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BC TOOLBOX

Stimulating Boundary Crossing Learning through the Learning Mechanisms

This document contains a visualization and aim of each of the boundary crossing learning mechanisms, and questions that can be asked to stimulate learning through each of the learning mechanisms. This document is useful for both educators and learners that want to develop their boundary crossing competence when working with multiple people/stakeholders from different backgrounds, experiences, expertise and/or practices.

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Link to BC/place on taxonomy

Learning materials, learning mechanisms, identification, coordination, reflection, transformation, explanatory materials on BC

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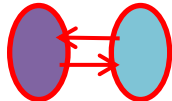
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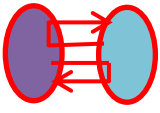
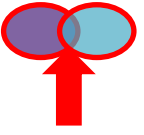
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Stimulating Boundary Crossing Learning through the Boundary Crossing Learning Mechanisms

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This table is adapted from: Gulikers, J., & Oonk, C. (2019). Towards a rubric for stimulating and evaluating sustainable learning. *Sustainability*, 11(4), 969. <https://doi.org/10.3390/su11040969>

Visualisation of the learning mechanism	Aim of the learning mechanism	What questions to ask yourself to stimulate the learning mechanism
	<p style="text-align: center;">Identification</p> <p>Gaining insight into complementarity and added value of the different practices around the boundary</p>	<ul style="list-style-type: none"> • What expertise do I have? • What expertise do I lack in the context of the problem at hand? • Who are the relevant stakeholders or (non-human) partners involved? • What is their expertise, stake and perspective, values, norms and emotions? • How do they relate to or conflict with each other?
	<p style="text-align: center;">Coordination</p> <p>Collaborating in a way to foster co-learning and shared understanding, hearing and involving everyone's voice. Often using boundary objects to cross practices.</p>	<ul style="list-style-type: none"> • How can I get the different stakeholders involved? • How do I approach the different stakeholders? • Am I aware of my jargon and how to reframe it? • How can we communicate and collaborate effectively? • How do I check for / stimulate (shared) understanding? • How do I give space to all perspectives? • What agreements do we make with each other? • What object can I use or develop to facilitate mutual communication

	<p><i>Reflection: Perspective making and taking</i></p> <p>Learning to see the problem through the eyes of another. Both defining and exchanging perspectives focused on mutual meaning making and connecting different perspectives and expertise.</p>	<ul style="list-style-type: none"> • Can I fully understand the other perspectives? How to improve this understanding? • What happens when I place myself in the shoes of others and consider their perspectives? • How can I make other stakeholders understand my perspective? • What can I learn from the perspectives of the others involved? • What can we learn from each other? • Can I enrich or do I need to revise my perspective as a result of other insights?
	<p><i>Transformation</i></p> <p>Development of new knowledge/practices/behaviour; an end result that could not have been developing without actual collaboration, co-creating and integration of perspectives.</p>	<p><i>Interpersonal: towards a new practice</i></p> <ul style="list-style-type: none"> • What is my vision/future dream on the new practice? • How can we combine our knowledge and perspectives into a (innovative, but realistic) solution? • How can I get others enthusiastic for this new practice? • How can I stimulate follow-up building on the new practice (towards a sustainable new practice)? <p><i>Intrapersonal: changing as a person/identity</i></p> <ul style="list-style-type: none"> • How did the experience change me as a person or professional? • What have I learned to definitely do different next time?

		<ul style="list-style-type: none">• How did I change my identity, values, opinions and in turn my behaviour?
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Boundary crossing illustrations

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