



IO4 Learning Platform Manual

Transcultural Nursing: A European Priority, a
Professional Responsibility (TC-Nurse)

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PROJECT DESCRIPTION – Transcultural Nursing: A European Priority, a Professional Responsibility (TC-Nurse), is a project funded by the Erasmus+ programme under Key Action 203 Strategic Partnerships for Higher Education. It represents an international collaboration among five European HEIs located in Spain, Portugal, Belgium and Turkey: Universidad San Jorge and Universidad de Zaragoza, Spain; Instituto Politécnico de Portalegre, Portugal; AP University of Applied Sciences and Arts Antwerp, Belgium; Aydin Istanbul University, Turkey.

According to the European Commission, “social inclusion is at the core of the European Social Model and European values enshrined in the Lisbon Treaty”. Nevertheless, in the past few years, social exclusion and inequality have emerged as a major concern in European society. European Higher education institutions (HEIs) have a responsibility to address these issues through the promotion of social, civil and transcultural competencies, democratic values and fundamental rights, social inclusion, non-discriminating active citizenship and critical thinking.

The TC-Nurse project addresses cultural, linguistic and religious diversity, and promotes ownership of shared values, equality, non-discrimination and social inclusion through education and training at higher education level. In particular, this project aims to:

1. Foster the development of social, civic and transcultural competencies, and critical thinking, not only amongst participant nursing students and both teaching and clinical staff, but also amongst key stakeholders and decision/policy makers at local and regional level in all the participating countries.
2. Tackle discrimination, segregation, racism, bullying and violence in healthcare through the undertaking of preliminary research on this area, and subsequent creation of a multinational blended-learning module in transcultural nursing.

PRIORITIES – The project aims, actions, methodology and outputs have been designed to:

1. Allow the project team to draw a clear and realistic picture of TC and cultural diversity at academic, healthcare and social levels.
2. Test the implementation of CLIL as a teaching methodology in higher education, in a multinational, multicultural, multilingual environment.
3. Pilot the delivery of newly developed content and teaching & learning materials on TC nursing.



1. The TC Nurse online platform

1.1. General information

In higher education, online learning materials are increasingly being used. Think, for example, of online modules or courses that combine face-to-face and online education (blended learning). Because the instructor is not physically present, interaction between instructor and student is not a given in an online learning environment. Yet, research suggests that fostering the sense of the instructor's presence has a meaningful impact on both motivation and learning outcomes of students (e.g. Baker, 2010; Clark & Mayer, 2016; Lynch, 2016).

Therefore, it is a worthy challenge to maximize our teaching presence in this online context. The term presence can itself be understood in different ways, ranging from an indirect presence (because the learning environment is well thought out, students implicitly get the sense that there is also a teaching staff behind it) to a more direct one. As we experienced during this project, circumstances can require teachers to abandon a classroom environment and move to an online one, all while maintaining the same quality and imparting the competences.

Our choices for creating a suitable online learning environment have been influenced by the learning objectives and the specific characteristics of our intercultural student groups.

To make an online learning environment effective, it is essential that teachers ask the same questions in an online as they would in an offline one:

- What competencies and learning goals do I want to pursue?
- Through which teaching methods can I achieve this?
- Which learning materials can I offer for this purpose?
- How do I incorporate formative (and possibly summative) evaluation?
- What is the relationship between the online component and the contact moments in the blended module?

If online learning content is primarily presented through textual materials, this can appear distant, while in contrast, using direct instruction via screencasts gives you the opportunity to create a more direct sense of contact. It is certainly not necessary to be in the picture yourself all the time. However, a visual presence at crucial moments (for example, at the introduction and end of the course or lesson) can bolster the personal sense of presence.

Also, regularly posting additions or reminders on your course's home page emphasizes that you see the online section as a full part of the learning experience. For example, when you post links to recent material, such as relevant news



articles, you make it clear that you yourself are continuously engaged and updating your subject.

When circumstances dictate that a teacher's presence is more passive, your presence as a teacher can still be made clear through your own reflection in the teaching materials and through the fact that you regularly provide students with up-to-date information. This can be significant even if no interaction between the teacher and the students ever takes place.

1.2. Active, asynchronous presence

A further step is taken when you interact with students in an asynchronous way, for example via a forum. Without active input from a teacher, forum use usually declines quickly, since students often remain uncertain about whether the answers from fellow students are of sufficient quality. Of course, it is certainly not the expectation that the teacher immediately answers every single question on the forum, but rather that she keeps the learning process moving along smoothly. By asking additional questions, explicitly requesting input from the rest of the student group, giving partial answers and providing feedback on proposed solutions, you as a teacher nurture the learning process and at the same time provide an explicit sense of the teacher's presence. In addition, online communication between the teacher and students - either through the learning platform communication tool or via email - also falls under this heading.

With both forum and digital communication, it is important that students notice that you are actively following up (Barton & Maness, 2017; Riggs & Linder, 2016). This can be done by setting aside a set time for yourself several times a week to review the forum and also communicate with the students about the forum's content. Only when they notice that the online part is a full and important part of the learning environment for you, they also come to appreciate it as such.

Giving feedback can also be done digitally. The simplest form is providing written feedback to students via the online learning environment. However, this is not the only possibility. Providing feedback under the form of a video makes it more personal and can further increase its impact (McCarthy, 2015; West et al., 2017). As a matter of fact, when you know how to do this and manage the required tools, the time spent making video feedback is comparable to that spent on traditional, written feedback (Crook et al., 2012).

1.3. Active, synchronous presence

Of course, it is possible to go even further by using synchronous interaction, such as using video conferencing for direct contact with students.



Although this certainly requires a greater degree of preparation and legwork the first time, direct interaction between instructor and students can constitute important added value. Why not include an online question hour that students can subscribe to (see best practices below)? When several students want to discuss the same topic, you can also help them in a shared virtual space. This technology can also be relevant for smaller student groups when some students are abroad. In this way, the direct contact between student and teacher is maintained, even over great distances.

When using digital tools, another important aspect is to encourage motivation as much as possible. As argued by Self-Determination Theory (SDT, Ryan & Deci, 2017; Deci & Ryan, 2000), students have a number of basic needs, such as the following:

- Autonomy -> freedom of choice, self-determination
- Relatedness -> meaningful relationships with others
- Competence -> clarity, challenge, support

According to SDT, learners have a natural tendency to explore their environments, to grow, learn and develop. An important goal of education, then, is to cultivate this inherent interest that exists within the learner. Yet, in reality, many teachers find themselves in a daily struggle to energize and motivate learners who lack enthusiasm, are passive, refuse to cooperate, or even display aggressive or disruptive behaviors. Teachers therefore would not necessarily describe their students as naturally proactive and endowed learners. And evidence shows teachers are right! Learners' intrinsic motivation dramatically deteriorates with increasing age, and during the teenage years many learners have lost interest in and excitement for school. In this context, SDT provides a sound theoretical framework that stimulates a critical perspective on some of the widely used contemporary educational policies and practices which are hampering rather than fostering learners' intrinsic motivation. For more information, readers are encouraged to visit the following website:

<https://selfdeterminationtheory.org/application-education/>

In order to accomplish this, We should be setting the bar high. This can be done by focusing on the following areas:

Competence:

- Communicate clear expectations
- Don't (continue to) hold hands
- Provide appropriate support and time estimation

Autonomy:



- Create a meaningful context:
 - Value and relevance of learning content
 - Examples
 - An inspired lecturer
- Promote action, interaction & cooperative learning:
 - Activating impulses
 - Open questions

Relatedness:

- Provide appropriate support:
 - Before and after class
 - Names
- Action, interaction & cooperative learning:
 - 'Whisper' sessions (provide feedback to your neighbours/fellow students)

2. Content and structure

The Learning platform is a technical tool that allows teachers to provide training without teachers and students being in the same place at the same time. It provides online blended training as support / addition / replacement of the more traditional way of teaching in a face-to-face context. A lot of advantages are linked to the use of this online platform: we can, for instance, create content and simultaneously use already developed materials. Students can register and we can grant them access to a particular type of content. On the platform, a variety of tools allows us to communicate with students, both synchronously and asynchronously and to get students to communicate with each other. In a course, there is also the need for evaluation and assessment. The digital platform offers us mechanisms to evaluate their work and to check if they reached the required levels. Thanks to the digital platform, we also have the opportunity to keep track of those students who show difficulties during the learning process. There is the possibility to draw analysis and statistics on performances and identify problems in the course.

2.1. Goals

We expect to develop a useful tool which promotes learning and facilitates the teaching & learning and assessment of transcultural nursing in higher education. The learning platform will be designed by an expert in information and communication technology. The aim of this output is fourfold:



1. To serve as an effective mechanism for coordination and communication between partners (i.e. forums; document sharing, etc.)
2. To serve as a tool for progress and quality monitoring.
3. To serve as a platform for sharing outcomes within and outside participating HEIs, thus contributing to the project's dissemination strategy.
4. To serve as a learning platform for both staff and students from participating universities during C1-C6. Additionally, we intend to use this opportunity to pilot the learning platform during the funding period, in preparation for use during the delivery of O5, after the grant period. Access to the materials on the learning platform will be open so that unregistered students may also benefit from it.

2.2. Format

The learning platform was created using evolCampus, which offers support and a stable environment in which education and development of materials can take place, and tools are offered adapted to specific needs. It also offers the opportunity to link to the HEI-websites and is compatible with other software. The evolCampus environment we use gives opportunities in the following areas:

- Content creation: You can create content for your courses or use content already developed in different formats.
 - Enrollment: Register and allow access to particular types of content to students.
 - Communication: Various tools that will allow you to communicate with the student, both synchronously and asynchronously. It also allows students to communicate with each other.
 - Evaluation: The LMS platform must have mechanisms that allow you to evaluate the students to check if they have acquired the knowledge that is intended to convey.
 - Follow-up: A good e-learning platform will allow you to keep track of those students who betray difficulties in their training process. In this sense, new technologies such as machine learning can help detect students who need support more quickly.
 - Analysis: Generate all kinds of reports and statistics of the training and groups of students that you have in your LMS. Essential to improve and detect problems in your training process.
- (Information slightly adapted from the Evolcampuswebsite)

The way we are using evolCampus is a solution, not a problem or barrier. A common downfall of elearning platforms is not thinking enough about the user, since the user is usually neither an elearning expert or a computer expert.



This evolCampus platform is designed to keep things simple and easy to use. Ease of use can translate into good design, but it is also important that the concepts are clear; that the application itself explains what you are doing, what options you have, even that it warns you when the action you are performing may have consequences that you should be aware of. After working with the platform, our team determined that it was suitable in these respects.

3. Intended learning outcomes for TC-Nurse students

The TC Nurse teams have settled on the following eight learning outcomes. More information about them can be found in the TC-Nurse Intellectual Output 2.

1. Reflect on their desire to actively engage in the process of becoming a culturally mindful individual and a culturally safe nursing professional through active participation in teaching and learning, and social activities both inside and outside the classroom.
2. Explain and analyze the detrimental effects of ethnocentrism, cultural stereotyping, prejudice and cultural imposition, which have the potential for decreasing quality of care and generating conflict between culturally diverse clients and health care providers.
3. Critically reflect on their personal identity as individuals and nursing professionals; explain how being in a multicultural environment may influence their behaviour; demonstrate respect for their peers and teachers and self-confidence.
4. Discuss and compare health-related beliefs, practices and behaviours, as well as biological, psychological and socioemotional characteristics, of selected cultural groups; reflect on their impact on patients' health outcomes.
5. Manage their own emotions and behaviour; demonstrate a degree of comfort and self-confidence in the multicultural learning environment through verbal and/or non-verbal language and active engagement with the courses' activities.
6. Discuss and analyze the impact of aspects such as patient empowerment, trust, respect, acceptance and communication on the nurse-patient relationship; explore the risk/benefits of (lack of) adherence to these principles to the patients' health outcomes.
7. Improve their ability to use both verbal and non-verbal language to effectively communicate with each other and with teachers, making clear strides to overcome the language barrier (this may include active listening, giving and receiving feedback, conflict negotiation abilities, relationship building and teamwork).
8. Put into practice aspects of culturally mindful behaviour when working together during class sessions, assessment activities and especially group work; enact culturally safe nursing practice through the resolution of specific case studies involving patients, families and/or communities from different cultural backgrounds.



4. CLIL

CLIL (Content and Language Integrated Learning) is a fundamental part of the project. It was important for the team to find ways for language learning to be supported online. This challenge and the team's solutions are discussed in depth in Intellectual Output 3.

5. Part of the Course

During the project, the team developed a model to divide the TC contents and help students develop their learning. The course is designed around the following topics.

- 5.1. Cultural Desire
- 5.2. Cultural awareness
- 5.3. Cultural knowledge
- 5.4. Cultural sensitivity
- 5.5. Case studies

An in-depth discussion of the model can be found in Intellectual Output 6, while the organization of the course is described in Intellectual Output 5.

6. Evaluation

The evaluation of the module is two folded. At the outset of the course, students are put into a group with their peers and assigned a specific case study that they will begin working on. We expect them to work on this throughout the program outside of synchronous learning activities. They also are expected to create a portfolio where the daily assignments and reflections can be collected. For the portfolio, as for the case study, a rubric was designed. In the portfolio, students provide evidence that they have mastered the learning outcomes and required competencies. Students make sure that the portfolio contains the sources of learning, the demonstration of learning, the evidence of learning, the gained knowledge and skills, the reflection and the final presentation of the case study.

They cannot fully solve the case study right away, since the daily work and activities will equip them with new concepts and knowledge to better analyse, explain and resolve the case study. They will present their case study to the other three groups as well as all the instructors.

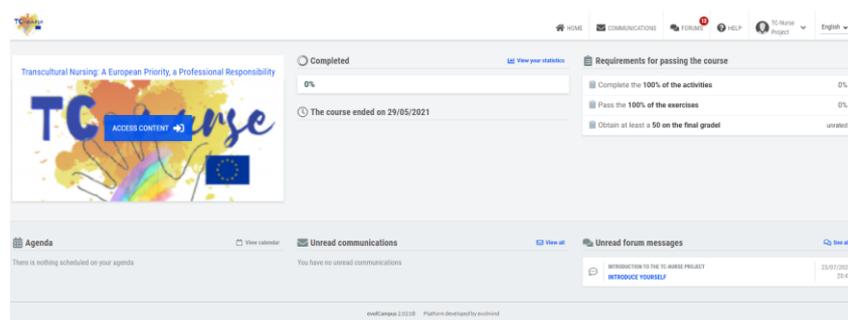
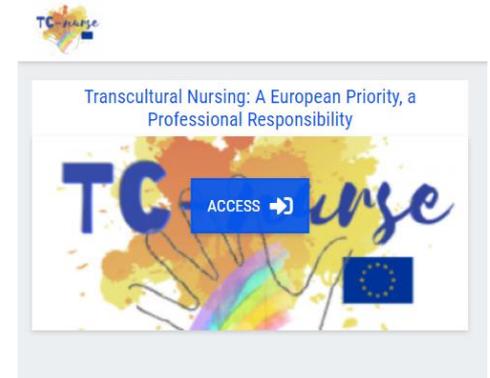
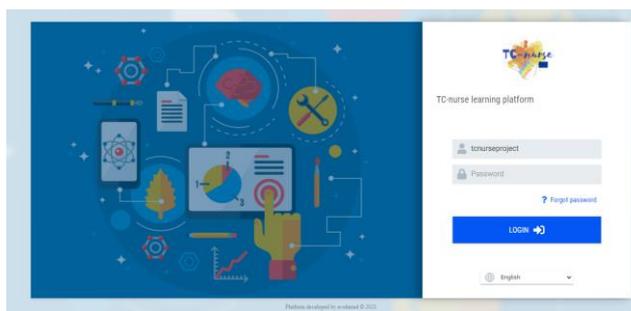
This is an audio-visual presentation that should help the audience understand the main ideas and arguments that their team has been talking about. They are encouraged to think creatively about the best way to present the project. Groups will have up to 25

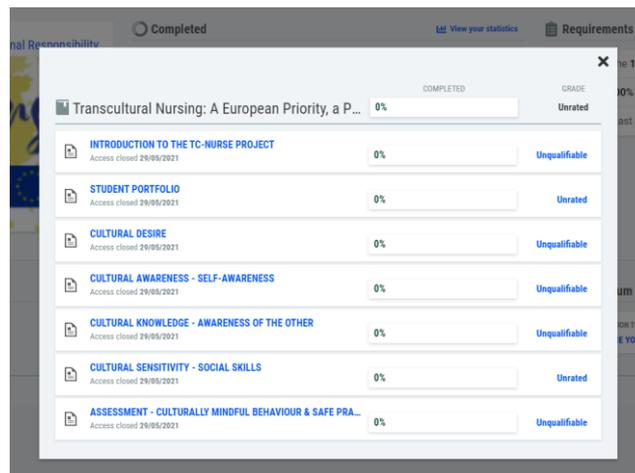
minutes to present their case studies. There is a rubric provided so students can learn what the instructors are looking for. Because students feel at home in the digital platform, it is also possible for them to collaborate with each other in this way, sharing information, documentation and ideas and working together smoothly. The case will be assessed based on the following assessment criteria. There is a shared part of the rubric (the whole group will have the same mark) and an individual portion of the rubric

More information about assessment and evaluation in TC-Nurse can be found in Intellectual Output 2.

7. Navigating in the module

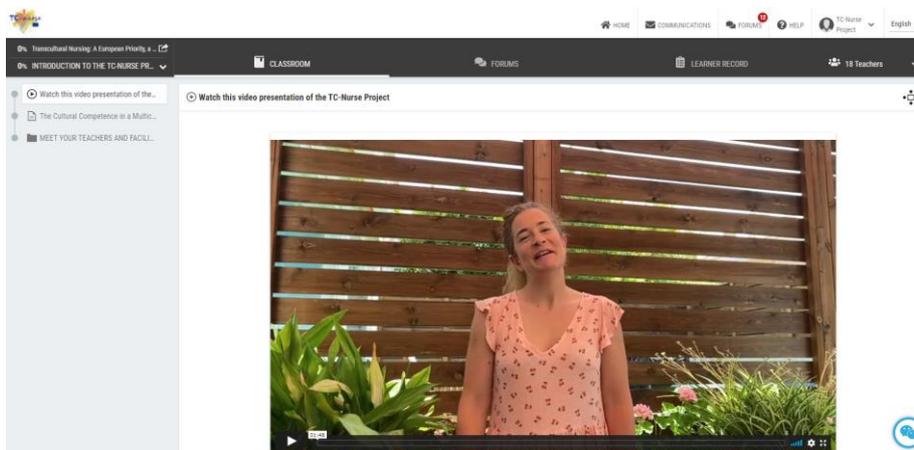
Students have to follow a simple enrollment procedure. An account is created for them by the system administrator. At all times, students can contact the administrator through the help-function and go back home in order to get an overview of the course.



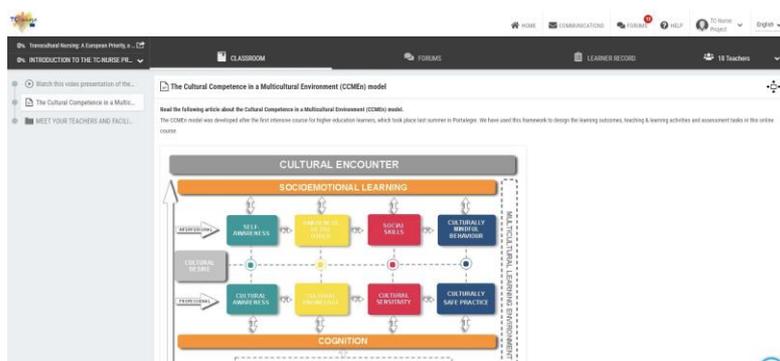


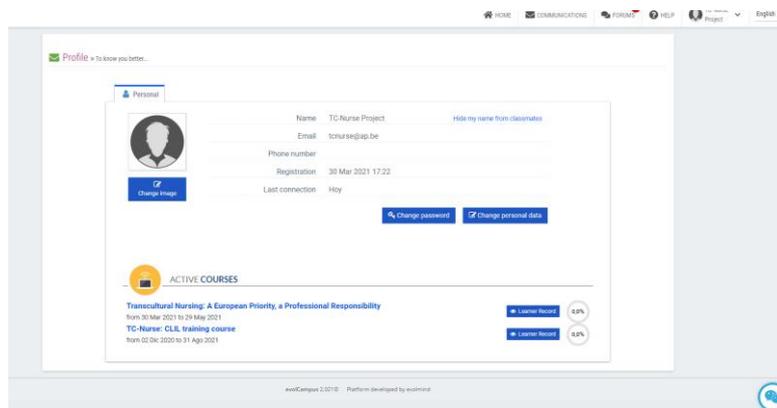
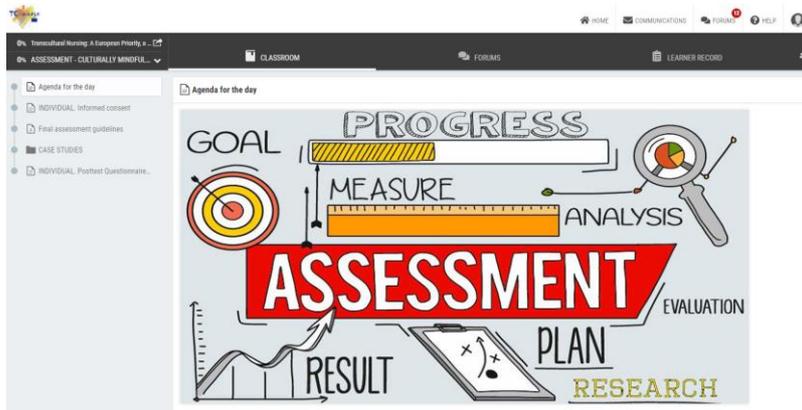
Module Name	Progress	Status
Transcultural Nursing: A European Priority, a P...	0%	Unrated
INTRODUCTION TO THE TC-NURSE PROJECT	0%	Unqualifiable
STUDENT PORTFOLIO	0%	Unrated
CULTURAL DESIRE	0%	Unqualifiable
CULTURAL AWARENESS - SELF-AWARENESS	0%	Unqualifiable
CULTURAL KNOWLEDGE - AWARENESS OF THE OTHER	0%	Unqualifiable
CULTURAL SENSITIVITY - SOCIAL SKILLS	0%	Unrated
ASSESSMENT - CULTURALLY MINDFUL BEHAVIOUR & SAFE PRA...	0%	Unqualifiable

The module is structured according to the different phases of cultural competence. The content is organized in these different chapters aiming to respond to the set out learning goals en adapted to the requirements of the content of each chapter.



Every chapter is organized in different themes or subthemes, and students can easily change between those by clicking on the correct theme in the left side of the screen.





Students can change items on their profile by opening their account, change password and personal data and see their active courses and records. They can also communicate with others by clicking on the speech bubble at the bottom of the screen.

8. Select biography

(e.g. Baker, 2010; Clark & Mayer, 2016; Lynch, 2016).
(Barton & Maness, 2017; Riggs & Linder, 2016).

(McCarthy, 2015; West et al., 2017). As a matter of fact, when you are familiar with this, the time you put into this is comparable to that of a traditional, written feedback (Crook et al., 2012).

(Barton & Maness, 2017; Riggs & Linder, 2016)

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