



Integrating Internationalization to Reframe Nursing Education: Its Challenges, Opportunities and Implications in The Pandemic Era

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ABSTRACT

Internationalization as a concept determines individual institution's initiative to be visible in the arena of academic pursuits. The health crisis confronted by the world had highlighted the role of educational societies to strive amidst complications for global connectivity. Linkages at the moment become vital as nursing leaders design platform which is resilient to the test and demands of time. Challenging the quality of nursing education post-pandemic poses threat to delivery of safe nursing practice if higher education institution failed to safeguard its implementation through updating policies regarding compulsory and programmatic accreditation. This perspective documents various initiatives as opportunities to enhance if not sustain quality nursing education and attracting foreign students while keeping adherence to mantra of excellence instruction, research and training through borderless approach.

KEYWORDS

Caring opportunities, Globalization, Internationalization program, Nursing education, Quality assurance

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Since then, nursing education has undergone several modifications to address the changing needs and demands of time. These developments are both seen in the academic community as how the curriculum has implemented and in the hospital industry as delivery of nursing services are executed which led to the achievement of new breakthroughs and practices in the profession. Aside from the effect of global health crises, cultural, political and economic

factors contributed in the evolving shape of nursing curriculum, thus collective effects are felt by individual clients.

With all these encumbrances, it is vital to invest our focus in nursing education in terms of strengthening through careful reframing. This reframing approach refers to identifying innovative practices to address the demands of time while maintaining standards of the profession anchored on the premise of global competitiveness. This will

in turn provides firm foundation to support professional practice embedded with values of nursing education, research and training. It is but critical to merge efforts of collaborative nursing and practices across local and foreign territories and consolidate therefore, effective interventions on producing competent graduates as human capital for globalization ([Hampton, 2020](#)).

The pandemic not only highlighted the role of health workers, more so reminded that education is never the sole academic community. The COVID-19 pandemic left numerous nursing faculty in the unusual position of abruptly transitioning educational content to online formats ([Jeppesen, 2017](#)). The rapid pivot from face-to-face education to full online instruction prompted faculty to explore and use novel technologies and methodologies to deliver curricula. Effective synchronous instruction typically requires time to develop ([Hampton, 2020](#)). It is rather a shared responsibility of stakeholders. Academic institutions must adhere the power of research in nursing to explore possibilities on how education be best delivered with space for care; not only to create new theoretical blocks but mainly executing actions to elevate standards of life, quality society as well as expressions of unending care ([Acob, 2018](#)).

Glocalization as a concept dedicates to prepare nurses to be-able-to think globally while sustaining their historical roots and be more productive utilizing the contexts surrounding them. The levels of complexity both individual and in collective health care, with social responsibility and commitment for global citizenship while developing a culturally competent practice are enhanced through integration of internationalization programs to nursing curriculum ([Acob, 2020](#)). Institution's desire for global visibility is conceivable when it is adherent to embrace cultural diversity and a curriculum design responsive to the global market.

As university and nursing programs puts premium and emphasis on global viewpoints in their efforts of strategizing goals and plans, nursing curriculum on one end formats the amalgamation to attract foreign students to enroll with the internationalization initiatives. Visayas State University (VSU) through its nursing program able to forge understanding and implemented joint projects attesting its commitment for global education. The reframing of strategies to deliver inclusive education sprouted collaborations to both students and educators in the conduct of their researches and community engagements. With globalization processes

impacting health and education throughout the world, it is timely to understand the current context in order to move ahead to promote the development of professional nurses as global citizens. Considering the impact of globalization, nursing education programs need to move beyond acknowledging the value of global health content to attending to the integration of concepts throughout the curriculum.

COVID-19 has also already disrupted universities and academic institutions. Within the health field, schools of nursing are bracing for unique challenges related to their role in helping develop the next generation of care providers. It is an ongoing crisis; it is a real-time lesson in equity, leadership, social justice, ethics, and patient care. This pandemic will forever shift the educational landscape; it already has.

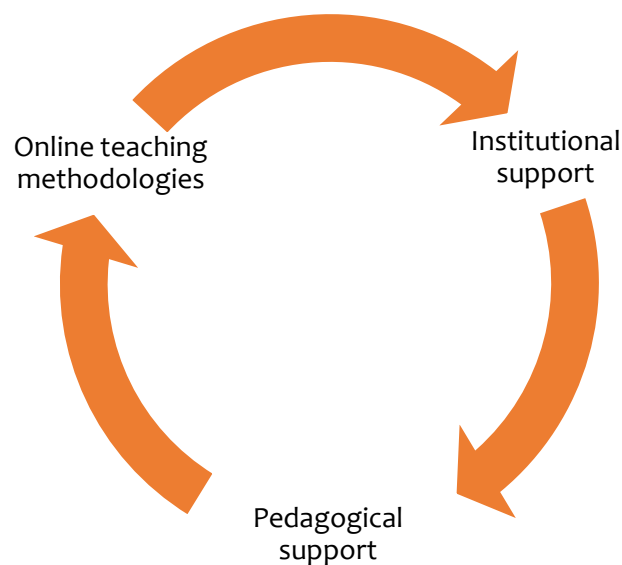


Figure 1. Integration for reframing nursing education

The above figure depicts major players of consideration in the reframing of nursing education towards globalization. Institutional support has been a common need reported by faculty members who teach online courses. Faculty access to technical support when using learning management systems such as Moodle has

helped with the delivery and management of online content (Zheng, 2018).

Support from leadership is also critical to effective online teaching. Roney (2017) found that only 30% of the faculty reported receiving regular trainings regarding new technologies and 26% felt supported by their institution to attend technology training.

Further, they found that approximately 53% of faculty surveyed received individualized or small group training related to technology use. Some institutions only require online faculty to take courses or have training related to online teaching and will provide additional support. Richter and Idleman (2017) found out that over 70% of faculty who were preparing to teach online had taken a course or seminar prior to teaching the class.

Instructional designers have varied roles; however, their expertise lies in assisting the faculty to structure the content with alternative delivery innovations to best optimize student learning. Redesigning content and embedding technology tools can improve engagement and learning outcomes. Faculty and students benefit from the instructional design's evaluation of the layout of the course in the learning management system and analysis of appropriate learning activities to best meet the intended course goals.

Mentorships and faculty learning communities have also been helpful to faculty as they transitioned their face-to-face courses to a virtual environment (Richter, 2017). Mentoring can include informal events in which faculty share new resources they have found to be helpful

(Gazza, 2017). Faculty learning communities (Malhotra, 2020) have also been reported to add value in promoting faculty comfort with technology for teaching in healthcare education field. Faculty can share experiences about what worked well in their courses, information about design and implementation of online courses, preferred technology and troubleshooting (Malhotra, 2020). Sharing of this information can shorten the learning curve for faculty teaching online and decrease their fear of trying something new.

Online teaching methodologies on the other hand, is a type of teaching strategy used in an online course is dependent upon course objectives. Faculty typically use a blend of different methods to deliver online content (Hampton, 2017). Online text-book materials, recorded lectures, videos and simulation were reported as methods used in one survey of nursing faculty (Wolf, 2018). A review by Forbes (2016) supported the use of videos as a method for teaching nursing skills supporting content. Case-based learning and collaborative discussions were reported as effective online teaching methods in nursing courses (Jeppesen, 2017), that encouraged students to use critical thinking and professional communication skills.

Pre-recorded lectures are another method of online instruction, usually in the context of hybrid or flipped classrooms. Generally, students have been receptive to this method of content delivery (Wolf, 2018). However, due to COVID-19, implementing flipped classroom, models have been more of a challenge, although this can be accomplished through synchronous online education. Now that the pandemic is over and resumption of classes are done face-to-face, institutions seemed to forget that virtual educational engagements has mechanized learning to proceed and that faceless scholarship is still way possible.

Student engagement also influences the type of teaching methodology used in online courses. According to Khan (2017), there are best practices to promote student engagement in online classes. These includes but not limited to offering challenge and connecting content with how it can be applied and useful, collaborative and active approaches to learning should be used, there should be quality interactions between the students and between instructors, and the courses should include enriching experiences.

Discussion boards, group projects and peer-review of research projects are some activities that meet these criteria for best

practices. Hampton (2017) found that two online learning methodologies most engaging for students to promote learning were videos or narrated presentations and case studies. Group assignments can create challenging opportunities to students, and thus are not a preferred learning method by students (Roby, 2013); however, it is important for learners to learn how to be effective when working in groups, including in virtual environment, so the value of group learning needs to be emphasized.

Implications for global nursing education and integration

With this crisis, comes opportunity (Mulla, 2020). In the past, faculty members were resistant to transitioning courses from face-to-face to an online format. The coronavirus pandemic forced a change to online course delivery. At the same time, new challenges such as COVID illness among faculties and/or students have occurred and required significant focus. In addition, the pandemic has had a negative financial impact on some nursing programs. Polikoff (2020) reported that there has been a small decline in the number of students attending college and many students have reduced the number of courses they are taking due to pandemic. Faculty in some schools have

been asked to be more cautious with their budgets and to avoid adding costly resources.

Future attention toward teaching and learning will be required, including how to promote both student and faculty resilience, how to keep students engaged and how to maximize learning for both graduate and undergraduate programs. As an outcome of the pandemic, teachers are expected to be more prepared in teaching online courses (Neuwirth, 2020), but they continue to have much to learn. King and Niniger (2019) reported that most instructors teach how they were taught. Prior to pandemic, some faculty had not taught an online course or received education on how to teach in a virtual platform. Since increased competence in teaching online leads to a higher level of student satisfaction, it is important for each school to assess the level of comfort of their faculty to teach online and to develop educational courses to address the need for areas of weakness or concern. Teaching methods that work well in face-to-face instruction may not be effective in online means, and thus faculty need to be provided with support and training to help them adapt and promote student engagement.

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