEY

Before beginning, please note the following information:

Definitions

For the purposes of this project, the terms:

“Educators” refers to individuals within higher education institutions who are involved in the theory and practice of teaching and learning.

“Institution” refers to higher education institution (HEI) as a whole (not separate departments, faculties, academies, or schools).

“Internationalisation at Home” refers to the internationalisation at home and the interrelated concept of ‘internationalisation of the curriculum. For this study, it is understood as a process of incorporating international, intercultural, and global dimensions into the formal curriculum (intended learning outcomes, teaching & learning activities, and assessment) done by educators with the aim to provide all students with a global learning experience in a culturally inclusive learning environment.

“Professional development for academics for internationalisation at home” could for example refer to formal (structured) learning opportunities

for academic staff aimed at enhancing their capability, knowledge, and skills as educators in internationalising learning contexts and/or environments (i.e. course in teaching in an international classroom, utilising inclusive learning environment, language diversity in an international classroom, preparing globally competent teachers etc.)

Collecting institutional data

We want **one completed survey per institution**. However, respondents are welcome (and indeed encouraged) to consult with whoever they want within the institution who may have relevant insights into the questions posed. The kinds of individuals that may be most valuable to consult in the completion of this survey include those who hold positions of responsibility within your institution and who have one or both of the following characteristics:

- Expertise in relation to the internationalisation work at your institution (as e.g. UNSI/HÖNSI representative, internationalisation strategist, vice-rector for internationalisation) and/or
- Insights into the professional learning experiences of the educators at your institution (i.e., those who engage in higher education support for teaching and research, e.g., educational developers).

The best way to get a meaningful picture of the support provided to teachers to promote internationalization of teaching and learning is to include input from multiple sources (for example, vice-rectors for education and research, educational developers, staff at higher education pedagogical centers; HR department).

PRACTICAL INFORMATION

It takes approximately 30 minutes to complete this survey.

This survey will be open until 30-05-2023.

This survey consists of 25 questions across 3 sections:

1. Internationalisation strategy, priority, and benefits
2. Resources and training
3. Respondent information

Before you start, you can download a copy of the survey in order to review or print out the questions so that you will have an idea of the information requested. Again, please remember we are seeking **one completed survey per institution**.

You will be able to change your responses on any survey page until you press “Done” button at the end of the survey. You can return to the survey to pick up where you left off and/or edit previous responses until you click the “Done” button (note that this setting will work properly only if you use the same device and web browser you used to start the survey).

The survey is provided both in Swedish and English language. Choose the language that suits you best.

The comment field can be used for providing more concrete information or for sharing your thoughts. Please feel free to contact Lucie Weissova at luci.weissova@gmail.com if you have any question/s.

INFORMED CONSENT

By answering this survey, I confirm that I have read the information about the survey; I have had the opportunity to ask questions about the study, and I have received satisfactory answers to these questions, and any additional details requested. I understand my answers will be saved (encrypted) for ten years unless I request this cannot be done; I understand that I may withdraw from the study without

penalty at any time by advising the researchers of this decision; I understand my data will be anonymously used for scientific publications.

INTERNATIONALISATION STRATEGY, PRIORITY & BENEFITS

1. Strategy. Does your institution have an internationalisation strategy?
- Standalone strategy
 - Comment: If yes, please share the link to the strategy
 - Internationalisation included in overall institutional strategy
 - Faculty-level strategies only
 - Strategy is under development
 - No strategy
 - Don't know

Comment:

2. Is the rationale for engaging with internationalisation at the institutional level clearly articulated in strategic documents?
- Yes
 - If yes, what is the main rationale? Comment:
 - No
 - Don't know

Comment:

3. Benefits. What benefits of internationalisation are important for your institution? Please rate the level of importance for each item.
- Enhanced international cooperation and capacity building
1 (not at all important) – 6 (very important)
 - Enhanced internationalisation at home
1 (not at all important) – 6 (very important)
 - Enhanced prestige/profile for the institution
1 (not at all important) – 6 (very important)
 - Improved graduate employability
1 (not at all important) – 6 (very important)
 - Improved quality of teaching and learning
1 (not at all important) – 6 (very important)
 - Increased international awareness of/deeper engagement with global issues by students
1 (not at all important) – 6 (very important)
 - Increased international networking by faculty and researchers
1 (not at all important) – 6 (very important)
 - Increased/diversified revenue generation
1 (not at all important) – 6 (very important)
 - Opportunity to benchmark/compare institutional performance within the context of international good practice
1 (not at all important) – 6 (very important)
 - Strengthened institutional research and knowledge production capacity
1 (not at all important) – 6 (very important)

Other benefit/s:

Free text:

4. Does your institution use a template for performance assessment that includes internationalisation efforts?

- Yes
 No
 Don't know

Comment:

5. Is internationalisation included as an aspect of the course evaluation done by students at the conclusion of a course?

- Yes
 No
 Don't know

Comment:

6. Is there a specific strategy for internationalisation at home?

- Yes
 If yes, please describe or share the link:
 Strategy is under development
 No
 Don't know

Comment:

7. The responsibility for internationalisation at home is clearly assigned

- Yes
 - Who is having the responsibility? (Free text)
 - where in the organization is this role located? (Free text)
 No
 Don't know

Comment:

8. There is an international education curriculum committee at the institutional level

- Yes
 No
 Don't know

Comment:

9. Has your institution defined a set of university wide learning outcomes, so called 'graduate attributes', related to international/global competences that all graduates must achieve?

- Yes
- Under development
- Only at some faculties/departments
- No
- Don't know

Comment:

10. In what concrete ways does your institution work with the internationalisation at home?

Free text

11. Does leadership at your institution regard internationalisation at home as:

- Very important
- Relatively important
- Not important
- Don't know

Comment:

12. Select the top three enablers that would support your institution in advancing internationalisation at home (select three)

- A. Well-designed, communicated, managed, and supported institutional strategy for internationalisation at home
- B. Recognition and reward for effort such as engagement in internationalization as part of the salary review.
- C. Appropriate workload allocation for curriculum review and renewal for enhancing internationalisation of the curriculum
- D. Academic staff are encouraged, supported, and rewarded to attend international conferences
- E. Professional development that incorporate support for internationalising teaching and learning within the discipline
- F. Assistance with practical issues such as how others have approached issues associated with internationalisation at home, e.g. internationalisation of learning outcomes
- G. Course/program team that work together to review and renew curricula
- H. Leaders who are committed to internationalisation at home at institutional, school, and degree program level
- Any others factors? Please specify:

Comment:

13. Select the top three challenges in advancing internationalisation at home in your institution. (select three)

- A. limited interest of academic personnel
- B. limited interest of Swedish students
- C. limited expertise of academic personnel
- D. lack of departmental strategy/support
- E. lack of institutional strategy

- F. lack of financial support
- G. absence of support/training
- H. inflexible curriculum to integrate international perspectives
- Any other challenges? Please specify:

Comment:

RESOURCES & TRAINING

14. Does your institution provide educators with some of the following resources?

A. A budget for developing courses with a focus on developing intercultural and international dimensions

- Yes
- It is done within existing budget
- No
- Don't know

Comment:

B. A grant programme (funding) for educators to internationalise study programmes and/or courses

- Yes
- No
- Don't know

Comment:

C. Workload allocation for educators for the curriculum development with a focus on internationalisation

- Yes
- No
- Don't know

Comment:

15. The questions in this section relate to the training and professional development opportunities **at the institutional level** offered to educators (e.g. activities increasing teachers' intercultural competence, supporting them in teaching in internationalized classroom, utilizing cultural diversity, facilitating virtual exchange, internationalizing learning outcomes, decolonizing curriculum, preparing students as global citizens, etc.). If you answer yes to some of the questions, there will be a few follow-up questions coming. Also, please use the comment box if you want to provide additional information.

A. A course organized by pedagogical center or similar unit

Yes

If yes: Follow-up questions:

What is the name of the course?

What is the scope of the course? (The length, e.g. number

of hours/ECTS)

How often is this course provided?

What department/group is facilitating this?

Name of person connected to this course who can be contacted for possible follow-up questions (name & email)

Is there a website providing more information? Please share a link (if there is any)

Comment

- Under development
If under development: What is planned?
- At the faculty/department level only
- No
- Don't know

Comment:

B. Mandatory higher education pedagogy course (behörighetsgivande) where internationalisation is part of the curriculum

- Yes

If yes, Follow-up questions:

What is the name of the course?

What is the scope of the course? (The length, e.g. number of hours/ECTS)

Approximately, how much space from the course is given to the internationalisation questions?

How often is this course provided?

What department/group is facilitating this?

Name of person connected to this course who can be contacted for possible follow-up questions (name & email)

Is there a website providing more information? Please share a link (if there is any)

Comment

- Under development
If under development: what is planned?
- At the faculty/department level only
- No
- Don't know

Comment:

C. One-off occasion seminars/workshops for educators

- Yes

If yes, Follow-up questions:

What is the name of the activity?

What is the scope of the activity? (The length, e.g. number of hours/ECTS)

How often is this activity provided?

What department/group is facilitating this?

Name of person connected to this activity who can be contacted for possible follow-up questions (name & email)

Is there a website providing more information? Please share a link (if there is any)

Comment

- Under development
If under development, what is planned?
- At the faculty/department level only
- No
- Don't know

Comment:

D. Series of seminars/workshops for educators

- Yes

If yes, Follow-up questions:

What is the name of the activity?

What is the scope of the activity? (The length, e.g. number of hours/ECTS)

How often is this activity provided?

What department/group is facilitating this?

Name of person connected to this activity who can be contacted for possible follow-up questions (name & email)

Is there a website providing more information? Please share a link (if there is any)

Comment

- Under development
If under development, what is planned?
- At the faculty/department level only
- No
- Don't know

Comment:

E. A community of practice (a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals)

Yes

Follow-up questions:

What is the name of the activity?

Frequency? (How often does the group meet?)

How often is this activity provided?

What department/group is facilitating this?

Name of person connected to this activity who can be contacted for possible follow-up questions (name & email)

Is there a website providing more information? Please share a link (if there is any)

Comment

- Under development
If under development, what is planned?
- At the faculty/department level only
- No
- Don't know

Comment:

F. Tailored support provided by the pedagogical center/unit or educational developers that work closely with individual teachers

and teaching teams when needed

- Yes
- Under development
- No
- Don't know

Comment:

G. A mentor programme

- Yes
If yes, with who acting as mentor/s? (what role)
Name of person connected to this activity who can be contacted for possible follow-up questions (name & email)
Comment
- Under development
- No
- Don't know

Comment

H. Collected online resources that are available to educators

- Yes
If yes,
Who is responsible for the resources? (what role)

Is there a website providing more information? Please share a link (if there is any)

Comment:

- Under development
- At the faculty/department level only
- No
- Don't know

Comment:

I. Other support:

Free text:

Comment:

16. What skills or topics are addressed in the activities offered to academic staff at your institution? Please check all that apply.

- A. No activities are offered at my institution
- B. Introduction to internationalisation
- C. Understanding the institution's internationalisation strategy
- D. Internationalisation of the curriculum / internationalisation at home initiatives & activities
- E. Virtual exchange / COIL
- F. International and intercultural learning outcomes
- G. Teaching in the international classroom
- H. Managing intercultural diversity
- I. Intercultural competence
- J. Intercultural communication
- K. English for international communication
- L. Other languages for international communication

- M. Internationalisation and social / community engagement
- N. Don't know
- Other – please specify
 - O....
 - P...
 - Q...

Comment

17. From the above list of skills, what three skills do you believe the academic staff at your institution most need for internationalising teaching and learning? Write down three letters e.g.: D, A, K. (Free text)

18. If little or no support is provided to academics, why do you think that is so? (open-ended question)

Free text:

19. If an overarching training for academics existed in Sweden (as a cooperation of a few HEIs or one HEI offering an open course to all educators in Sweden), how likely would your institution be interested in taking part in such a resource by offering this opportunity to your educators?

1 (very unlikely)

6 (very likely)

20. Comments box - here you can write in short about problems in collecting data and explain how you applied the terminology of some questions that could be considered ambiguous - explain in the way, that makes sense to your institution).

Comment:

IV. RESPONDENT INFORMATION

All respondents who wish to have access to the final report can leave their e-mail address in the box below

Contact information may also be used by the survey administrator for follow-up questions to clarify any uncertainties within the data provided by respondents. Your data is never shared for the purpose of marketing to or contact by third parties.

21. The name of the university*

22. Contact information

Name:

Email address:

23. Respondent job titles. Please provide the job titles (individual names are not necessary) of all of the individuals who were involved in, or were otherwise consulted in the process of, responding to this survey. This information will be kept confidential in any reporting about the survey, but is important in allowing us to have a clear understanding of the source(s) of the data provided.*

Free text

Thank you for taking part in this survey!

Your responses will be recorded after you press the **"DONE"** button.
Thank you for taking the time to respond to our questions.

ANNEX 3: SEMI-STRUCTURED INTERVIEWS WITH CPD FACILITATORS

INTERVIEW PROTOCOL – CPDs FACILITATORS

Thank you for your willingness to participate in this project and to be interviewed today. As you will have seen, I am studying the continuing professional development (CPD) and support available to educators working in Sweden for their work with internationalisation of teaching and learning and evidence of the value of such CPD initiatives.

By “educators” I am referring to individuals within higher education institutions who are involved in the theory and practice of teaching and learning. And regarding “continuing professional development”, I am focusing on activities provided to educators such as this activity facilitated by you.

The purpose of the interview is to provide empirical data for my Ph.D. study. The interview should last 40-60 minutes.

Before we begin:

- You have already received and signed the consent form, and read the project information sheet. Do you have any questions or concerns?
- Approval to record the interview: Is it ok for you that I record this interview?

As you have seen in the Consent form and the Project information sheet, neither your identity nor your responses will be accessible to other persons; throughout the process, I will be using pseudonyms/codes. You will be sent the transcribed interview for verification of the information provided.

I have a number of questions to ask you about your role, about the design, facilitation, assessment & evaluation of the CPD activity that you are involved in, and at the end, you will have time to share any other matters related to this topic or ask any questions that you have.

1. Let's talk about your role at the university.

- a) What is your role?
- b) What professional and education background do you have?
- c) For how long have you been the facilitator?
- d) How have you become one?
- e) Do you see yourself as an educational developer?
- f) Is there any cooperation with the pedagogical center/unit?
- g) Tell me about the people you work with on this activity
 1. Who are they?
 2. What are their roles?
 3. How do you work with them?

2. About your activity.

- a) For how long has the activity been in use?
- b) Tell me the background about how this activity has been developed?
- c) Any needs assessment prior to activity design? Is this process similar to the development of other new programmes and or activities?)
- d) What was the main motive for developing a course?
- e) What priorities have been made when creating the content?
- f) What is the length of the activity?
- g) When gives the course next time?
- h) How do you approach or deliver the activity?
- i) What instructional methods you might use?
- j) Is the activity ECTS bearing, or providing a certificate of participation or something else to participants upon successful completion?
- k) At what department in the organisation is the office/group facilitating this activity located?
- l) From whose budget is the activity funded?
- m) How is the activity promoted within your institution? Any special actions taken?

3. Tell me about when you run the activity, what is it like?

- a) How many participants usually take part in your activity?
- b) Why don't you think that there are more teachers attending?
- c) Is there any max number of participants?
- d) Who are your participants?
- Have you observed any participation patterns? E.g., certain gender, disciplines, or younger/older colleagues being over- or underrepresented? Why do you think that educators from certain disciplines attend the course while others do not?
- e) Do you welcome participants from other universities?
- f) What do you know about the participants' motivation to attend? Are they told to, driven by personal or professional interest, or anything else? Do you try to find this out before or at the start of your activity?
- g) Tell me about the types of expectations you think participants bring with them for the activity.
- Do you ask participants about their expectations before/or at the beginning of the activity?
- Why and how do you do that? (or why don't?)
- h) Are you also involved in the mandatory pedagogical courses as well?

- i) Do educators receive any incentives for their participation?
- j) Does everyone complete the activity, or what is the completion rate?

4. Assessment & evaluation.

- a) Is there any form of assessment of participants' learning upon course completion? And if so, what kind of?
- b) Do you do any evaluation at the end of the activity?
 - If yes, what have you learned from those?
- c) Is there any measurement of the outcomes of the activity after the course?
 - (e.g. how educators implement new knowledge into practice, Is there any effect on educators' peers in the department)
 - if it doesn't happen - do you have any thoughts on whether it is important, or how it could be done?

5. What are the main facilitation challenges that you have experienced?

6. Are there any success stories that you can share?

7. Something that surprised you during the activity facilitation?

8. Is there anything that we haven't talked about that you would like to share/add - reflections, questions, ideas or something else?

**ANNEX 4: PRE-, POST-, AND POST-POST SURVEY INSTRUMENTS FOR
PHASE 3**

4.A Pre-CPD Survey

Hello!

We appreciate your active participation in our research project focused on professional development in the context of internationalising education.

In this study, the term 'Internationalising of teaching' (or also called internationalisation of the curriculum) is understood as a process of incorporating international, intercultural and global dimensions into the formal curriculum (intended learning outcomes, teaching & learning activities, and assessment) done by academics with the aim to provide all students with a global learning experience in a culturally inclusive learning environment.

Kindly complete this survey before the course commences to help us gather valuable insights about you as a participant and to self-assess your skills aligned with the stated learning outcomes.

Rest assured, your responses will remain confidential, with restricted access limited to authorized individuals. The results of the study will be used only for scholarly purposes and will be processed at the group level. By submitting the survey, you give your consent to the research group to use collected data in the aforementioned purpose.

Completing the survey should take approximately 10 minutes of your time. Thank you once again for your valuable contribution.

Warm regards,

Lucie
University of Halmstad
University of Cattolica del Sacro Cuore, Italy

Which gender role do you identify with?

- Male
- Female
- Non-binary
- Prefer not to disclose

How old are you?

- 30 years or younger
- 31- 40 years
- 41-50 years
- 51-60 years
- 61-70 years
- Older than 70 years
- I wish not to share

How would you characterise your employment profile?

- Permanent
- Temporary, contract-based
- PhD student
- If other, please specify

Your academic title

- Adjunct instructor
- PhD candidate
- Research assistant
- Lecturer
- Assistant professor
- Associate professor
- Professor
- If other, please specify

Do you have a formal higher education pedagogical qualification (15 ECTS)?

- Yes, I have 15 ECTS
- I have pedagogical qualification from another country
- No
- In progress

How many years have you been teaching in higher education?

- I have not yet been teaching
- I have less than 2 years of teaching experience
- I have between 2- 5 years of teaching experience
- I have between 5 - 10 years of teaching experience
- I have between 10 - 20 years teaching experience
- I have more than 20 years of teaching experience

Time devoted to teaching duties. What percentage of your job is focused on teaching responsibilities?

- Less than 25%
- 25%-50%
- 51%-75%
- Greater than 75%

What kinds of professional international experience have you had? (Please select all that apply)

- I lived (or I am currently living) abroad
- I studied abroad as a student (degree or credit mobility; undergraduate, master or PhD)
- I completed a postdoc abroad
- I have taught abroad
- I have taught courses in a language(s) other than my native language
- I have conducted research abroad
- I have attended a conference(s) abroad
- None of the above

On the scale 1 to 6, to what extent:

	1 Not at all	2	3 Neither yes nor no	4	5	6 Very much	Don't know
is internationalisation of your teaching expected by your institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do you find it challenging to internationalise your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do you feel confident to internationalise your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do you feel currently supported by your institution in internationalising your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do you feel currently supported by your department in internationalising your teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you receive any support or incentives for attending this course?

- Yes
 No
 I don't know

Have you participated in any professional development related to internationalisation in the past?

- Yes
 No
 I don't know

What type of learning format do you prefer?

- Workshops/seminars
 Conferences on the related topics
 Cooperation and learning from and with my colleagues
 Self-learning through organised resources
 A course
 If other, please specify

Please assess your competence in the following areas related to the learning outcomes of the course: *Teaching in the global university*

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Don't know
I am able to define the range of institutionalisation of education at university with respect to teaching and learning, including the specific context (UK)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to explain the pedagogical implications of teaching and learning in higher education generally and describe the integration of theory/practice into teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to revise own course materials and teaching practices to use these contexts or concepts from an international perspective, justifying changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to examine a teaching innovation with a focus on the international dimension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to integrate pedagogical and/or digital skills to my course, making students become a self-directed world citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to identify opportunities and challenges for the development of international group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.B Post-CPD Survey

Please assess your competence in the following areas related to the learning outcomes of the course *(Please tick in the grid of responses)*

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Don't know
I am able to define the concept of institutionalisation of education, curriculum and its impact on teaching and learning, reflecting upon the specific context of BE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to explain the pedagogical implications of teaching and learning in light of the diversity and consider the consequences of these elements in your teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to revise own assumptions and teaching practice in order to consider children's economic, ethnic, gendered perspectives, pedagogy/curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to examine a teaching observation with a focus on the institutional framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to integrate perspectives related to globalisation into course, teaching materials to have a child-focused world view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to identify appropriate tools and strategies for the management of heterogeneous group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.C Post-post-CPD Survey

ANNEX 5: PRE-, POST-, AND POST-POST SEMI-STRUCTURED INTERVIEWS FOR PHASE 3

5.A Interview Guide for Pre-CPD Interview

Dear [Participant's Name],

Thank you for meeting me again!

This interview should take, as the previous interviews, approximately 30 minutes.

You have received and signed the consent form - do you have any questions or concerns?
Is it ok to record the interview again?

As the consent form and project information sheet outlines, your identity and responses will be confidential throughout the study. Pseudonyms or codes will be used to ensure anonymity. Additionally, you will be provided with the transcribed interview for verification.

During our previous interview after you completed the course, you discussed XXX activities you planned to implement in the upcoming period. Now, let's delve into how that went.

Towards the end of the interview, you will have the opportunity to share any additional thoughts on the topic or pose any questions you may have.

Before we begin, I kindly ask you to dedicate 5 minutes to complete a brief online survey – similar to the one that you filled out during our previous meetings.

Thank you for your time.

1. You have registered for this course, please tell me about the what you think you it will cover and what you might learn.
2. Please tell me why you registered for this course.
3. What expectations do you have for the course?

Follow-up: What do you think you will get out of the course?

Follow-up: Are there any specific challenges that you hope this course will help you address?

4. Have you already experimented with any internationalisation practices that you integrated into your regular teaching routines?

5. What do you think about your institution's internationalisation strategy?

Follow-up: How would you characterise your department's approach to the institution's internationalisation strategy?

Follow-up: How do you feel about this?

6. Do you discuss internationalising with your colleagues, and if so how would you characterise these conversations (e.g., positive, negative)?

Follow-up: What do your colleagues say or think about internationalisation of teaching?

Follow-up: How do you say your colleagues approach internationalisation of teaching?

7. How would you briefly describe your current workload?
8. Do you see any obstacles that could affect your participation and the take-away from the course?
9. Do you possess any personal assets (individual capacities) that you think will help you to maximise the outcomes of this course you are about to do?
10. In what ways do you think doing this course will enhance your teaching?

5.B Interview Guide for Post-CPD Interview

1. Do you think the course meet your expectations? if so in what ways, if not please explain.
2. What do you think you learned or skills you developed in the course?
3. Throughout the course, did you encounter any challenges or difficulties?
4. Did you have any notable “aha” moments or realizations?
5. What additional support or resources do you feel you need to feel fully prepared to begin implementing internationalization in your teaching?

6. Do you think your thinking about internationalising of teaching and learning has changed following the course? If so, in what ways? If not, can you explain.
7. Do you think you will tell your colleagues about the course and what you got out of it?
8. Among the various tools and models presented in the course, are there any that you found particularly insightful or beneficial in enhancing your teaching practice?
9. Please tell me about the level of autonomy you have to make adjustments in the curriculum
10. What changes will you make to your teaching to incorporate more internationalised practices?

And, Why?

11. What positive outcomes do you anticipate from implementing these changes in your teaching?
12. Thinking about the changes you will make, tell me about how much time and effort this will require and your thoughts on that.
13. Considering your workload and other work commitments, what level of priority do you think you will give to internationalising your teaching?
14. Please talk about what sorts of opportunities do you see for internationalising your teaching.
15. Please discuss challenges or impediments you see in connection to that.
16. What strategies or resources do you think could help mitigate or overcome these potential obstacles?
17. Did you find this form of Continuing Professional Development (CPD) to be suitable for your needs, or would you have preferred a different approach?

5. C Interview Guide for Post-Post-CPD interview

1. Have you implemented any changes in your classroom practice since completing the course?

If yes:

2. Could you tell me more about these changes you've made in your classroom practice since completing the CPD, particularly in relation to the internationalisation of your teaching?
3. Why did you choose to implement these specific changes in your teaching, and not other potential changes? (Why did you do all of this, and not less? Why did you not do more?)

How did the implementation of these changes go? Did you find it challenging or relatively smooth?

4. After the completed course, approx. how long did it take for you to start trying out changing/implementing new practices? And why?

Please tell me about the types of reactions or feedback you've had from your students about the changes you made or introduced.

5. Please elaborate whether you encountered any “aha” moments as a result of these changes in your teaching?

Are there any specific resources or tools that you found particularly useful in implementing IoC? And could you explain why they were beneficial?

6. Please discuss what value you think that these changes added to your teaching.

Can you tell me if you noticed any shifts within your teaching team, such as increased interest in internationalisation of teaching among your colleagues?

Follow-up: Have you provided support or guidance to others in this regard?

Follow-up: Additionally, have your colleagues acknowledged or commented on the changes you've implemented?

7. And at the institutional level, have you observed the application of skills acquired from the CPD within your organisation? Could you provide specific instances or examples?
8. Have you been thinking of any next steps?
9. If you could ask for any type of support or resources to help you implement internationalisation in your teaching, what would you ask for?

If not:

2. Do you still plan to?
3. If not – why?
- 13 If you could ask for any type of support or resources to help you implement internationalisation in your teaching, what would you ask for?

**ANNEX 6: OVERVIEW OF INSTITUTIONAL STRATEGIES, LEADERSHIP, QUALITY ASSURANCE, AND
RESOURCES FOR IOC AT SWEDISH HEIS (N = 26)**

				Strategy	Leadership	Reward	Quality Assurance &		Resources	
					Engagement	Structures	Responsibility			
Responding Institution	Status	Profile	Location	IoC strategy	Leadership	IoC part of	IoC in	Assigned	Workload	Funding
	U-university	(discipline	(u-big		thinks IoC	salary	course	responsibility	allocation	
	UC –	specific or	urban		is very	review	evaluations			
	university	comprehensive)	area)		important					
	college				(1-3)					
HEI 1	U	S	U		2					X
HEI 2	U	S	U	X	3					X
HEI 3	U	C	U	X	3					X
HEI 4	UC	S	U		2					X
HEI 5	UC	C	N		2			X		
HEI 6	UC	C	U		3			X	X	X
HEI 7	UC	C	N		2					X
HEI 8	U	C	N	X	2					X
HEI 9	UC	C	N		2	X				X

				Strategy	Leadership	Reward	Quality Assurance &		Resources	
					Engagement	Structures	Responsibility			
Responding Institution	Status	Profile	Location	IoC	Leadership	IoC part of	IoC in	Assigned	Workload	Funding
	U-university UC – university college	(discipline specific or comprehensive)	(u-big urban area)	strategy	thinks IoC is very important (1-3)	salary review	course evaluations	responsibility	allocation	
HEI 10	UC	S	U							
HEI 11	U	C	U	X	3		X	X		X
HEI 12	U	C	N		1					X
HEI 13	U	C	N	X	3					X
HEI 14	U	C	N	X	2			X	X	X
HEI 15	U	C	N		3			X	X	X
HEI 16	U	C	N		2	X				X
HEI 17	UC	S	U		3					X
HEI 18	U	C	U		3		X	X	X	X
HEI 19	UC	C	N					X	X	X
HEI 20	UC	C	N		2				X	X
HEI 21	U	S	N		2		X			

				Strategy	Leadership	Reward	Quality Assurance &		Resources	
					Engagement	Structures	Responsibility			
Responding Institution	Status	Profile	Location	IoC	Leadership	IoC part of	IoC in	Assigned	Workload	Funding
	U-university	(discipline	(u-big	strategy	thinks IoC	salary	course	responsibility	allocation	
	UC –	specific or	urban		is very	review	evaluations			
	university	comprehensive)	area)		important					
	college				(1-3)					
HEI 22	UC	S	N	X						
HEI 23	U	C	N	X						X
HEI 24	UC	C	N		3				X	
HEI 25	UC	C	N		2	X	X			X
HEI 26	U	S	U					X		

ANNEX 7: DETAILED PARTICIPANT-LEVEL CODING FOR ALIGNMENT

ANALYSIS

Table 1

Overview of How Well CPD Programmes Met Participants' Broad Expectations and Main Reasons for Misalignment

CPD	Participant	Persona	Expectation Level	Expectations Met?	Main Reason for Misalignment
CPD 1	P1	Sceptic	Low	Yes	-
	P2	Sceptic	Low	Partly	Lack of practical tools; perceived low content quality; lack of connection to research; perceived control; inefficient use of time
	P3	Observer	Moderate	Partly	Lack of practical tools
	P4	Observer	Moderate	Yes	-
	P5	Emerging	Moderate	Yes	-
	P6	Emerging	Moderate	Partly	Lack of practical tools
CPD 2	P7	Constrained	High	Yes	-
	P8	Parachute	High	Yes	-
	P9	Parachute	High	Yes	-
	P10	Parachute	High	Yes	-
	P11	Innovator	High	Yes	-
CPD 3	P12	Constrained	High	Partly	Lack of practical tools
	P13	Constrained	High	Unmet	Lack of practical tools
	P14	Innovator	High	Yes	-

CPD	Participant	Persona	Expectation Level	Expectations Met?	Main Reason for Misalignment
	P15	Sceptic	Low	Partly	Lack of peer interaction; questions about applicability to own discipline

Table 2

Alignment Between Participants' Expected and Actual Learning Outcomes, by CPD and Persona, Including Direction of Alignment

CPD	Participant	Persona	Alignment Between Expected and Learned Skills	Direction of Alignment
CPD 1	P1	Sceptic	Strong	Negative
	P2	Sceptic	Weak	Negative
	P3	Observer	Moderate	Negative
	P4	Observer	Moderate	Negative
	P5	Emerging Teacher	Moderate	Negative
	P6	Emerging Teacher	Moderate	Negative
CPD 2	P7	Committed but Constrained	Moderate	Mixed
	P8	Parachute Teacher	Moderate	Positive
	P9	Parachute Teacher	Moderate	Positive
	P10	Parachute Teacher	Moderate	Positive
	P11	Pedagogical Innovator	Strong	Positive
CPD 3	P12	Committed but Constrained	Weak	Negative
	P13	Committed but Constrained	Moderate	Mixed
	P14	Pedagogical Innovator	No data	
	P15	Sceptic	Strong	Positive

Table 3

Alignment Between Participants' Learning Needs and CPD Intended Learning Outcomes by Category and Persona

CPD	Participant	Persona	Knowledge & Understanding	Skills & Abilities	Judgement & Approach
CPD 1			5 ILOs	1 ILOs	3 ILOs
	P1	Sceptic	✓		
	P2	Sceptic	✓		
	P3	Observer	✓	✓	
	P4	Observer	✓	✓	
	P5	Emerging Teacher	✓	✓	
	P6	Emerging Teacher	✓	✓	
CPD 2			2 ILOs	3 ILOs	1 ILOs
	P7	Committed but Constrained	✓	✓	
	P8	Parachute Teacher	✓	✓	
	P9	Parachute Teacher	✓	✓	
	P10	Parachute Teacher		✓	✓
	P11	Pedagogical Innovator	✓	✓	
CPD 3			1 ILOs	1 ILOs	3 ILOs
	P12	Committed but Constrained		✓	✓
	P13	Committed but Constrained	No data		
	P14	Pedagogical Innovator	No data		
	P15	Sceptic	No data		

Table 4*Alignment Between CPDs' Intended Learning Outcomes and Reported Learning, by Outcome**Category*

CPD	Participant	Persona	Knowledge & Understanding	Skills & Abilities	Judgement & Approach
CPD 1			5 ILOs	1 ILOs	3 ILOs
	P1	Sceptic	✓		
	P2	Sceptic	✓		
	P3	Observer	✓		
	P4	Observer	✓		
	P5	Emerging Teacher	✓		
	P6	Emerging Teacher	✓		✓
CPD 2			2 ILOs	3 ILOs	1 ILOs
	P7	Committed but Constrained	✓	✓	✓
	P8	Parachute Teacher	✓	✓	✓
	P9	Parachute Teacher	✓	✓	✓
	P10	Parachute Teacher	✓	✓	✓
	P11	Pedagogical Innovator	✓	✓	✓
CPD 3			1 ILOs	1 ILOs	3 ILOs
	P12	Committed but Constrained	✓		
	P13	Committed but Constrained	✓		✓
	P14	Pedagogical Innovator	No data		
	P15	Sceptic	✓	✓	✓