



TOTEMM project innovative learning and internationalisation in midwifery education

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AVAG MIDWIFERY ACADEMY

maakt deel uit van het samenwerkingsinstituut tussen Hogeschool INHolland en VUmc.



ACADEMIE VERLOSKUNDE
AMSTERDAM GRONINGEN



Funder: European Union



Erasmus+

TOTEMM

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

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FUNDER: ERASMUS+ KA203 - STRATEGIC PARTNERSHIPS FOR HIGHER EDUCATION



Italy



The Netherlands



Estonia



United Kingdom





TOTEMM project team



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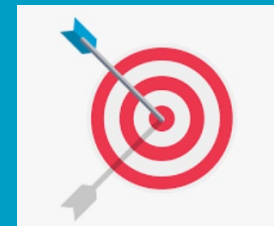
Silja Mets-
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Background TOTEMM project

- Higher education in midwifery requires **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)
- To find **new and innovative** ways for **inclusive transnational learning**.

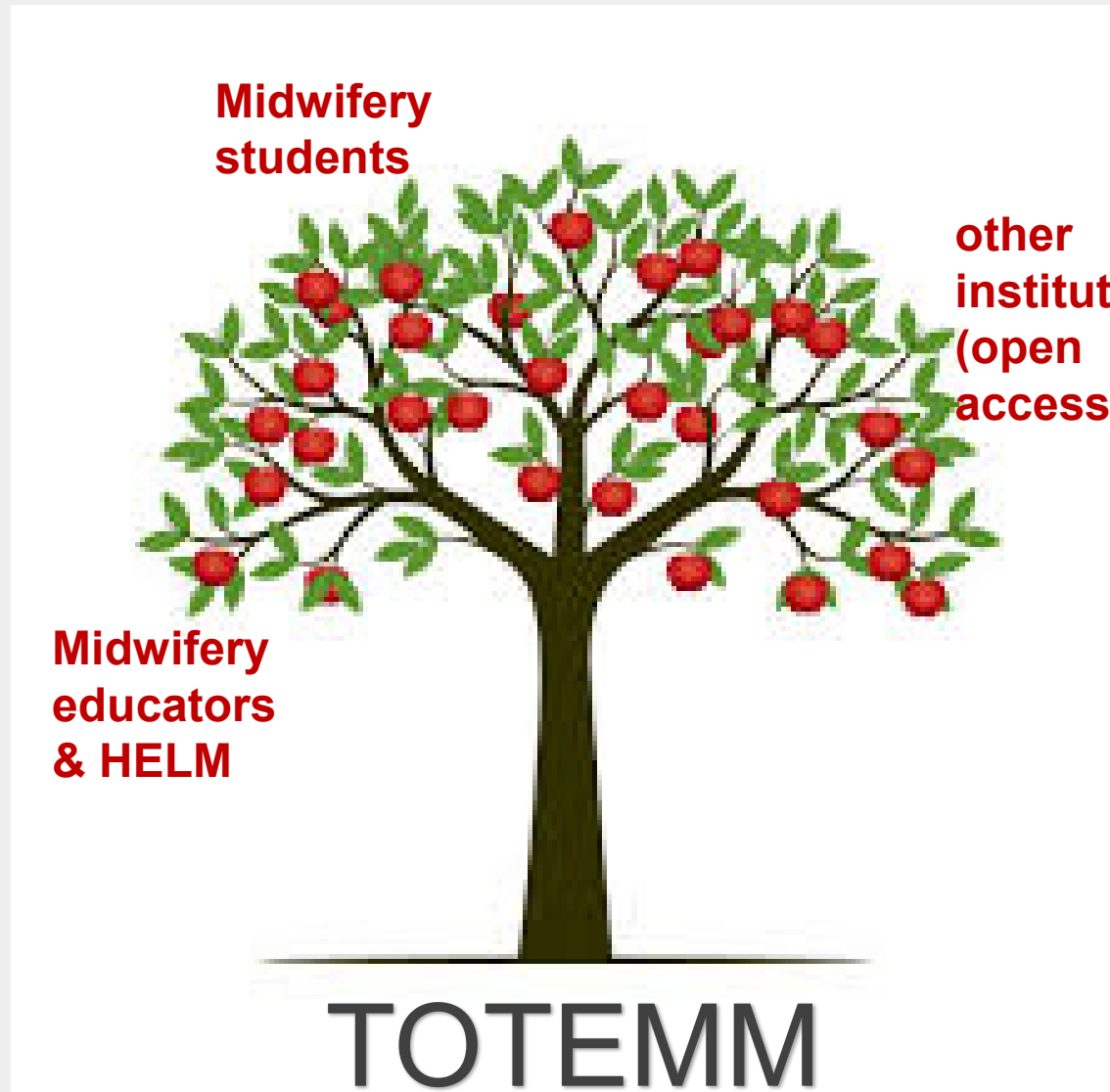


Goals

*Innovative digital open access learning,
promoting internationalisation and inclusive learning*



Potential impact and long term benefits





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**.

Stages of the project



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



Curriculum mapping

Topic	EST	ITA
Lifestyle	√	√
What is Public Health?	√	√
Breastfeeding	√	√
Pre-conception	√	√
Sexual health	√	√
Vulnerable groups	√	√
Education	√	√
Screening	√	√



Respectful maternity care



Patient participation on his care is a growing discourse in health policy; research highlights that healthcare health professionals

Now read the following study on Empowerment in health care: a concept analysis of empowerment

[Empowerment in health care: a concept analysis of empowerment](#)

[Childbirth Rights: Legal Framework in Hungary \(Chapter 2\)](#)

Identifying similarities and differences between curricula on global health and PH

Identifying themes of the packages related to the level of learners

Checking existing educational resources and define the host platform

TOTEMM Baseline survey

205 midwifery students from
UK, Italy, Netherlands, Estonia
response rate 25,8% (n=795)

* 88% < 30 years of age

* 46,8% is combining work
activities with education

* 26,3% has caring
responsibilities

* 80% 2nd language or more

Table 1
Background and demographic data.

Age	N	(%)
18–20	76	(37.3%)
21–29	104	(51%)
30–39	22	(10.8%)
40–49	2	(1%)
Employment, alongside student status		
Employed/self-employed fulltime	9	(94.4%)
Employed/self-employed part-time	52	(25.6%)
Unemployed, looking for employment	4	(2.2%)
Unemployed, not looking for employment	103	(50.7%)
Other- casual/temporary work	35	(17.2%)
Caring responsibilities		
No	146	(73%)
Yes, for child(ren)	37	(18.5%)
Yes, for adults	9	(4.5%)
Yes, both child(ren) and adult(s)	8	(4%)
Language(s) spoken at conversational level in addition to mother tongue		
None	39	(19.1%)
One	107	(52.5%)
Two	43	(21.1%)
Three	13	(6.4%)
More than three	2	(1%)
Frequency of usual travel outside home country (any reason) (based on last three years)		
Never	16	(7.8%)
Occasionally	44	(21.5%)
Once/year	66	(32.2%)
Twice/year	41	(20%)
Three times/year	22	(10.7%)
Over three time/year	16	(7.8%)
Year of midwifery programme		
Year 1	76	(37.1%)
Year 2	61	(29.8%)
Year 3	58	(28.3%)
Year 4	10	(4.9%)
Country of study		
Italy	93	(45.4%)
Estonia	26	(12.7%)
The Netherlands	51	(24.9%)
United Kingdom	35	(17.1%)



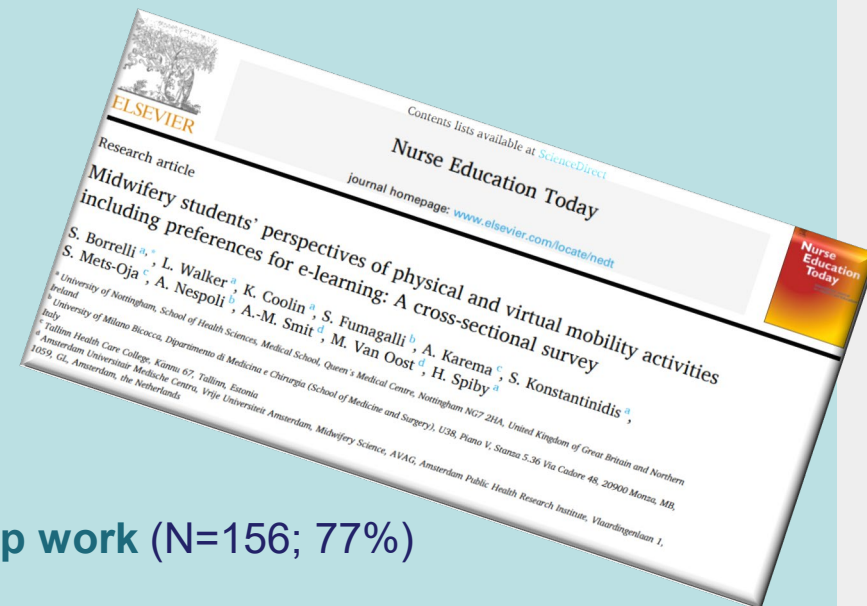
Baseline survey - mobility

- **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%).

Baseline survey - digital and group work

Preference for digital resources

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



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

Extent to which students enjoyed online interactive work:

Not at all (N=29; 15%)

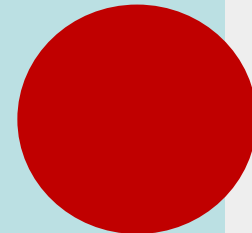
- To some extent (N=96; 50%)
- To a great extent (N=60; 31%)
- To a very great extent (N=6; 3%)



TOTEMM Baseline survey (n=205)

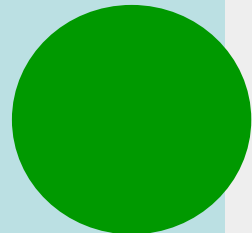
❖ **Difficulties with online interactive group work:**

- 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%)



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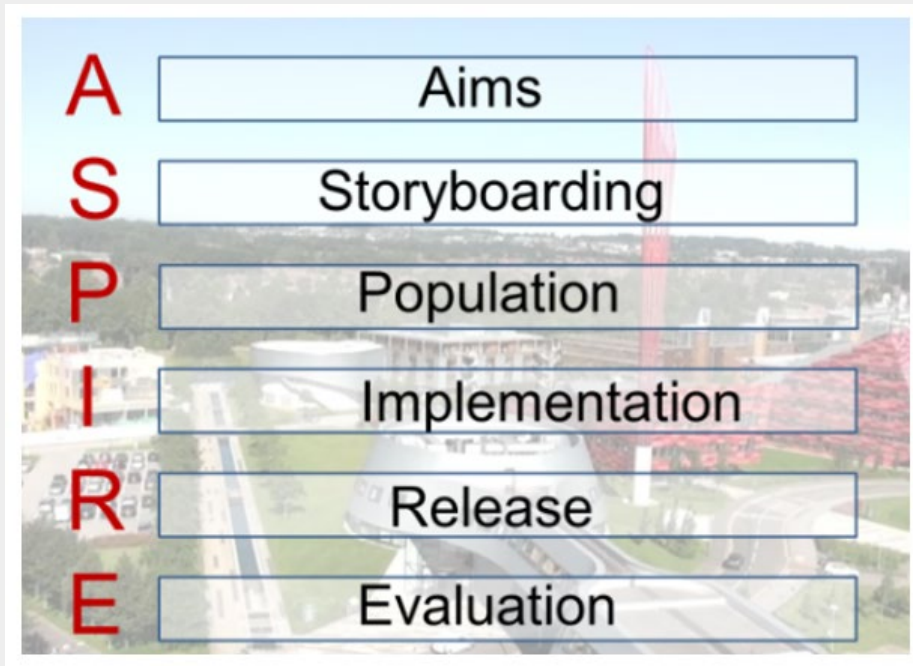
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Digital learning packages – Design Approach

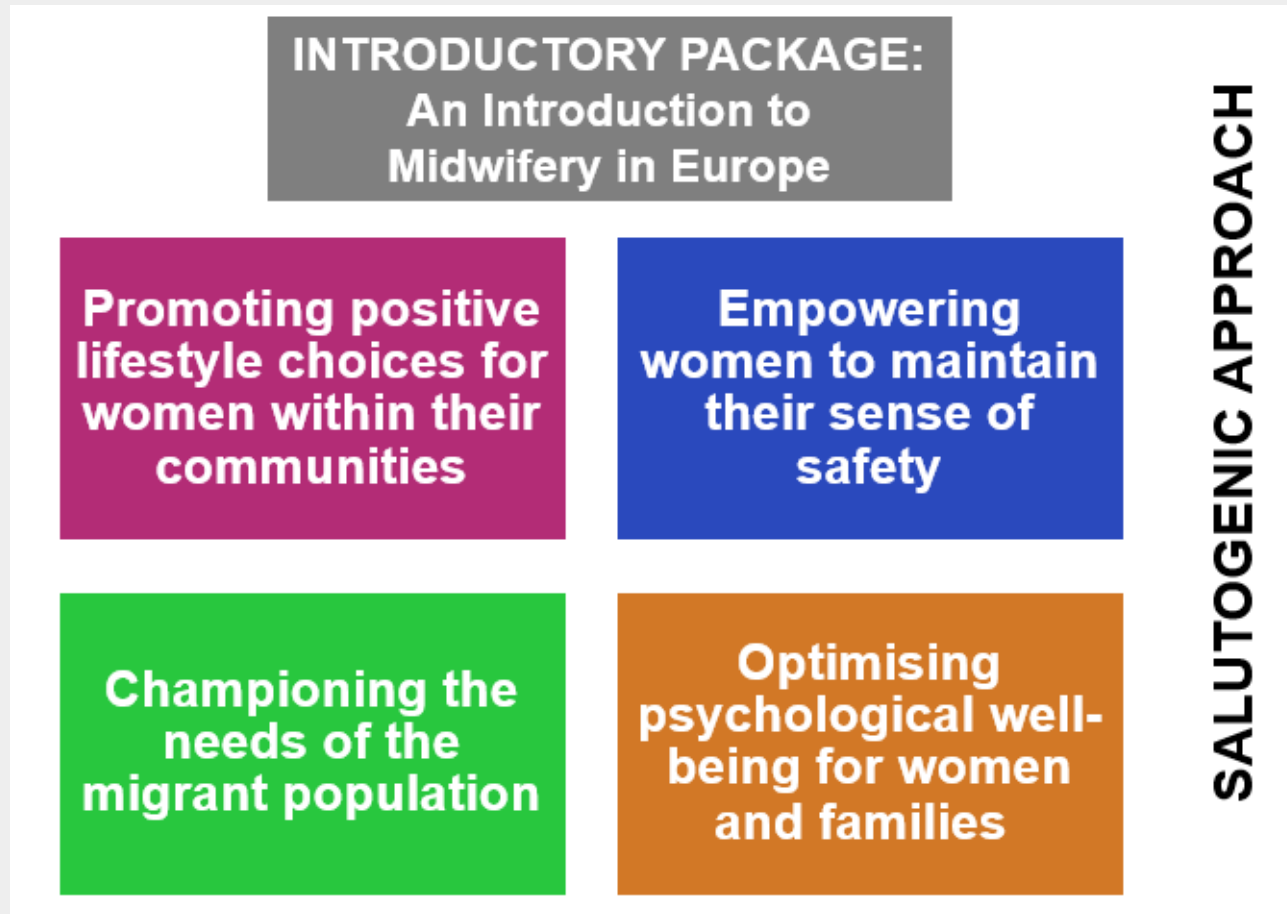
ASPIRE framework



Source: HELM team University of Nottingham



Digital learning packages - themes





Ways of learning

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.

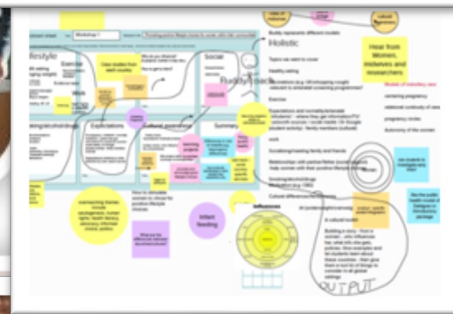
Collaboration

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

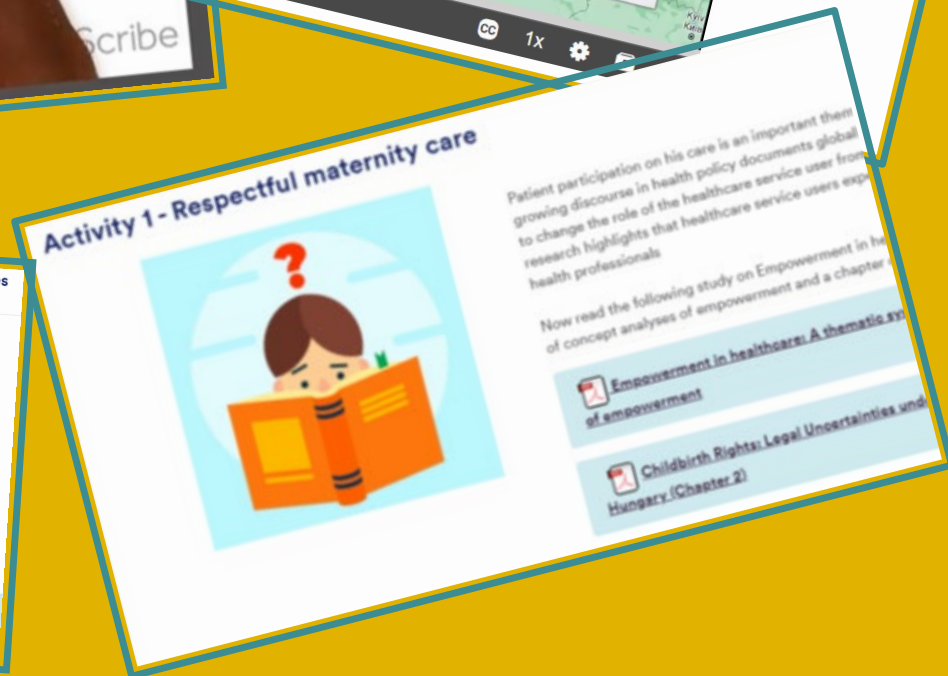
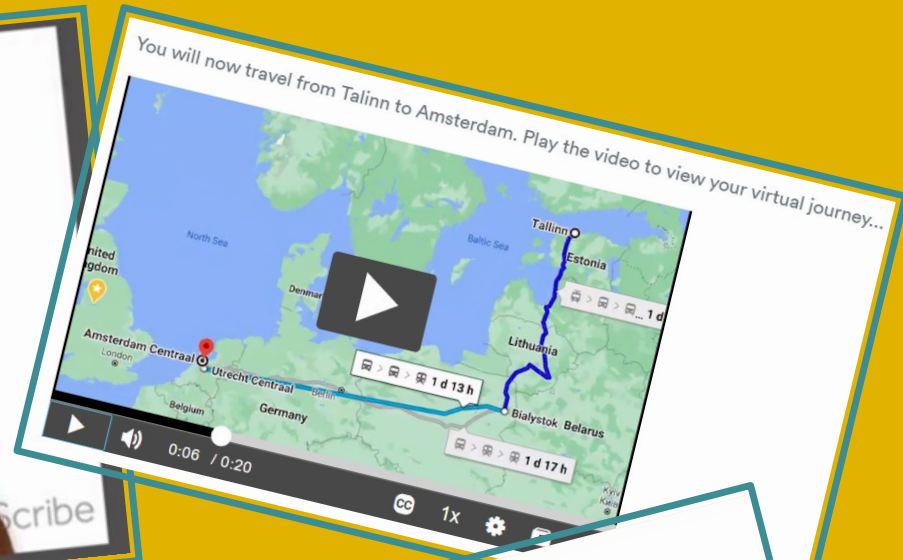
Production

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

Teaching and learning events: Co creation



Digital learning packages



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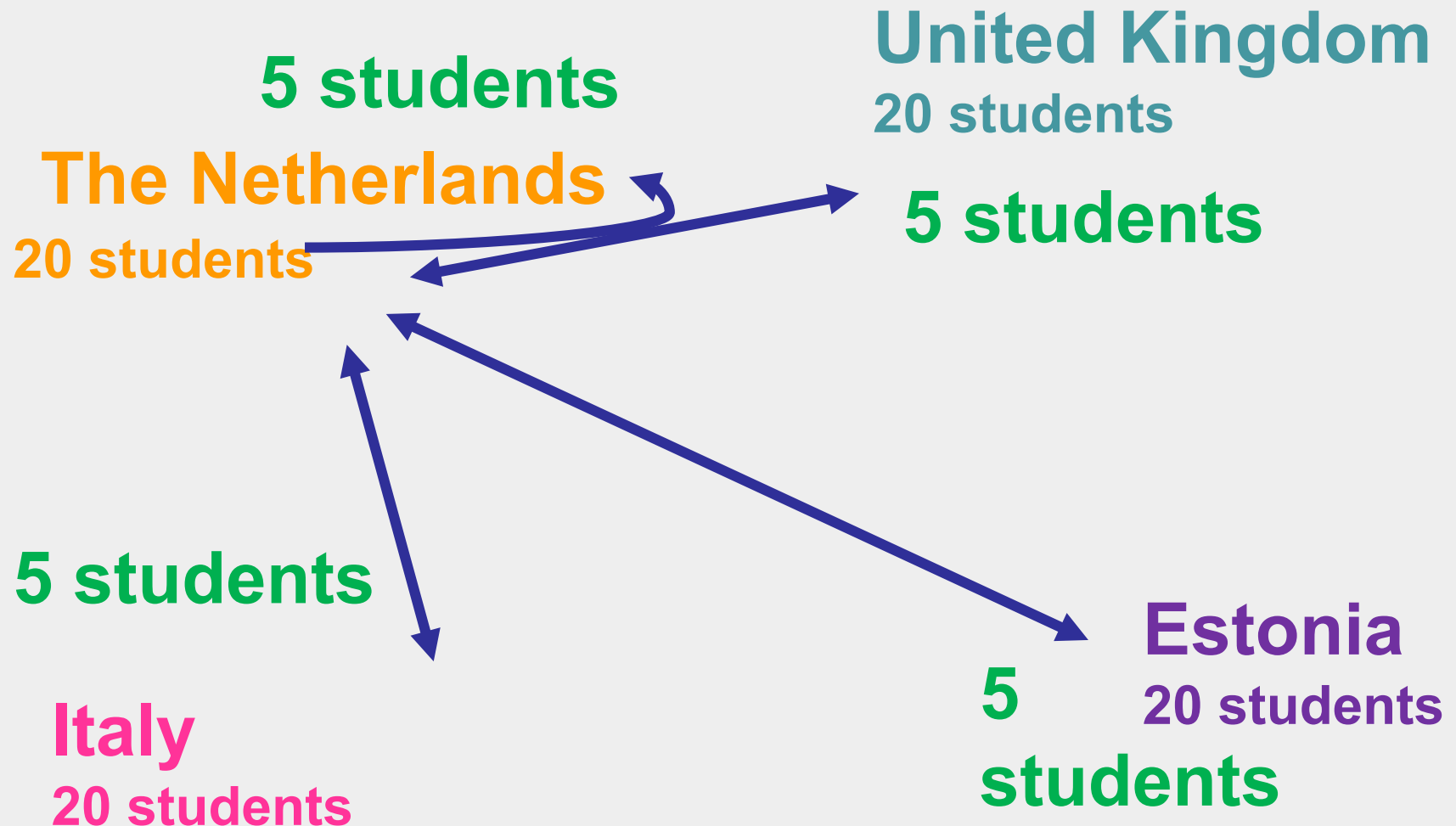
Digital learning packages completion

- 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)





Physical mobility week May 2022



Physical exchange



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Dear TOTEM student,
I'm writing to you to smile and remember me and the great time in Amsterdam! I hope you had a great time in Amsterdam! I hope that the prefect was interesting to you and you got to know something

For you, I hope you finish your MIDWIFERY studies and become an amazing midwife. I hope you will get an amazing job that you love.
"Give life to the fullest and focus on positive!"
Feel free to write me
Love Sarah Mandri
CHROMAZONE ESTONIA
AMSTERDAM 12.05.2022

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Evaluation methods TOTEMM project

Pre and post mobility evaluation survey

- Student experiences
- Intercultural sensitivity

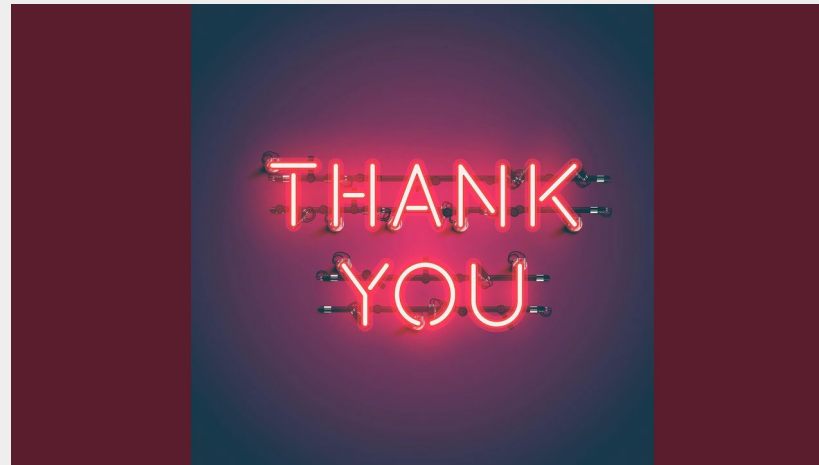
Advisory group of experts

Focus groups

- 8 groups of students
- end of exchange week

Piloting each package by students

Learner analytics by HELM team



Contact: TOTEMM.avag@inholland.nl