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Facilitate learning through an international virtual collaboration practice: a case study

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Background: Internationalization of higher education involving information and communication technology such as e-learning opens opportunities for innovative learning approaches across nations and cultures.

Objectives: Describe a case in practice of collaborative and transformative learning in relation to ‘internationalization on home grounds’ with the broader learning objective of ‘becoming aware and knowledgeable’.

Design: A mutually developed project established a virtual international collaborative exchange for faculty and students using a course management software (MOODLE) and open access technology (Adobe CONNECT).

Settings & Participants: The settings of this study were done in two research universities in Sweden and the United States. Approximately 90 nursing students were participated from each university per semester over several semesters.

Methods: A collaborative process to develop a joint learning community to construct a virtual module and learning activity involving academics and nursing students in two countries using principles of meaning construction and negotiated learning.

Results: Developed possibilities for dealing with the challenges and finding strategies for a future higher education system that opens dialogues worldwide.

Conclusions: Virtual international exchanges open innovative communication and learning contexts across nations and cultures. Internationalization is so much more than students and teachers’ mobility. ‘Internationalization on home grounds’ (internationalization for all) should receive more attention to support faculty and student collaboration, learning, and professional development.