Accepted Article

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Article type: Original Research: Empirical research - qualitative

Title: Nursing students’ perceptions of peer learning through cross-cultural student-led webinars: A Qualitative Study

Running title: Perceptions of peer-learning

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Funding Statement
The Faculty of Health and Society at Malmö University, Sweden and the Faculty of Health and Social Sciences at Hong Kong Polytechnic University, SAR, generously funded the project.

This article has been accepted for publication and undergone full peer review but has not been through the copyediting, typesetting, pagination and proofreading process, which may lead to differences between this version and the Version of Record. Please cite this article as doi: 10.1111/jan.13983
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Conflict of interest: No conflict of interest has been declared by the author(s)

Author Contributions:
All authors have agreed on the final version and meet at least one of the following criteria (recommended by the ICMJE*):
1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data;
2) drafting the article or revising it critically for important intellectual content.
* http://www.icmje.org/recommendations/

ABSTRACT
Aims: To explore nursing students’ perception of peer learning during cross-cultural learning activities through student-led webinars

Design: An exploratory qualitative study.

Methods: Thematic analysis of data collected from reflective journals and focus-group interviews of participating nursing students across three international universities in Australia, Hong Kong and Sweden during autumn 2017.

Results: Three themes were identified: Peer Learning as creation of friendship; Peer learning from interactions that went beyond what was originally intended; and Peer learning as empowered learning.
**Conclusion:** Combining peer learning as an educational approach with cross-cultural and student-led webinars provided new perspectives. On-line learning across global boundaries, based on a sound educational model, creates new opportunities for internationalization without straining individual and institutional financial resources.

**What problem did the study address?**
- There is limited evidence exploring how peer learning is used outside homogenous groups in clinical settings.
- Cross-cultural experience that supports students’ development of cultural awareness during undergraduate nursing education are often limited by logistics and financial constraints.

**What were the main findings?**
- Peer learning creates a sense of belongingness between nursing students across cultural contexts
- Student-led webinars are beneficial for cross-cultural learning experiences

**Where and on whom will the research have impact?**
- The findings can assist academics who develop and implement cross-cultural experiences in nursing curricula.
- It is important that nursing students understand the benefits of student-led activities as a means to further learning.
- Future studies should evaluate effects of on-line learning in cross-cultural peer groups on students ‘cultural awareness.
**INTRODUCTION**

Peer learning involves collaboration between students where engagement, independence, critical thinking and problem solving are central. This educational model is attracting increased interest across disciplinary boundaries for theoretical, empirical and policy reasons (Riese et al., 2012). Several positive effects on student achievements have been reported. For example, Brynhildsen et al., (2014) and Stenberg and Carlson (2015) suggest that peer learning creates greater confidence and independence in learning, deeper understanding and acquisition of higher-level personal and professional skills. Holst and Hörberg (2013) found that peer learning created a sense of belongingness that facilitated independence and professional development. Additionally, findings from recent studies by Pålsson et al. (2017) as well as Andersen and Watkins (2018) indicate that peer learning facilitates an increased understanding of collaboration and leadership. Despite these positive benefits, there have also been reports of negative outcomes, such as competition among students (Stenberg & Carlson, 2015) and students not feeling safe or compatible with each other (Holst & Hörberg, 2012), that are seen to have an impact on student learning. Peer learning has previously been implemented in a variety of learning contexts. These range from clinical placements (Stenberg & Carlson 2015; Pålsson et al., 2017; Sevenhuysen et al., 2015) to web-based discussion forums (Mettiäinen & Vähämää, 2013) and blended learning settings combining face-to-face interaction with on-line activities (Williamson & Paulsen-Becejac, 2018). Most of these programs have involved a homogenous group of students recruited from one single institution; often sharing similar experiences. The phenomenon of how a cross-
cultural group of students, in a purely on-line forum, experience the educational process of peer learning has however not been previously described.

**Background**

Collaborative peer learning practices are rooted in socio-cultural learning theories that place emphasis on students as active participants in communities of practice (COP). COPs are defined as a group where participants gain new knowledge, learn professional skills and construct a professional identity implicitly and explicitly through dialogue with members (Lave & Wenger, 1991). The definition of communities of practice has however been criticized by Gee (2004) as the connotation of a feeling of belongingness and sense of community may not always exist; instead, learning may occur in a notion of affinity spaces (Gee, 2004; Jones et al., 2016). Affinity spaces are venues where individuals interact around a shared interest rather than as members of a certain community. Aligned to this idea, the theory of COP has developed in more recent work by Wenger-Trayner and Wenger-Trayner (2014) and is now discussed as landscapes of practice. As the former name implies, a single community of practice misses the complexity of knowledge and competence held in a profession influenced by for example, research, teaching and regulations.

Globalization and new technologies expand our horizons with the potential to connect people from various locations. In other words, communities of practice can expand into landscapes of practice as they engage across boundaries of a community. This engagement changes what a community sees as important or even reveals a “new” core to its practice involving the question of how the perspective of one practice is relevant to that of another.
From a learning perspective, Wenger-Trayner and Wenger-Trayner (2014) assert that how students learn to identify with and inhabit a *landscape of practice* is important to understand. They point to three modes of identification; engagement, imagination and alignment. First, engagement relates to how students engage in practice by working on issues, producing, debating and reflecting together. Second, imagination helps students to create a picture of other students to see themselves from a different perspective and reflect on their situations. Tools such as stories, pictures or information and communication technology can support imagination. Third, alignment implies that students need to feel connected with the context, feeling confident that the activities are coordinated, purposeful and fit the course curricula (Wenger-Trayner & Wenger-Trayner, 2014). The *landscape of practice* implies that learning is not dependent on what one can learn on one’s own but is dependent on others. Vygotsky (1978) presented a similar argument in the *theory of the zone of proximal development*. This theory suggests that learning is dependent on interactions, collaboration and relationships realized through intersubjectivity (the common ground), scaffolding (support between learners) and guided participation (shared activities). If students are to assume responsibility for learning, they need to be actively involved by sharing and building knowledge. Theobald et al. (2018) concluded that collaborative learning and the use of case studies are effective strategies that enhance student engagement and facilitate active learning. In addition, Riese et al. (2012) argue that in creating learning opportunities for students, attention needs to be directed towards the social relations that exist between group members as peer relations mediate action in both productive and less productive ways.

In this study, we built on the idea of providing students with cross-cultural experiences early in their undergraduate nursing programs as a means to promote cultural awareness. It is increasingly important for nursing graduates to gain international experiences and cross-cultural skills during their bachelor programs to be able to work globally in the future.
(Hénard, Diamond and Roseveare, 2012). However, given the logistic and financial constraints, not all students in higher education are able to travel overseas for cross-cultural learning experiences. Internationalization-at-Home (IaH) is a concept that incorporates cross-cultural learning dimensions into a curriculum, facilitates international collaboration and develops cross-cultural skills without students leaving their home universities (Wächter, 2003). With the advancement of Information and Communication Technology (ICT), new educational opportunities exist that can be implemented at a lower cost irrespective of students’ physical location. In a recent example, Mettiäinen and Vähärma (2013) showed how web-based discussions provided students with new ways of communication by supporting each other as peers during clinical practice.

From the perspective of cross-cultural experience, other studies demonstrate how web-based interactions with students working as peers increased students’ preparedness to care for patients from diverse cultures (Carlson et al., 2017). Further, Chan et al. (2017) showed how students developed a shared identity in a virtual community and formed a connection that went beyond their identities as nursing students. However, there seems to be variable use of ICT across the world with still little known about what ICT can offer to enhance the learning experience, especially across physical borders on a global scale (Hénard, Diamond and Roseveare, 2012). The current study explores how a model for collaborative learning, in this case peer learning, was experienced by nursing students from three distinct countries participating in cross-cultural learning activities through the use of ICT.
THE STUDY

Aim
To explore nursing students’ perception of peer learning during cross-cultural learning activities through student-led webinars

Design
This is an exploratory qualitative study based on reflective journals and focus-group interviews collected from participating nursing students across three international universities in Australia, Hong Kong and Sweden. The current study is an expansion of a previous bi-national project on cross-cultural learning through an IaH initiative, which is presented fully elsewhere (authors et al 2017; authors et al 2017). For this study, we included a third university to widen the cross-cultural IaH experience. This facilitated greater exploration to how the educational model of peer learning was experienced by students from three educational and cultural contexts.

Intervention
Within the project, undergraduate students at La Trobe School of Nursing and Midwifery Australia, School of Nursing Hong Kong Polytechnic University Hong Kong and Department of Care Science, Malmö University, Sweden participated in five 90-minutes long student-led webinars using the Zoom platform for audio and video conferencing. For the purpose of the study, the research team developed a generic patient case addressing common learning outcomes related to medical and nursing interventions that was common across all three countries. During the webinars, the students discussed the case facilitated by questions that encouraged them to use the nursing process and incorporate their theoretical knowledge and
clinical experience. Academics provided an introduction and overview during the first webinar and were then not present during the subsequent sessions.

Students were divided into three international peer learning groups of ten or eleven students; with at least two representatives from each of the three universities. Where necessary the peer learning groups were equipped with either laptops or tablets to facilitate independent discussion without the need for immediate presence of an on-site academic. During the webinars, academics were available to students by telephone, email or in a known physical location close to where students met for the webinars. The webinar schedules were adjusted to students’ respective time zones and the location varied depending on student preference. For example, students in Australia were scattered over a large area and thus engaged in discussions using individual laptops from several locations.

Participants

We chose to approach second year students in undergraduate Bachelor of Nursing programs at the three universities because of similarities across theoretical and clinical courses. The researchers were invited to inform students about the study and study purpose during mandatory lectures at their respective universities. Due to practical reasons when arranging the student-led webinars we limited the number of participants to a maximum of 12 students per university. Thereby, 31 students in total were recruited through convenience sampling. Due to the voluntary nature of participation, the number of students from each university differ slightly (Table 1).
Data collection

We used two means of qualitative data collection. First, we used critically reflective writing where students wrote a short reflection (approximately 300 words in English) on their experience of peer learning after each webinar. From this we have 150 student reflections comprising approximately 45,000 words. Second, within one month after completion of the last webinar a focus group interview was conducted at each university. Trained facilitators, not involved in the project, moderated the focus groups for two of the three groups (i.e., Hong Kong and Sweden). For the Australian group one of the authors acted as the moderator; however, at the time of the interview the author had neither a teaching nor examining role in relation to the participating students. Moderators used a semi-structured interview guide with two main questions: What was your experience of peer learning during webinars? Did you connect outside of the webinars with students? Moderator prompts such as “Can you tell me more about...” and “Could you explain a bit more...” were used to gain more in-depth understanding of the responses to the main questions. The focus groups were conducted in English, Cantonese and Swedish respectively. The focus groups were audio-recorded, lasted, on average, 90 minutes and were transcribed verbatim for analysis.

Data analysis

The analysis followed the method for conducting inductive thematic analysis of textual data based on a constructionist method examining how experiences are the effects of discourses or interactions in a group (Braun & Clarke, 2006). Reflective journals and transcriptions from the focus group interviews were the data set used for analysis whereas data extracts refer to individually coded chunks of data and we present a selection of these in the final analysis as quotations or excerpts (Table 2). We used the reflective journals as our main data set as they...
were all written in English, enabling the entire team of researchers to familiarize themselves with the data (Braun & Clarke 2006) and allowing sharing of our initial analytical ideas. To support this process, we used the transcripts from the focus group interviews as the second data set used by each local group of researchers to confirm findings from the reflective journals. This procedure allowed each of the sites to be analysed in their local languages necessary for accurate interpretation. The first and second author (EC and MS) took the lead in collating data, searching for themes and reviewing themes for final analysis. During the entire analysis, we had regular researcher meetings over Zoom and through e-mail conversations to establish consensus among team members.

**Ethical considerations**

The study was conducted in accordance with the Helsinki Declaration (WMA, 2008). Prior to starting the study, students were given information about the study, its purpose and the nature of voluntary participation and that they were free to withdraw at any time without their education being affected. Written consent was obtained from the students. Ethical vetting has been approved from all universities (La Trobe University UHEC acceptance 1st of August 2017, Hong Kong Polytechnic University HSEARS20170227002-01, Ethical Vetting Board in Lund, Sweden 2017/198). As a means to secure confidentiality, participants were identified by “S” for student followed by a number and corresponding abbreviations of respective universities in all dissemination of findings. All electronic data were stored in researchers’ university computers (password protected) and all paper forms are secured in locked cabinets in secured offices at their respective institutions.
Trustworthiness

We have established trustworthiness by following the criteria described by Nowell et al., (2017). Credibility was ensured with the use of multiple sources of data, constant discussions and reflection among multiple researchers and by using quotes and excerpts that represented the entire data set. Transferability occurs through the readers´ interpretations when seeking to transfer the findings to their own context. We facilitate this process by providing raw quotes and the description of the intervention. To achieve dependability, we have striven to describe our research process in a logical and thorough way and finally, assuring conformability by presenting analytical choices.

FINDINGS

We identified three themes illustrating nursing students´ perception of the process of peer learning as an educational model (Figure 1). The first theme, peer learning as creation of friendship consists of the subthemes: forming social connections and developing rapport in peer relationships. The second theme, peer learning from interactions that went beyond what was originally intended is illustrated by the subthemes: case as a structure for guided inquiry and case as a point of departure. Finally, our third theme, peer learning as empowered learning is constituted by the subthemes: learning through uncertainty and learning through peer confirmation. We illustrate the findings through quotes from the focus group interviews and excerpts from the reflective journals.
Peer learning as creation of friendship

Peer learning builds on the idea of students actively participating, collaborating and drawing on knowledge from their peers to develop their learning. As such, one important part of peer learning seems to be social relations between group members. Students described this as a process where they started forming social connections:

I very much enjoyed the first session. It was fun to introduce ourselves and there was a large diversity in life experiences, yet we were all studying and aiming to become the same thing (Reflective journal 1 S8 LTU).

During this process, students were sensitive to treating each other in a respectful way and ensured this through active listening and inviting everyone to have the chance to contribute to group discussions:

I noticed how everyone tried to get everyone involved like asking “What do you think” and pose that question direct to students at the other universities. Yes, that happened in our group too, we tried to take turns, for example if Australia started a discussion, we always ended with “Who else has something to add,” just really making sure that everyone was involved (MU focus group).
With the progression of webinars, students developed rapport in the peer relationships and became more acquainted with each other. To remain connected, they arranged ways to communicate outside of webinars. This was reported to be a valuable chance to meet and sustain relationships with nursing students from different countries:

*We have developed a great dynamic in our group and have decided to stay in touch. We have formed a social media group called ‘Nurses all over’ and we have all frequently engaged in this group since our last meeting. We have also promised a couch to sleep on, should anyone like to come visit our country and university. I am very happy that I took part in this collaboration group and feel that I have gained greatly from it. (Reflective journal 4 S10 LTU).*

**Peer learning from interactions that went beyond what was originally intended**

In preparation for the webinars, students were presented with a study guide detailing the case and what was expected from students. The case was designed to be the central focus and thus facilitate discussions between the peer groups. However, from the first webinar and further along the process, the peer groups used the case as a catalyst and an ice-breaker. The case engaged students and provided a structure for guided inquiry that supported debating and reflecting on, not only the case itself, but also on nursing in general and how they could learn from each other:
I thought all along that the case is not in focus here, it is good as it provides a structure, but the main benefits are all the discussions we have. Yes, I agree, at some point you realise that our discussion had drifted away from the case and the questions and then someone in the group said “No, it is time to go back and focus on the questions” (MU focus group).

When students perceived the case as a point of departure, they described how the discussions went beyond what they were likely to learn on their own as they shared a common ground for learning. The case supported student activity and helped them to assume responsibility for their learning:

As the session progressed our group started to ask each other questions, regarding cultural differences, that were in some ways a little varied from the actual case study, but still nursing related. (Reflective journal 3 S4 LTU).

The case provided a forum for engagement between students allowing them to work with the nursing related questions in the case but also supported engagement in gaining knowledge of each other’s nursing context. Thereby, the case created an extended space for learning beyond what was originally intended by academics and described in the instructions given to students prior to the webinars:

Apart from just focusing on the question, we also discussed some other related topics and the situation in different countries. (Reflective journal 2 S1 HKU)
Peer learning as empowered learning

The benefits of working with peers became evident when students experienced initial difficulties in discussing a case that they did not know how to solve. However, support between the peers motivated them to take on the challenges and students were learning through uncertainty:

When we were unsure, together we were able to outline a comprehensive, holistic picture about what care should be provided to the patient. Some practical differences and approaches became obvious in our discussion. (Reflective journal 2 S10 LTU)

We got some questions in the case that we could not answer and felt unsure of, but then we had these discussions. It did not really matter that you were not quite sure, we discussed and said we think it works like this. (Reflective journal 3 S2 MU).

During the case discussions students perceived that they built their knowledge together and expanded beyond what was possible to learn on their own:

“The discussion with foreign peers also enriched my thinking and planning, they raised out points that I didn’t think of and led me to think in a more comprehensive way. (Reflective journal 2 S7 HKU).

In the peer learning experience, students learned through peer confirmation. This was identified as a meaningful activity, beneficial for their further learning and professional development. Students expressed that what they learned through discussing nursing practice
and patient care had a positive on their nursing care. The constant challenge made students question and reflect on their own practices:

*This international collaboration has been one of the most valuable experiences I have been part of. My ideas about nursing care have been constantly challenged and has made me question the protocols we have in Australia. (Reflective journal S3 LTU)*

**DISCUSSION**

The qualitative findings presented here provide a new perspective of peer learning, illustrating how this educational model facilitates a sense of belongingness to an international community of students sharing the common goal in becoming nurses. The identified themes present a picture of peer learning fostering student activity, development of cultural awareness and cross-cultural interactions even while their learning activities took place on-line, across different time zones and cultural contexts. Williamson and Paulsen-Becejac (2018) explain how students in small groups assume their roles in learning through independent exploration of knowledge and collaborative work while educators are responsible for creating self-directed student learning activities supporting this process. In our study we focused on exploring the process of peer learning and thus, identified the three themes *Peer learning as creation of friendship, Peer learning from interactions that went beyond what was originally intended* and *Peer learning as empowered learning.*

Based on our findings, the peer learning process commenced as students established friendships and social connections with each other. The use of ICT enabled face-to-face interaction through webinars and facilitated not only immediate bonding between students, but also a prolonged friendship reaching outside the boundaries of the intended learning.
activities as exemplified in the online group the students called *Nurses all over*. Wenger-Trayen and Wenger-Trayen (2014) explain how imagination is a way to experience identification with others beyond immediate engagement. This is important for students as a means to identify themselves within a landscape of practice, or as in the current study a landscape of learning. Imagination helps students to view themselves in the light of others and supports reflection. Drawing on the theory of the zone of proximal development (Vygotsky, 1978) we acknowledge that learning goes beyond what one can learn on one’s own and is reliant on support between learners. Earlier studies have described that peer learning instils a sense of security and safety in students (Stenberg & Carlson, 2015) as they protect and support each other (Nygren & Carlson, 2015). This leads us to another mode of identification as described by Wenger-Trayner and Wenger-Trayner (2014) and that is engagement. Engagement relates to how students involve themselves in practice. In our study, students concluded that peer learning helped them to interact beyond what was originally outlined in the case provided by academics. The case served as a point of departure for debating, reflecting and encouraging interaction between peers. This finding adds to the work by Vygotsky (1978), in the sense that learning is dependent on interactions and collaboration between students, which in turn is realized through intersubjectivity when students share a common ground and engage through guided participation.

When we set up the webinars and constructed the case, our intention was to let go of control and create a learning environment where we enabled students to have command over their learning (Rush et al., 2014) as a group of peers. The findings elaborated in the theme *Peer learning as empowered learning* illustrated how students rose to the challenge by supporting each other and not allowing the sense of uncertainty inhibit their quest for knowledge. One interpretation could be that when students experienced learning activities as purposeful and aligned with the course curricula (Wenger-Trayner & Wenger-Traynen, 2014)
their confidence grew. As the case provided was built on, a generic patient situation that students recognised might have created a sense of empowerment. However, empowered learning needs to be further discussed, as empowerment is an ambiguous concept. Tengland (2008) defined the achievement of empowerment as a person or group (i.e. academics) acting towards another person or group (i.e. students) by creating opportunities for this group to gain control (over learning) and increase knowledge. This is in concordance with our findings where the minimal influence of academics during the seminars allowed students to control their learning process.

Further, the seminal work on empowerment by Thomas and Velthouse (1990) provide a lens through which peer learning as a process can be further explained. They describe four cognitive components of intrinsic motivation: sense of impact, competence, meaningfulness and choice. First, the more impact you believe you will have, the more motivated you are to work harder. The collaborative mode of learning in the current study placed the responsibility for learning with the students and thus the power to impact on their own learning outcomes. Next, competence implies feeling qualified and capable. When students expressed that they at times felt unsure, the support between the peers transformed the initial feeling of being unknowing to being competent and knowing. Furthermore, each student had the opportunity to be an expert of their cultural context. Third, meaningfulness is a strong motivator for learning; the case we used as a learning activity was a typical patient that students recognized and thus the discussion between the peers was experienced as useful for future practice. Fourth, choice is whether the student or the group will get to determine the goals and how they will be achieved. For the current study, the structure of the webinars was predetermined including the case, the dates for the webinars, the number of webinars and the assignment of students to their peer learning groups. However, the members of the peer learning groups determined how they wanted to work together, to prepare before the webinars, to assign a
chair or moderator for each session if they wanted or to let discussions run free, thereby experiencing a sense of choice.

Finally, previous studies on peer learning have mainly described positive outcomes of this model, for example increased collaborative skill, sense of independence and professional development (Holst & Hörberg, 2013; Brynhildsen et al., 2014; Stenberg & Carlson, 2015). To a lesser degree, but still visible are reports on negative outcomes of peer learning. These are described as competition between students (Stenberg & Carlson, 2015) or students not feeling safe or compatible with each other (Holst & Hörberg, 2012). While collaborative skills, independence and professional development are implicit in the present study, interestingly, there were no negative findings identified. One possible explanation may be that cross-cultural webinars during a limited period evoke a sense of politeness and awareness in students that they represented not only themselves, but also the extended context of their universities and nations. Another reason may be that the webinars and the learning activities were not experienced as competitive as students were free to decide among themselves how they wanted to prepare for and collaborate during the student-led webinars.

Limitations

We have used convenience sampling, which is a non-probability technique where the students were selected because of their desire to participate and accessibility to the research teams. We thereby, acknowledge the risk for response bias as participating students may have a specific interest in cross-cultural learning and peer learning in particular. The focus group interviews were conducted in the local languages and there is a potential risk that through the process of translation we may have lost or altered underlying meanings. However, as the data
from the interviews was compared with the reflective journals that were all written in English, we have done our utmost to establish rigor.

CONCLUSION

Combining peer learning as an educational approach with cross-cultural and student-led webinars provided new perspectives on this collaborative learning model. Despite physical distances and the seemingly confined way of collaboration through on-line learning, the students in this study developed a strong sense of camaraderie and took responsibility for self and peers’ learning while sharing knowledge of nursing in diverse cultural contexts. On-line learning across global boundaries, based on a sound educational model, creates new opportunities for internationalization without straining individual and institutional financial resources.

Conflict of Interest statement

No conflict of interest

References


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www.wma.net/policies-post/wma-international-code-of-medical-ethics


<table>
<thead>
<tr>
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<th>Female</th>
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<td>21 (20-22)</td>
</tr>
<tr>
<td>LTU</td>
<td>8</td>
<td>4</td>
<td>30 (23-45)</td>
</tr>
<tr>
<td>MU</td>
<td>5</td>
<td>2</td>
<td>27 (22-29)</td>
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Table 2
Examples from the analysis process

<table>
<thead>
<tr>
<th>Data Extract</th>
<th>Sub Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I very much enjoyed the first session, it was</td>
<td>Forming social connections</td>
<td>Peer learning as creation of friendship</td>
</tr>
<tr>
<td>fun to introduce ourselves and there was a large diversity</td>
<td>in life experience, yet we were all studying and aiming</td>
<td>to become the same thing [nurses].</td>
</tr>
<tr>
<td>(Reflective journal S 8 LTU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was glad to see them again, we felt more familiar</td>
<td>Developing rapport in peer relationships</td>
<td></td>
</tr>
<tr>
<td>with each other compared to the first session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Reflective journal S 2 Poly-U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You know, all the questions we had to discuss.</td>
<td>Case as a structure for guided inquiry</td>
<td>Peer Learning from interactions that went</td>
</tr>
<tr>
<td>The case as such was maybe not the most interesting,</td>
<td></td>
<td>beyond what was originally intended</td>
</tr>
<tr>
<td>rather how we interacted outside the case</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and everything else that we discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Reflective journal S 1 Poly-U)</td>
<td></td>
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</table>
For me, the case was irrelevant, it was just a point of departure, like the trunk of a tree. (Malmö focus group)

We got some question in the case that we could not answer initially and we felt unsure, but then we had these discussions and solved the problem together. (Malmö Focus group)

This international collaboration has been one of the most valuable experiences I have been part of. My ideas about nursing care has been constantly challenged and has made me question the protocols we have in Australia. (Reflective journal P3 LTU)
Figure 1: Peer learning as a process

- Peer Learning as creation of friendship
- Peer learning from interactions that went beyond what was originally intended
- Peer learning as empowered learning