

Abstract – Original Research

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Title of Presentation:

International Collaboration in Teaching and Learning - IMPECD

1. Brief description/abstract for the content of the poster presentation

Introduction

Globally connected teams and an increasingly global labor market with professionals and patients on the move highlight the importance of international collaboration. The IMPECD-project aims to improve online international collaboration competences by offering an online course with clinical patient cases for collaboration.

Objectives

A pilot test with students of four European countries answered the questions how learners experience the online learning environment, and where they see potential for learning online international collaboration competences.

Methodology

Five clinical cases, based on real patient cases, were collaboratively solved in small groups of five undergraduate nutrition and dietetic students ($N = 25$). An international setting was ensured by group allocation: each group consisted of at least one student from Austria, Belgium, Germany and the Netherlands. The five groups were observed and guided by researchers while they actively solved the clinical cases. Usability and User Experience were evaluated by an online questionnaire.

Results

Students experienced the online course as exciting, motivating and innovative, 60% would like to be frequently involved in similar online courses. More than half of the participants (56%) believe

that the online course will improve their international collaboration between colleagues. Collaborative tasks for dietetic diagnosis, therapy planning and monitoring, and outcome evaluation seem most beneficial for solving the clinical cases, since these tasks are very challenging for students. English as medium of instruction is challenging for 64% of the students, which could hamper the acquisition of online international collaboration competences.

Discussion & Conclusion

The course was well received, as it identified and addressed a need for innovative ways of training online international collaboration competences. The results will be used to re-design and improve the online course, focusing on methods to acquire online international collaboration competences, which will then be tested in a second research cycle in June 2018.

1. Please give two to three key references (published by you or others) which can be used to inform future work:

Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., . . . Zurayk, H. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *Lancet*, 376(9756), 1923-1958. doi:10.1016/s0140-6736(10)61854-5

Merriënboer, J. J. G. v., & Kirschner, P. A. (2017). *Ten Steps to Complex Learning: A Systematic Approach to Four-Component Instructional Design (3rd Edition) (Third Edition ed.)*. New York: Routledge.

Beelen, J., & Jones, E. (2015). Redefining Internationalization at Home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European Higher Education Area*: Springer International Publishing

2. Please identify, where possible, up to three specific key messages that participants will take away from your poster presentation to inform their future practice.

Globally connected teams and an increasingly global labor market highlight the importance of international collaboration.

Online courses for solving the clinical cases including collaborative tasks for dietetic diagnosis, therapy planning and monitoring, and outcome evaluation seem most beneficial, since these tasks are very challenging for students. English as medium of instruction is challenging for a majority of students, which could hamper the acquisition of online international collaboration competences.