

Navigating & Feeling Boundaries: A workshop on boundaries and boundary crossing

Carla Oonk & Cassandra Tho
Education & Learning Sciences, Wageningen University

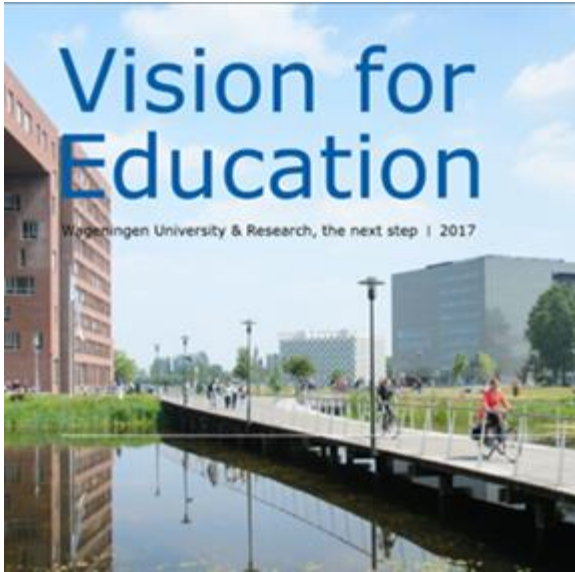


Today's Goal

- Feel and experience boundary crossing
- Be acquainted with boundaries and BC
- Translate into own practice



Education Vision



“educate students to become academic professionals, who can contribute to **sustainable solutions** for existing and future **complex issues** in the domain of “healthy food & living environment” **all over the world**, and who take their social, personal and ethical responsibilities seriously”

BC@WUR – who are we



Arnold Bregt

Dean of Education WU

Karen Fortuin

Program Director BMS

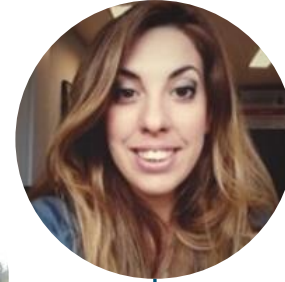


Judith Gulikers

Assistant Professor, ELS

Carla Oonk

Education Coordinator, ELS



**Camilla
Ramezzano**

Project assistant, ELS

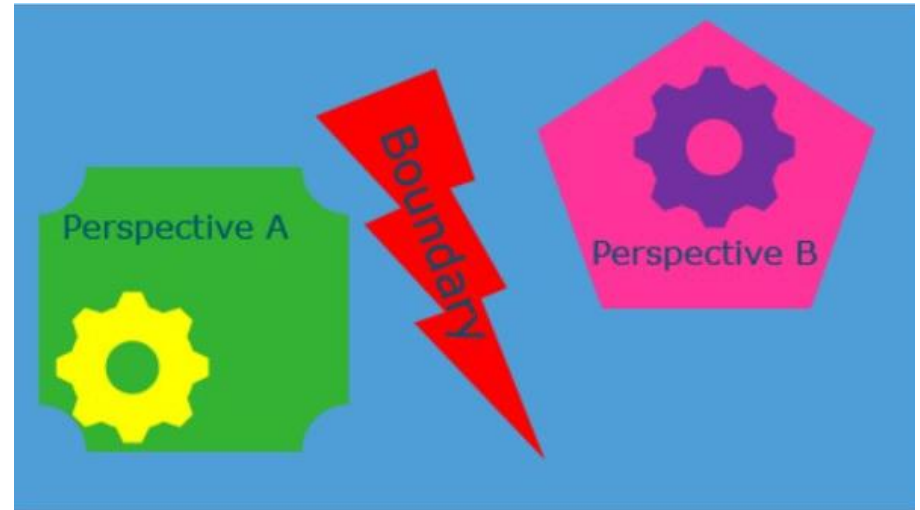
Cassandra Tho

Project assistant, ELS



Boundary=

Tension or challenge
experienced when people from
various practices meet or
interact



Three boundaries and more...



Cultural



Academia-society



Disciplines

And perhaps many others that you experience in education?

Boundary crossing competence

- The ability to learn and work together across practices
- The ability to recognise, seek, appreciate and utilize tensions
- To create opportunities to co-create new ideas and practices and to grow as professional

Key = seeing boundaries as opportunities for learning

“The ability to seek, recognise, appreciate and utilise tensions when different practices come together” (Fortuin et al., 2023)



Relevance of BC in Education

- **Significance:** Boundary crossing is crucial in education for comprehensive learning
- **Guidance and Experiential Learning are needed**
- **Future Readiness:** Developing these skills prepares students for real-world challenges.
- **Boundaries as a learning opportunity**

Boundary crossing?? How does it feel?

- ❖ Take in mind a situation in which you acted in an *intercultural group of people*
 - study-related, professional or private
- ❖ Imagine the yellow cord to be the *demarcation* between your own cultural practice ('bubble') and the one of others.
- ❖ Five volunteers: *position yourself* relative to the line
 - ❖ Close by/across = easy to cross; further away = preferably into own 'bubble'
 - ❖ Any other expressions of your feeling? Include one extra posture.
- ❖ Explain why you stand/sit/lie where you are.
 - ❖ Illustrate your story with examples
- ❖ What would make you change your position / posture?
- ❖ Second round: academia-society boundary



"Is **THIS** the line you're telling me not to cross?"

Learning across boundaries does not happen automatically

Simply putting students in intercultural groups does not mean they will see these differences as learning opportunities

Simply sending students to the farm, does not mean they will learn the farmer's perspective and relate it to their perspective

Data science and health professionals do not automatically “speak” each others' language

Boundary Crossing Learning Mechanisms

Different types of efforts that people undertake to cross boundaries and learn from others



Identification



Coordination



Reflection



Transformation



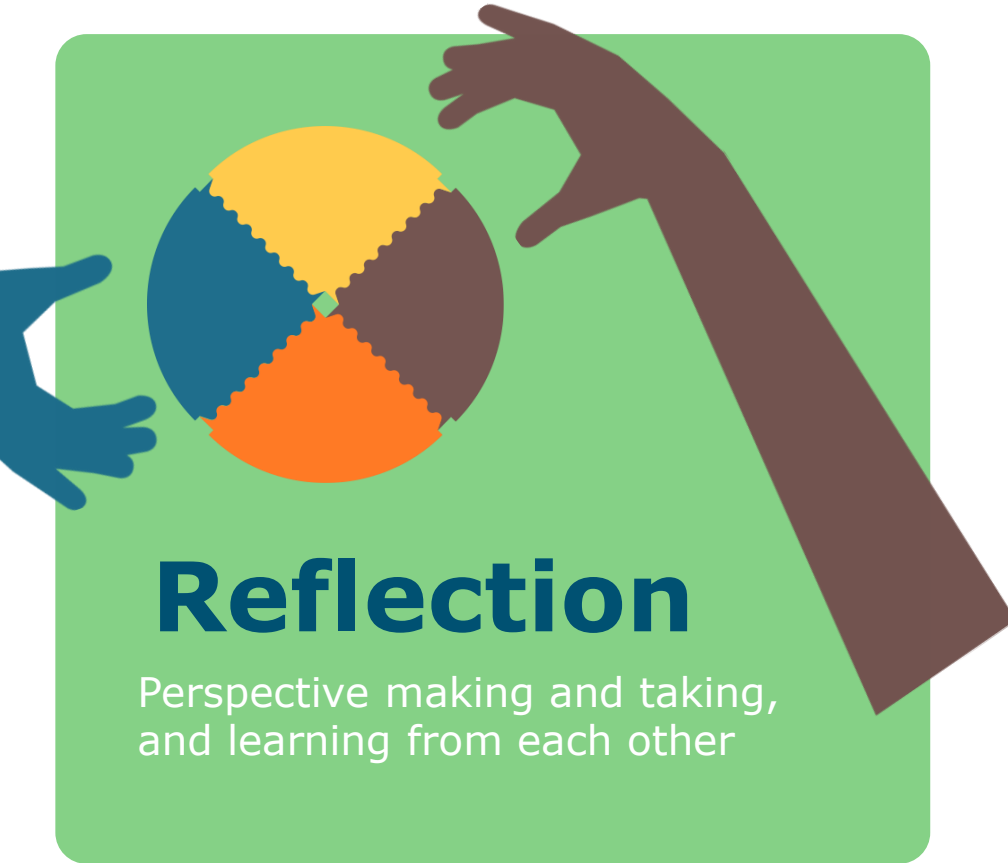
Identification

Questioning of the own and of the other's core identities

- What are my assumptions, norms and values? And those of relevant others? How do these shape our different perspectives?
- What expertise do I have and do I miss?
- What expertise do others bring?
- Who are relevant stakeholders? What knowledge, perspectives and interests do they have?



- How to contact, involve and mobilise other stakeholders? How to get them interested/involved?
- What is needed to make communication across practices more effective?
- How to make sure all perspectives are heard?
- What kind of (boundary) object can help us communicate and develop a shared language?



- What can I learn from the others / other perspectives?
- How do other perspectives relate to my ideas?
- What would I do when standing in the others' shoes?
- How can I contribute to the learning of the others? How can I help others to better understand each other?



Transformation

Change in action or practice; to do something new or differently

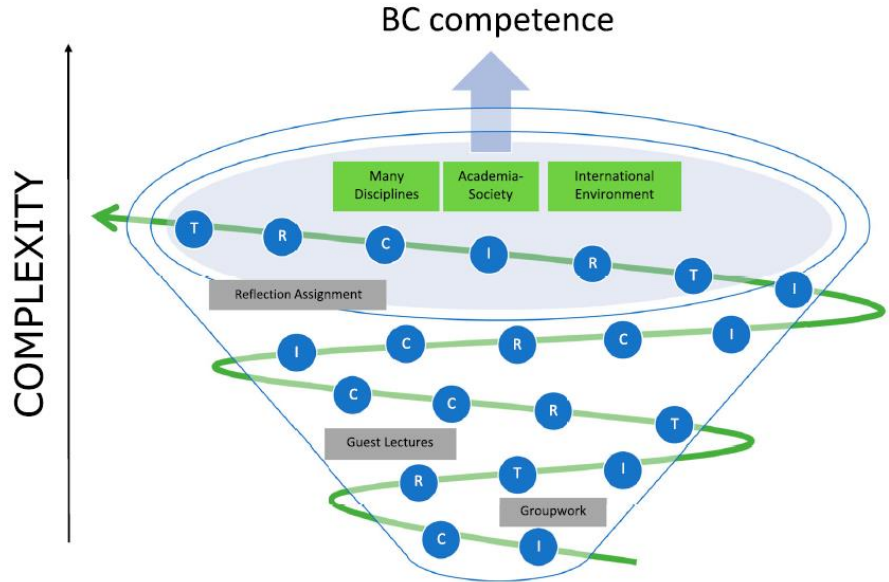
Product level

Personal / identity level

- How to connect and integrate new insights into something really innovative, different?
- What is my vision on the new solution or practice?
- How do the new perspectives change my identity and personal behaviour?

How to implement BC in your courses?

- Chronological order?
- Address all learning mechanisms all in one course?
- Throughout all the course?



K. P. J. Fortuin, Judith T. M. Gulikers, Nynke C. Post Uiterweer, Carla Oonk & Cassandra W. S. Tho (2023): Developing a boundary crossing learning trajectory: supporting engineering students to collaborate and co-create across disciplinary, cultural and professional practices, European Journal of Engineering Education, DOI: 10.1080/03043797.2023.2219234

Activity: Boundaries in your own courses/work

Think-pair/group-share:

- 10 mins to think
- 5 mins to share (pair/group)
- 10 mins to brainstorm
- 5 mins to share (plenary)

Current situation						Potential improvements	
Year Period	Course	What boundaries	What does the boundary in your course look like?	Is this boundary explicit for: Teacher Y/N Students Y/N	Do you use explicit learning activities to help students crossing the boundaries? If so, which ones?	Ideas for adjustment (can also come up during the teachers meeting)	What learning mechanism (I-C-R-T) (and subprocesses: eg. I1- I2; C1-C2) addressed after adjustments?
Y1; P1		Cultural: yes/no Disciplinary: yes/no Society: yes/no					
Y1; P2		Cultural: yes/no Disciplinary: yes/no Society: yes/no					
Y1; P3		Cultural: yes/no Disciplinary: yes/no Society: yes/no					
Y1; P4		Cultural: yes/no Disciplinary: yes/no Society: yes/no					
Y1; P5		Cultural: yes/no Disciplinary: yes/no Society: yes/no					
Y1; P6		Cultural: yes/no Disciplinary: yes/no Society: yes/no					

Link to material: <https://search.edusources.nl/en/materials/141:oai:library.wur.nl:141%2F11549>

Step 1

(5 mins)

Details of course (e.g. course code, semester it is offered, part of a specific study program? etc):

Empty text box for course details.

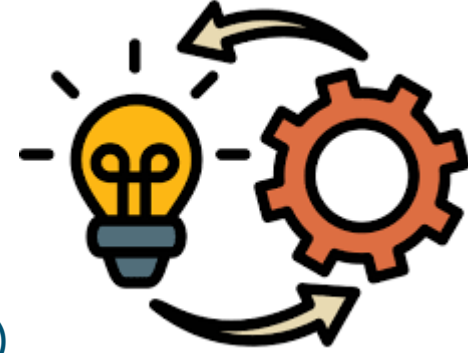
Step 2: pair/group & share about your course (5 mins)

Step 3

(10 mins)

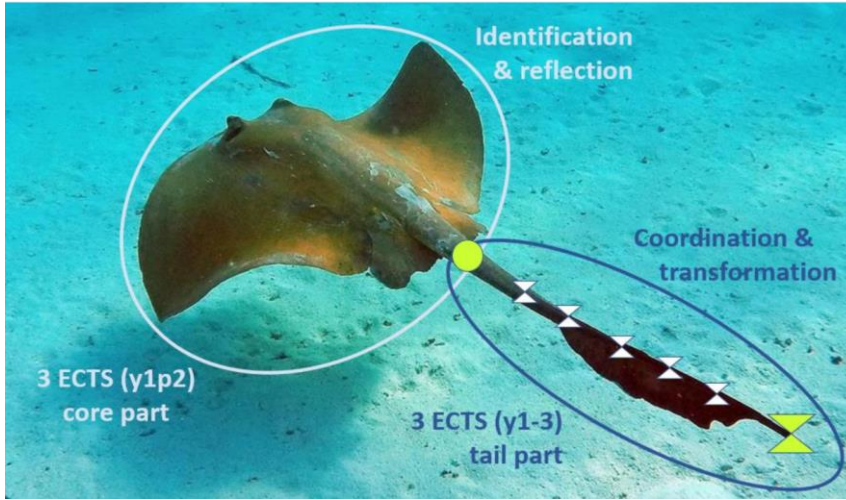
Current situation				Potential improvements	
What boundaries?	Describe how the boundary looks like in your course. To whom/what is this boundary connected to?	Is this boundary explicit for:	Do you use explicit learning activities to help students crossing the boundaries? If so, which ones?	Ideas for adjustment	What learning mechanism (I-C-R-T) addressed after adjustments?
Cultural: Y / N		Teachers: Y / N			
Disciplinary: Y / N		Students: Y / N			
Society: Y / N		Others (if applicable): Y / N			
Other boundaries:					

Implementing BC



Examples of BC@WUR:

- BC in new BSc in Marine Sciences (BC&PL example)
- MSc Climate Studies
- European workshop
- Challenge-based learning (in EWUU: Dutch Dairy Challenge, BITT)



	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6		
Year 1	PEN-10503 Ecology I	MAT-14803/ 15303 Math. 2 / Statistics 2	MAE-11303 Boundary Crossing & personal Leadership	WSG-10306 Global Water Systems and Climate Change	MAT-14903 Math. 2	YRM-21306 Research Methodology for Human Environment Interactions	AEW-24306 Field Project Marine Systems	EZO-11306 Marine Life
	MAE-10806 Introduction to Marine Sciences	GEN-11806 Fundamentals of Genetics			MAT-15403 Statistics 2	ENP-12306 Marine and Coastal Governance		
Year 2	CBI-10806 Introduction to Cell Biology	WSG-20806 Global Marine Compounds, Flows and Cycles	AFI-31306 Life History of Aquatic Organisms	GRS-10306 Introduction Geo-Information Science	ENR-23306 Marine Economics	MAE-21306 Research Methods for Marine Sciences	ENP-25306 Marine Nature- Based Solutions	
	LAW-12806 Introduction to Law	AFI-20806 Marine Food Systems			GRS-20806 Geo-Information Tools			
Year 3	Electives			AFI-34806 Modelling Marine Socio- Ecological Systems	AFI-20306 Aquaculture and Fisheries	AFI-80812 BSc Thesis Marine Sciences		
					WSG-36306 Assessment Marine Nature Based Solutions			

Boundary Crossing & Personal Leadership in Marine Sciences

The structure of the course

Assessment

Every day working on development portfolio with helpful prompts every day (connected to the in class activities)

Aim:

- Supporting student learning
- Harvesting your experiences
- Facilitating tutor/peer discussion

Useful for making assessment portfolio



Who are you

Name:

Age:

Place of birth:

Add here a picture that tells something about who you are:

Keywords that describe you (see figures below as inspiration):

visualization

Boundary Crossing & personal Leadership
Your development portfolio



BC Website

- BC explained
- Teachers' and students' experiences
- News items
- Events
- Sign-up for BC Newsletter

WAGENINGEN UNIVERSITY & RESEARCH

Education & Programmes | Research & Results | Value Creation & Cooperation

Home > Education & Programmes > Boundary Crossing @ WUR >

Boundary Crossing @ WUR

Boundary crossing competence is the ability to learn and work with others outside one's own scientific domain, institute, culture, or context. It allows you to recognise, seek, appreciate and utilise tensions that arise when learning or working with "others". It is regarded as one of the major competencies needed by future university graduates to respond better to emerging global challenges.

reflection | perspective taking | co-creation | challenges | transformation | societal perspectives | differences | learning | perspectives | disciplinary differences | perspective making | disciplinary | innovation

Contact Boundary Crossing @WUR
Contact form

What is boundary crossing?

Boundary crossing as a m...

Learning across different practices (e.g. backgrounds, disciplines, cultures etc.) can be enriching both for yourself and for the challenge you are faced with. However, can a diverse group of students from different practices be expected to automatically learn with and from one another and work across the differences that exist between them? The answer is no. Explicitly supporting and challenging students to make use of their differences in a positive way, can help to co-create new ideas as well as gain a better understanding of themselves and their own perspective. Incorporating boundary crossing in your education can help doing this.

More about BC

BC in practice

There is much learning potential when boundaries are acknowledged and crossed, but how to go about it in education? How can students be facilitated to recognise, seek, appreciate, and utilise boundaries for the better? What can we learn from existing examples and experiences in education?

BC@WUR experiences

We have put together a collection of examples and experiences of BC@WUR. Feel free to explore them to gain inspiration for your own work.

Examples & experiences

Toolbox

Do you want to incorporate BC in your education? At course or curriculum level? We have created an open and online toolbox with learning activities, assessments, examples and tools! Feel free to explore, get inspired and use or adjust the tools to fit your course!

BC@WUR Toolbox

Get involved with BC@WUR

Learn how

Stay up to date

Interested to stay updated on BC@WUR? Sign up to stay updated via our quarterly newsletter!

Sign up for newsletter

BC@WUR events

- BC Ambassadors Meeting
March 5, 2024

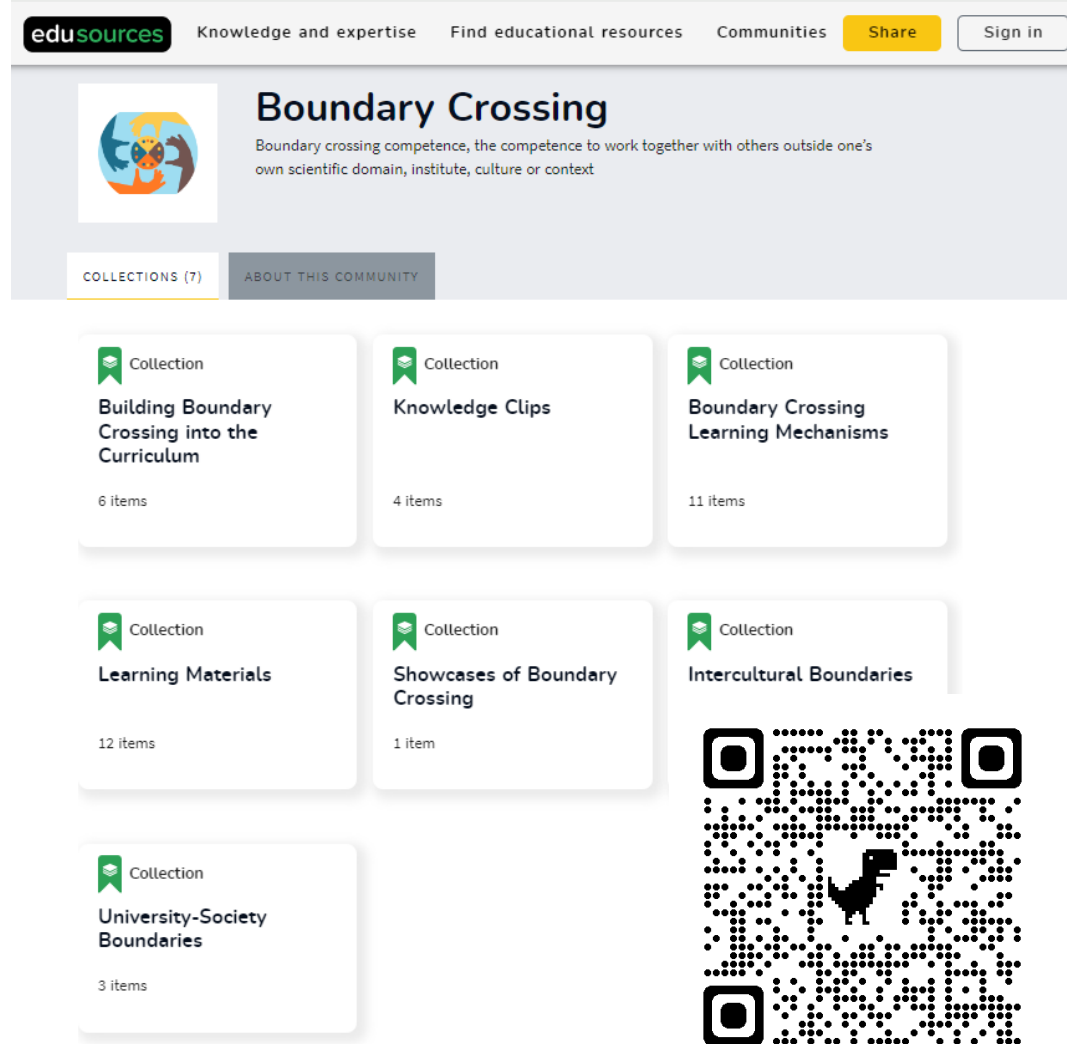
News about BC@WUR

- Boundary Crossing & Personal Leadership Course in the new Bachelor Marine Sciences: The first round!
February 7, 2024
- BC@WUR: What's next for 2024?
February 6, 2024



BC Toolbox

- Any examples you want to share? Contact us!



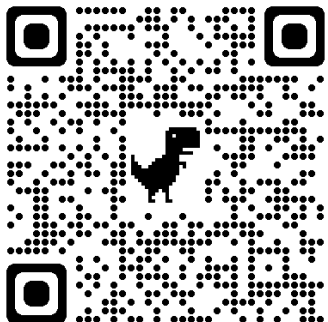
eduources Knowledge and expertise Find educational resources Communities [Share](#) [Sign in](#)

Boundary Crossing

Boundary crossing competence, the competence to work together with others outside one's own scientific domain, institute, culture or context

[COLLECTIONS \(7\)](#) [ABOUT THIS COMMUNITY](#)

- Collection**
Building Boundary Crossing into the Curriculum
6 items
- Collection**
Knowledge Clips
4 items
- Collection**
Boundary Crossing Learning Mechanisms
11 items
- Collection**
Learning Materials
12 items
- Collection**
Showcases of Boundary Crossing
1 item
- Collection**
Intercultural Boundaries
- Collection**
University-Society Boundaries
3 items



What are you going to do after this session?

- ORANGE = 1 thing that you are going to implement in your work
- YELLOW = One question that still needs to be answered

Take a photo of it for yourself, stick the post-it on the door when you are leaving this room



For more information on BC

- *(Paper) Developing a boundary crossing learning trajectory: supporting engineering students to collaborate and co-create across disciplinary, cultural and professional practices* (Fortuin et al, 2023) <https://doi.org/10.1080/03043797.2023.2219234>
- *(Paper) Boundary Crossing and Boundary Objects* (Akkerman & Bakker, 2011) <https://doi.org/10.3102/00346543114044>
- *(Website) Boundary Crossing @ WUR: <https://www.wur.nl/en/education-programmes/boundary-crossing.htm>*
- *(Resource) BC Toolbox: <https://search.edusources.nl/en/communities/boundary-crossing/>*
- *(Resource) Boundary Crossing Knowledge Clips: <https://search.edusources.nl/en/collections/1d229307-01de-418a-ad92-c0e246070568>*

Let's start crossing boundaries today!

boundarycrossing@wur.nl

carla.oonk@wur.nl

cassandra.tho@wur.nl

