

“Implementation and evaluation of a transformative learning framework to enhance learning during study abroad”

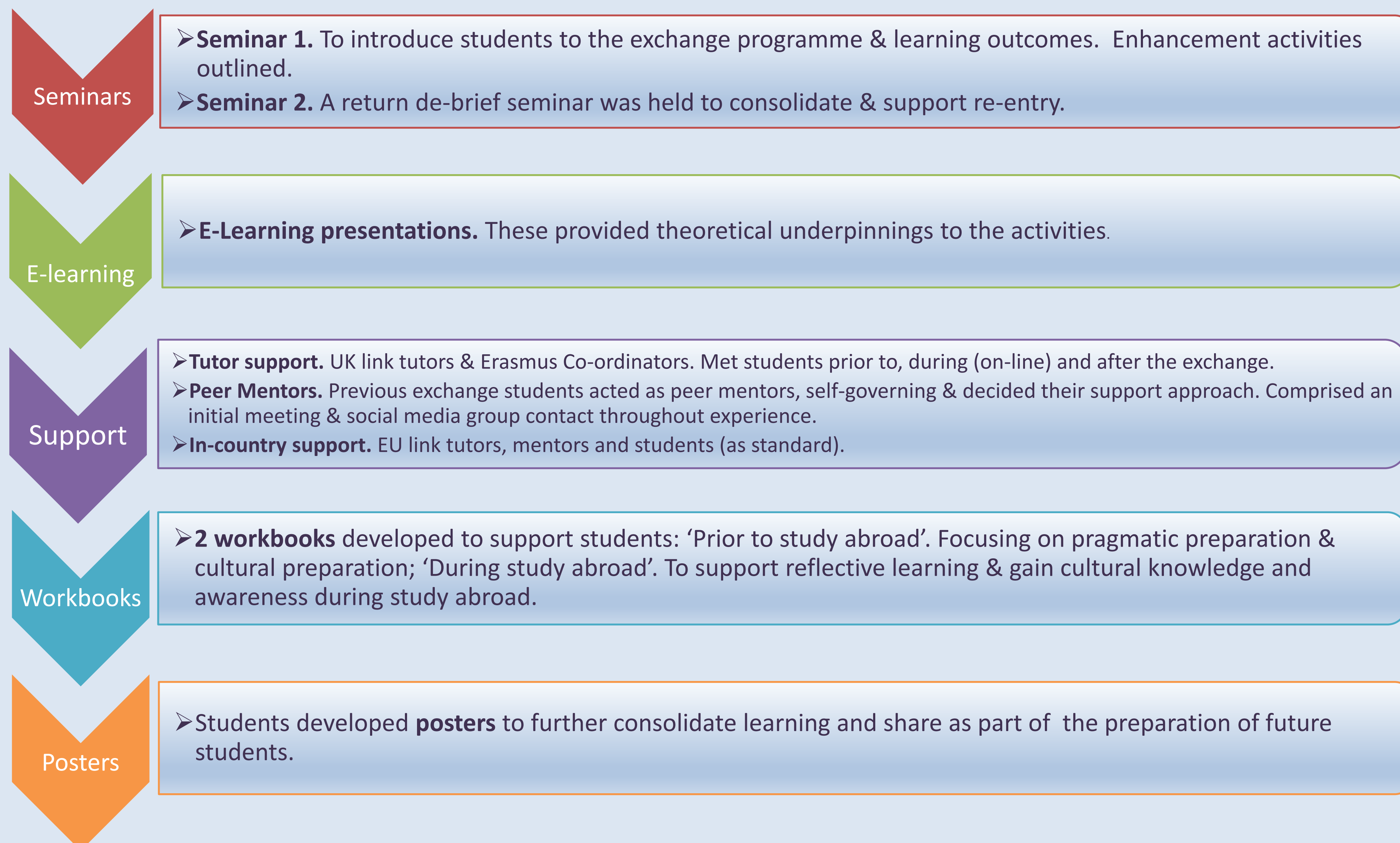
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1. Background and Teaching Enhancements

At Northumbria University, **student midwives and student nurses may opt to undertake an Erasmus clinical placement abroad** in year 2 of study. These exchanges, offer opportunity to develop personally and professionally (Maltby et al., 2016; Morgan, 2019). However, there are variations in the learning attained (Morgan, 2019). **A teaching quality excellence grant** was awarded to translate a novel transformative learning framework (Morgan, 2018) into educational practice (Morgan & Smith, 2020). **Teaching enhancements via blended learning activities** were created to maximise transformative learning throughout the study abroad journey:



2. Evaluation Methods and Analysis: Mixed Methods

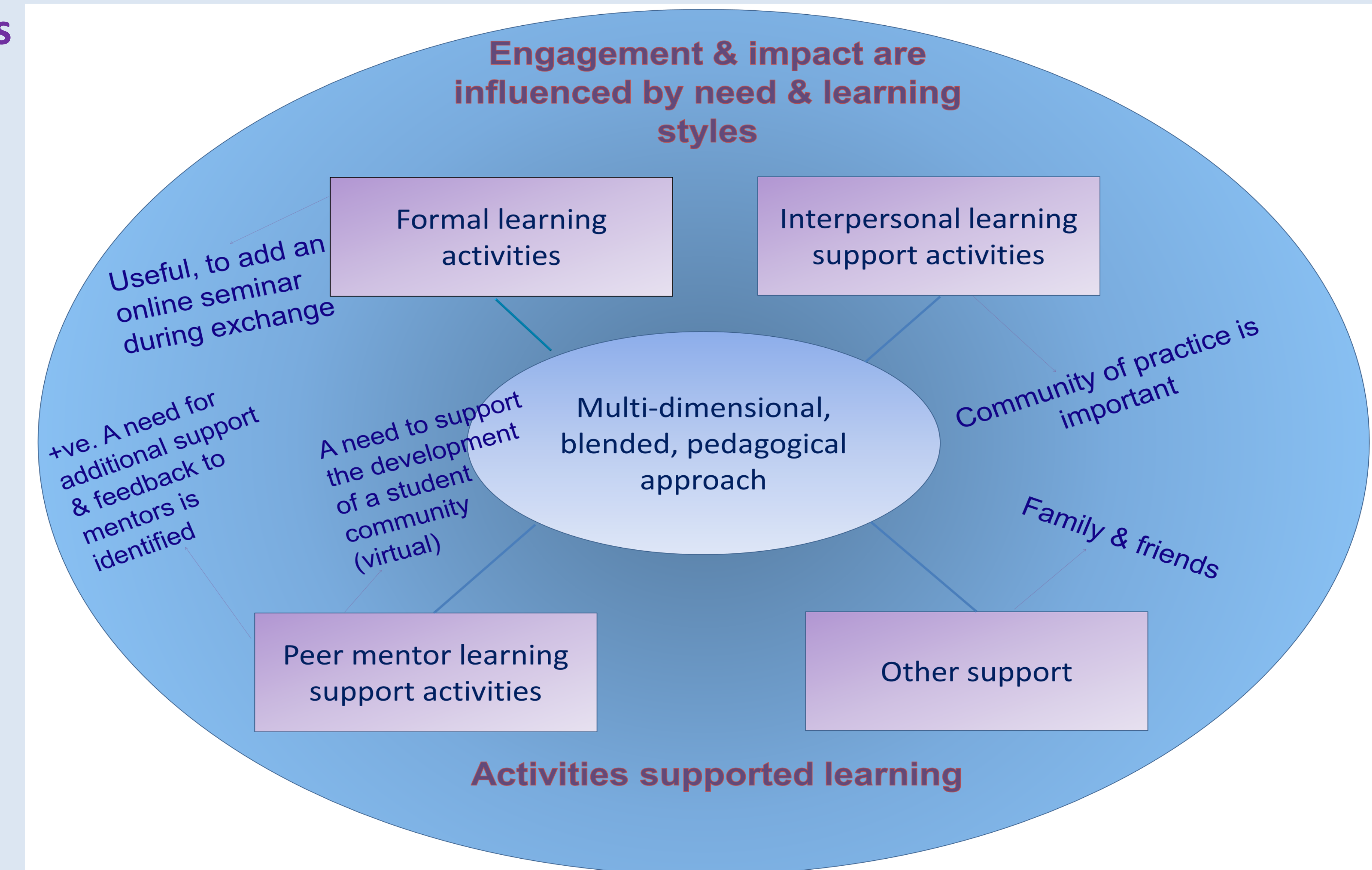
Purposive sampling with informed consent obtained.

Focus groups: **Students** invited to explore satisfaction, impact, identification of attainment of learning outcomes and experiences of receiving peer mentorship ($n = 7$). **Peer mentors** invited to share experiences and considerations of their role ($n = 2$).

Survey: Students and peer mentors additionally completed a **JISC designed questionnaire** to evaluate teaching enhancements, to ensure individual voices were not ‘lost’ in group settings (**Returned student Questionnaire** $n = 7$; **Peer mentor questionnaire** $n = 2$).

Analysis: **Thematic analysis** for focus group & **Descriptive statistics** used to analyse questionnaire.

3. Findings



4. Recommendations

- **A preparation seminar:** *positive responses* - to remain with the **support of link tutors and other staff**.
- **Workbook:** *positive responses* - but reduced content with flexible completion times.
- **E-learning presentations:** *positive responses* - providing theoretical underpinnings to be maintained.
- **The peer mentor role:** *positive responses* – with development. Peer mentors to be recruited earlier to allow time for role & activity development, e.g. additional guidance & negotiation about contact timings & approach. Opportunity for peer mentors & students to meet more frequently before exchange. More frequent feedback to peer mentors regarding their contribution to student support.
- **Poster development:** *positive responses* - supports consolidation and citizenship.
- **An additional online mid-point seminar:** to increase support for learning during study abroad.
- **De-brief seminar:** *positive responses* – enhanced consolidation and helped students’ reverse culture shock.

5. References

Maltby, H.J., de Vries-Erich, J.M., Lund, K. (2016) Being a stranger: comparing study abroad experiences of nursing in low and high income countries through hermeneutic phenomenology, *Nurse Educ. Today* 45, 114-119.; Morgan, D.A. (2018) Learning in liminality. Student experiences of learning during a nursing study abroad: summary report Northumbria University.; Morgan, D.A. (2019) Learning in liminality. Student experiences of learning during a nursing study abroad journey: A hermeneutic phenomenological research study, *Nurse Educ. Today* 79, 204-209.; Morgan, D.A. & Smith, G. (2020) Northumbria University TQEF grant project: Implementation and evaluation of a transformative learning framework to enhance learning during study abroad.

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