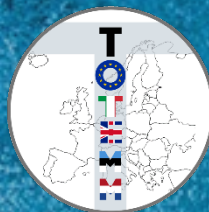




**University of
Nottingham**

UK | CHINA | MALAYSIA



TOTEMM

**Transforming transnational
intercultural
sensitivity for midwifery
students through an
inclusive mobility model**

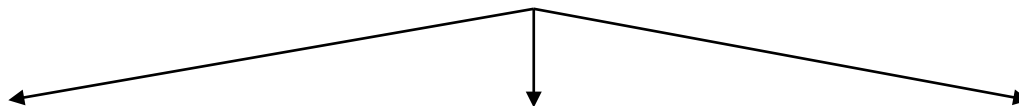
Borrelli S., Walker L., Coolin K., Fumagalli S., Karema A., Konstantinidis S., Mets-Oja S., Nespoli A., Smit A-M., Van Oost M., Spiby H.

FUNDER: ERASMUS+ KA203 - STRATEGIC PARTNERSHIPS FOR HIGHER EDUCATION



- ❑ Contemporary higher education requires that all midwifery students have insight and understanding of **global health practice** and **intercultural sensitivity** (ICM, 2013).
- ❑ The current mobility model **excludes** large numbers of students from engaging in the Erasmus programme (e.g. for personal and financial issues)
- ❑ Finding and evaluating **new inclusive ways to widen opportunities** in transnational learning and the development of intercultural sensitivity is an urgent priority (even more in the context of a pandemic).

PRIORITIES



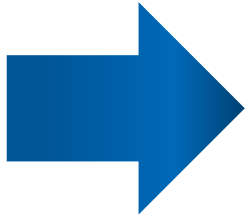
Open education and
innovative practices
in a digital era

HE: Building inclusive
higher education
systems

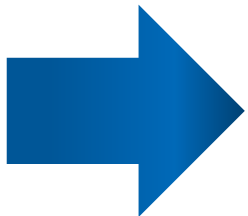
HE: Promoting
internationalisation



PROJECT AIMS



To **promote equity, social inclusion and participation of non-mobile midwifery students** studying in UK, Italy, Estonia and the Netherlands through the creation and implementation of a new inclusive mobility model based on a combination of **virtual and physical mobility** activities.



To investigate if the combination of virtual and physical mobility activities can develop **intercultural sensitivity**.

- ✓ **MIDWIFERY STUDENTS**: increasing knowledge of **public health midwifery-related topics**; development of **intercultural sensitivity**; improvement of **team working, IT, communication** and **language** skills; **personal and professional development**; stimulation of **creativity**; valuable addition to **CV**.
- ✓ **MIDWIFERY ACADEMICS + HELM**: **new ways of working** with European partners; achieving **shared goals and delivering outputs** as part of a **large scale project**; developing **innovative thinking and creativity**; **long-term collaboration**.
- ✓ **OTHER HEI** will be able to offer the **inclusive mobility model** and **reusable open access e-learning resources** to their students.



1. Curriculum mapping and student baseline survey
Sep 2019 - Jul 2020

2. Planning, development and piloting of 1 introductory and 4 public health focused online learning packages + physical mobility activities
Jun 2020 - Sep 2021

3. Implementation of virtual and physical mobility components
Oct 2021 - May 2022

4. Evaluation
Jun 2021 – Oct 2022

5. Recommendations for future and dissemination
Oct - Dec 2022

Academics + students + internal/external expert advisory group

*Key events in Europe and the world over the course of the project have impacted on timescale



- **205 midwifery students** (UK, Italy, Netherlands, Estonia)
- **Barriers** to mobility: finance, caring responsibilities, concerns about fitting mobility activities into the midwifery programme, negative impact on studies and language barriers.
- **Facilitators** of mobility: professional perspectives such as interest in other cultures and midwifery in other settings and an endorsement that mobility would add value to their development as a midwife.
- High levels of interest across several of the opportunities for study abroad with the highest proportion indicating interest in **shorter opportunities** including 1/2-week experiences (N=145; 72%), conferences (N=157; 79%) and study tours (N=129; 65%).

Preference for digital resources

1. video (N=147; 73%)
2. video calls with fellow students (N=105; 52%)
3. multiple choice quiz (N=89; 44%)
4. discussion forum (N=80; 40%)

Experiences of online interactive group work

Previous experience of online interactive group work (N=156; 77%)

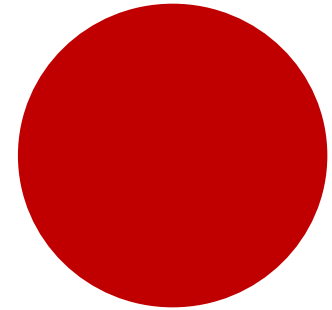
Extent to which students enjoyed online interactive work:

- Not at all (N=29; 15%)
- To some extent (N=96; 50%)
- To a great extent (N=60; 31%)
- To a very great extent (N=6; 3%)

**IMPACT OF PANDEMIC +
STUDENTS OVERWHELMED BY
ONLINE LEARNING?**

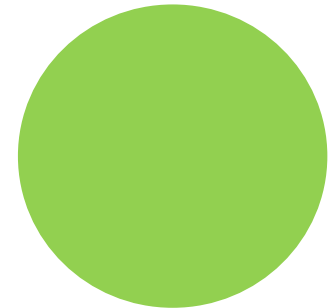
Difficulties with online interactive group work:

- Information Technology (IT) problems (N=62; 34%)
- difficulty in arranging a convenient time for synchronous activities (N=33; 18%)
- language barriers (N=7; 4%)
- lack of facilitation from academics (N=3; 2%)
- different time zones (N=1; 1%)



Factors facilitating online interactive activities:

- academic facilitation (N=86; 50%)
- flexibility of asynchronous activities (N=45; 26%)
- external help with conflict resolution (N=19; 11%)
- IT assistance (N=18; 11%)





INTRODUCTORY PACKAGE: An Introduction to Midwifery in Europe

**Promoting positive
lifestyle choices for
women within their
communities**

**Empowering
women to maintain
their sense of
safety**

**Championing the
needs of the
migrant population**

**Optimising
psychological well-
being for women
and families**

SALUTOGENIC APPROACH



A

Aims

S

Storyboarding

P

Population

I

Implementation

R

Release

E

Evaluation



Acquisition

learner acquiring knowledge and generating concepts

Inquiry

based on prompting from tutors, learners undertake active investigation to collect and evaluate relevant information

Discussion

learner engages in active discussion with their peers, listening, articulating positions, challenging and responding

Practice

learner is required to undertake tasks set by tutors, generate actions, evaluate, reflect and retry.

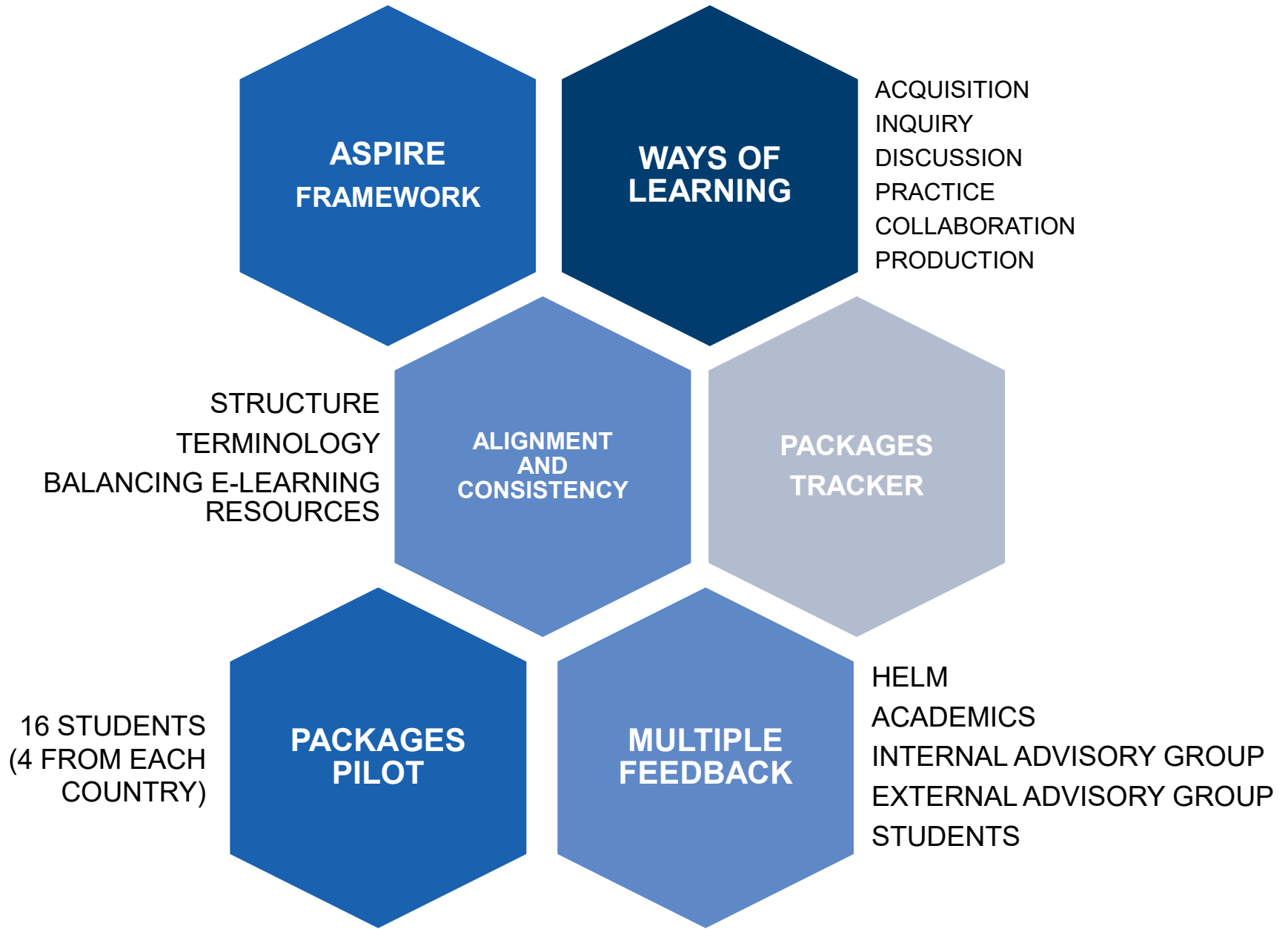
Collaboration

involves a group working together towards a shared goal, producing a shared output

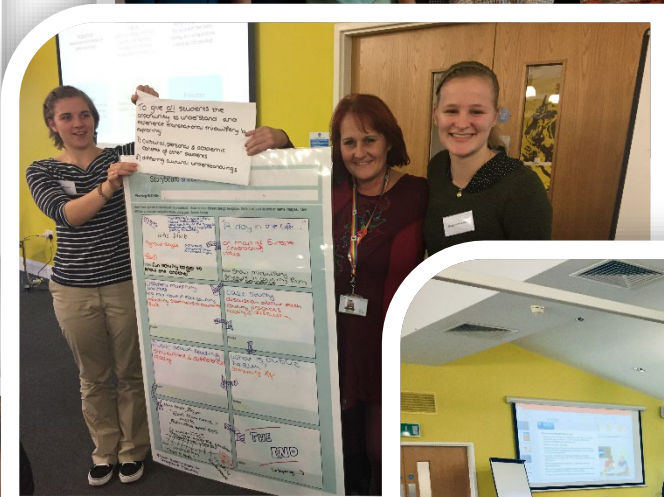
Production

The learner is required to develop a product that others evaluate. This could be a physical output or a piece of written work

E-LEARNING PACKAGES PLANNING AND DEVELOPMENT



TEACHING AND LEARNING EVENTS



- October 2021 - January 2022
- 80 students > 65 students
- 20 cross-country groups with 4 students in each group
- Each group completed introductory package + 1x allocated public health package
- Individual and group activities, including group videocalls
- Final output (poster / App)



UNITED
KINGDOM

ITALY

May 2022
4 STUDY TOURS

65 students
(academics, researchers, hosting
and travelling students)

THE
NETHERLANDS

ESTONIA



8 FOCUS GROUPS

PRE- AND POST-MOBILITY EVALUATION SURVEYS:

- Students' experience
- Intercultural sensitivity