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An international online collaborative learning project for occupational therapy students: a mixed-methods study

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Authors' contributions

Conceptualization, H.L., N.K. and M.J.; methodology, All authors; validation, All authors; formal analysis and investigation, All authors; writing—original draft preparation, All authors; writing—review and editing, Z.J. and T.B.; All authors have read and agreed to the published version of the manuscript.

An international online collaborative learning project for occupational therapy students: a mixed-methods study

Abstract

Background: Internationalisation-at-home facilitates intercultural learning and cultivates global citizenship opportunities for students in higher education while in their home environments. The International Discussions in Occupational Therapy (i-DOT) project is an annual, online collaborative learning initiative that supports occupational therapy education.

Aim: This study aimed to assess the benefits of the i-DOT project and identify factors influencing student participation.

Material and methods: A convergent mixed methods design was used. Quantitative survey data and qualitative focus groups or interviews were gathered from occupational therapy students and educators involved in the project.

Results: Data were collected from 139 students who completed an online questionnaire and 14 students and educators who participated in the focus groups/interviews. Reported benefits included improved social and interpersonal skills, professional, and academic development, and increased diversity awareness. Most students indicated that these outcomes would not have been achieved through engagement with peers from their own country alone. Challenges to participation were attributed to logistical issues and participant-related difficulties.

Conclusion and significance: Participation in the i-DOT project enabled equitable international engagement for occupational therapy students. Despite participation barriers, occupational therapy students enhanced their learning and developed skills essential for independent professional practice.

Keywords: healthcare; health education; higher education; professional development; student experience; student engagement

1. Introduction

Internationalisation in higher education exposes students to intercultural learning, promotes global citizenship, and prepares students for employment in diverse international settings [1,2]. Internationalisation-at-home (IaH) is an equitable and widely used method of achieving internationalisation in higher education [3]. IaH was discussed as early as 1999 and first defined in 2000 [4]. IaH has recently been redefined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments" [5].

Given the broad definition of IaH, its implementation encompasses diverse learning opportunities to achieve its central outcome [6]. One opportunity is international online collaborative learning (OCL) [7], characterised by virtual exchanges between geographically distant students to stimulate learning [8]. These projects involve students from higher education institutions (HEIs) in two or more countries and may include shared online teaching and student conversations. International OCL offers documented benefits across academic levels, including improved understanding of course content and enhanced cultural awareness and sensitivity [9]. OCL also fosters the development of both professional and soft skills [10-12] and supports personal growth in areas such as self-efficacy and self-confidence [13].

Well-documented challenges of OCL projects include language barriers, technological difficulties, limited digital literacy [14], and time zone or time management challenges [13,15]. Participation in OCL is facilitated by the use of multimedia resources [8,16] and the provision of clear expectations by educators [15,17].

International OCL is increasingly used in health education, emphasising the development of culturally competent clinicians capable of working in diverse populations [18]. In occupational

therapy, OCL prepares students for multicultural clinical settings and helps conceptualise occupation in the context of culture and occupational justice [19,20]. The International Discussions in Occupational Therapy (i-DOT) project is one such OCL initiative.

The i-DOT project is an annual OCL initiative in which occupational therapy students from eight European, African, and Asian countries engage in virtual discussions on occupational therapy topics (e.g., older adults). Students share societal and professional perspectives from their home countries with peers abroad and international organisations. Over a month, students participate in two to three discussion sessions, independently coordinating their virtual exchanges.

The project originated at the Artevelde University of Applied Science in Ghent, Belgium in 2018. By the time of this study, it had expanded to nine international institutions, a development accelerated by the rapid uptake of information and communication technology (ICT) in higher education during the COVID-19 pandemic [21].

The i-DOT structure allows HEIs to retain institutional autonomy. Institutions determine whether student participation is compulsory or voluntary, whether academic output is required, and whether their students will be assessed. Preparation, closure, and evaluation are conducted independently by each institution. However, resources such as guiding questions for discussions and shared materials are standardised across all student groups. The i-DOT project supports sustainability and enables broad, synchronous international participation annually.

While several studies have explored IaH in occupational therapy, none have investigated an OCL project that involves students from multiple continents concurrently, as does i-DOT. Given its unique, discipline-specific, and globally inclusive design, this study aimed to assess the benefits of the i-DOT project and examine factors influencing student participation. Identifying the

enablers and barriers to participation can provide deeper insight into the mechanisms that facilitate or hinder student engagement in OCL projects in HEI settings.

2. Material and methods

2.1. Study Design

A convergent mixed-methods design was used [22] to evaluate the benefits of the i-DOT project and investigate factors contributing to student participation. Data from quantitative and qualitative approaches were collected in parallel and merged for comparison, enabling a more comprehensive understanding of the results and combining the strengths of both methods [23].

2.2. Participants

Occupational therapy students registered in the 2022 i-DOT project formed the study population for both methods. Additionally, occupational therapy educators (OTEs) directly involved in the i-DOT project were included in the qualitative phase to obtain their perspectives. OTEs who were part of the research team were excluded.

Eligible participants were invited via their OTEs through a link to the electronic questionnaire. The invitation stated that participation was voluntary, that they could withdraw at any time, and that confidentiality would be maintained. Informed consent was obtained before participation.

2.2. Data collection and analysis

2.2.1. Quantitative data

A self-developed survey was designed based on the study objectives and informed by benefits, barriers, and facilitators identified in previous OCL-related studies. The survey included both closed- and open-ended questions. Closed-ended questions primarily used 5-point Likert scales,

single-response, and multiple-response formats. Open-text boxes were provided for elaboration, and seven open-ended questions specifically explored student experiences. The 54 questions were grouped into six sections: (i) demographic information; (ii) general experience; (iii) academic and professional development; (iv) personal and social development; (v) cultural awareness; and (vi) overall experience. The survey, developed in English, was translated into German and reviewed by two native German-speaking researchers. Final versions were available in both languages. A senior research consultant and a statistical analyst validated the survey and reviewed and modified the questions according to the study's objectives. A pilot study with 13 participants from six countries and first-language groups assessed validity, and feedback was incorporated into the final survey.

Quantitative data were analysed using descriptive statistics, including mean, median, and range. Open-ended responses were analysed using content analysis [24,25]. The German responses were translated into English and verified by two native German-speaking researchers.

2.2.2. Qualitative data

Data were collected via focus groups and interviews, which were digitally recorded and transcribed using automated software. A semistructured interview schedule (supplementary data) was developed based on the literature and study objectives. Transcriptions were reviewed for accuracy. At least three researchers independently analysed each anonymised transcript to ensure rigour.

An adapted hybrid thematic analysis was conducted [26], based on Braun and Clarke's [27] six-step coding process. Themes were defined according to the study objectives, after which coding commenced. Credibility was ensured through regular researcher meetings to resolve discrepancies and confirm interpretation.

2.3. Integrated analysis

The qualitative and quantitative data were analysed separately and then integrated to address the study's three objectives [26]. A simultaneous bidirectional framework was used for data merging [28]. The results are presented as descriptive statistics with tables, alongside qualitative themes and supportive quotations.

3. Results

3.1. Demographic characteristics

Survey responses were collected from 139 occupational therapy students for the quantitative phase, and the response rate was 69.5%. All nine of the HEIs involved in i-DOT are represented in Table 1. For the qualitative phase, we conducted three student focus groups (each with 10 participants) and one OTE focus group (with three participants). We also interviewed two OTEs individually due to scheduling difficulties that prevented them from participating in the focus group. Thus, 14 participants were included in the qualitative method. Austria, Kuwait and the United Kingdom were represented by two students each, whereas South Africa was represented by four. The OTE focus group included three educators from institutions in Belgium, Croatia, and Southampton in the United Kingdom. One OTE from Croatia and another from Derby in the United Kingdom were interviewed individually.

The participants' details are presented in Table 1. The participants represented students from different institutions, with perceived English proficiency ranging from poor to excellent. The mean age of the students was 22.32 ± 6.28 years. The main findings were established according to the study's three objectives and are presented in the following sections.

Table 1. Demographic information

Country of institution (alphabetical)	Quantitative sample	Qualitative sample	
	n (%)	n	Year of study*
Austria, Linz	15 (10.79%)	2 students	First year
Belgium	12 (8.63%)	1 OTE	Second year
Croatia	1 (0.72%)	1 OTE	Third year
France	15 (10.79%)	-	Second year
Germany	7 (5.40%)	-	First year
Kuwait	5 (3.6%)	2 students	Fourth year
South Africa	53 (38.13%)	4 students	3 first and 1 second year
The United Kingdom – Derby	5 (3.6%)	1 OTE	Second year
The United Kingdom – Southampton	26 (18.71%)	2 students 1 OTE	Second year

*Year of students participating in the i-DOT project

3.2. Benefits of participating in the i-DOT

According to the quantitative data, most participants (77.7%) agreed that they benefited from the i-DOT project. The largest proportion of participants agreed that they benefited in terms of social and interpersonal skills, followed by accelerated professional development (Fig. 1).

[insert figure 1 here]

3.2.1. Professional and academic advancement

Participants obtained a greater understanding of occupational therapy in terms of the models of practice, intervention strategies, and practice areas (i.e., school-based, geriatrics and refugees). Participants emphasised that:

'For example in Croatia there is no occupational therapy in schools. We don't have therapy in schools... just realising occupational therapy can be in schools was a whole new level of excitement' (AFG3).

The participants also learned about occupational therapy educational systems in other countries.

'It was a chance to get to know their degree is for three years and ours for four years, and what they do is different from us, and how they actually attend classes' (SFG8).

Most students agreed that the project raised their awareness of diversity and expanded their thinking beyond previous realms.

'Being able to see a bigger picture… is something that's really important' (AFG5).

'We got provided interesting personal views on occupational therapy of the foreign partner' (SFG5)

Hence, the benefits were linked to the international nature of the project, as 75.54% of the participants believed that their learning experience was richer than it would have been if they had only interacted with students from their own country.

'The exchange was really interesting because we got another view of an occupational therapist who is in another country' (SFG6).

Students realised that cultural and geographical factors would affect their occupation. This understanding could help them to work with diverse populations. Students deepened their understanding of diversity and acquired lifestyle, cultural, political, and religious literacy.

'So, I think if anything, they learned more about our cultural differences' (SFG8)

'The topic of diversity was brought up and it was the highlight of all of our discussions. We kept comparing our cultures, comparing the religions, comparing how things are practiced' (SFG3).

Additionally, 67.63% of the students agreed that they developed their professional identity as future occupational therapists, and 79.85% were convinced that the skills learned during the project could benefit them in future working environments. An example of this is:

'The communication skills that we developed; we will use forever… If you are not willing to make a plan and adapt, then it's not going to work' (SFG2).

Table 2 shows the different professional, personal, and social benefits of student participation in the i-DOT.

Table 2. Areas of professional, personal and social benefits upon students' participation in i-DOT

Area of development*		% of students citing improvement in this skill
Professional skills	Communication skills	91.37%
	Teamwork and collaboration	61.87%
	Time management	56.83%
	Organisation skills	54.68%
	Critical thinking skills	33.09%
Personal growth	Confidence in myself	66.19%
	Self-awareness	42.45%
	Motivation to learn	40.29%
Social growth	Confidence in communicating with new people	83.45%
	Skill in active listening	81.29%
	Ability to respect different views and beliefs of others	69.78%
	Making new friendships	46.04%

*Participants could select more than one response

3.2.2. Personal and social growth

Table 2 shows that most students felt more confident communicating with new people (83.45%), left their comfort zone, and improved their active listening skills (81.29%). The focus group discussions underline this by:

'If anything, that i-DOT project… helped me a lot in having to interact and getting out of my little box of just only talking to people that I'm comfortable with' (SFG8).

Students reported that the project added to their social growth.

'So, I think the main goal was to take the step to others and yes, to develop yourself and your competence' (SFG5).

The students also emphasised becoming more confident (66.19%) and more self-aware (42.45%), which enabled them to broaden their horizons. The students' growth in social connections, communication (91.37%), and organisational skills (54.68%) was notable. The participants made friends, connected on a deeper level, and helped each other with assignments. The participants maintained contact with their partners beyond the project. One participant stated:

'They were the [my] first two friends outside of [participant's country]' (SFG1).

3.3. Challenges to participation

Our findings highlighted barriers that hampered students' ability to engage with the project, as summarised through two main categories, namely, logistical and participant challenges.

3.3.1. Logistical challenges

The logistical challenges included the busy academic schedules of students (43.17%), poor internet connectivity (39.57%), technological difficulties (25.18%), dealing with different time zones (13.67%), and overloading (7.19%) by the country's power utility as electricity demand exceeded supply (Table 3).

Qualitatively, participants did not find different time zones as difficult to navigate as initially anticipated when scheduling meetings. Furthermore, connectivity issues did not appear to hinder students' overall engagement, with one participant saying:

'We just laughed it out when people had like connection issues' (SFG3).

Table 3. Challenges experienced during the i-DOT project

Experienced challenge*	% of participants who experienced the challenge
Language barrier	43.88%
Scheduling suitable times with my partner	43.17%
Challenges with internet connectivity	39.57%
Communication difficulties	30.22%
Technological difficulties	25.18%
Limited understanding of what was expected	20.14%
Understanding or navigating time zones	13.67%
Interpersonal skills	7.91%
Loadshedding	7.19%
Partner student dynamic	5.76%
Miscellaneous	5.76%
Busy academic schedule	4.32%
Different HEIs requirements	1.44%
None	2.16%

*Participants could select more than one response

3.3.2. Participant challenges

Language was challenging for many participants (Table 3), given that the project was conducted in English, which was not a first or second spoken language for some students. Nevertheless, fewer than half of the participants (only 43.88%) reported it as a challenge. One OTE stated:

> *'I think they feared the most the language barrier but… during the interviews they realised it was not as much of a problem as they anticipated it to be' (AFG3).*

Some participants were anxious before the project. They were unsure of expectations and the unknown. Some participants were concerned about their partners being more prepared than they were.

> *'I don't know if they were given like the same like information as us' (SFG9).*

Encouragingly, when asked to describe how OTEs helped them prepare for potential challenges, only 9% of the participants indicated that they were unprepared, with the others highlighting varying levels of preparation. This preparation helped them to overcome challenges as they arose. Given the flexible nature of the project (i.e., compulsory vs voluntary student involvement or expected outcomes), participants displayed different levels of commitment and responsiveness to the project, which affected their dynamics. One of the participants stated:

'you needed to get it [the project] done but the people don't come back to you' (SFG2)

Although we anticipated that being in different academic years would affect student participation, only 2.2% of the participants cited that this negatively affected their interactions (Figure 2).

[insert figure 2 here]

3.4. Facilitators to participation

The facilitators are reported in two categories, namely, student-led facilitators and facilitators related to the projects' structure.

3.4.1. Student-led facilitators

Student-led facilitators included students planning for discussions, using tactics to increase communication, and addressing language barriers. Language translation software facilitated participation.

'So it was very common for me and my partners to just pause the meeting for a minute and just go to Google Translate and translate what we're trying to deliver' (SFG3).

The participants mentioned that digital tools and virtual platforms created a "safe setting" and a less confrontational environment.

'The [computer] screen is between us and we can freely speak' (AFG2).

The freedom to use multiple ICT or social media platforms for communication was also helpful.

'They had a group on WhatsApp and they were trying to do it via voice messages because it was easier to them to like, record a message than to type because of the language barriers' (AFG3).

Most students (90.69%) agreed they had sufficient technological skills to participate in the i-DOT project. Personal characteristics, such as being flexible, reliable and well prepared, were also facilitators. Additionally, motivation or willingness to participate in the project was an important facilitator.

'Their [the students] willingness is what matters, because time is there, flexibility can be very easy, but it's their willingness to make some time' (SFG3).

Among the students, 45.32% stated they were internally motivated to participate despite not receiving any marks (Figure 3). The association between motivation and grading was investigated via Fisher's exact test. In this study, motivation was not associated with grading.

[insert figure 3 here]

3.4.2. Facilitators related to the project's structure

The structure of the i-DOT project facilitated participation. OTEs mentioned that guiding questions for discussion helped the students to engage.

'I think for students, ...having questions before was very beneficial ...they can plan in advance, they can prepare, they can have the questions before them. So that was the best part. But that works really well' (AFG3).

Input from external sources, including preparation led by the OTEs, peer-mentorship from occupational therapy students, and motivation from students who had previously participated in the i-DOT project, was helpful.

Participants indicated that the duration of the project (one month, with two to three discussions) was adequate (Table 4). When additional information was sought from potential future facilitators, students recommended greater engagement with OTEs during and after the project, and increased alignment in preparatory activities across institutions.

Table 4. Participants' perceptions on the length of the i-DOT project

	Statement	% of participants
The length of the project	The length of the i-DOT project was adequate	74.10%
	I would have liked the i-DOT project to be over a shorter period of time (shorter than one month)	10.07%
	I would have liked the i-DOT project to be over a longer period of time (longer than one month)	15.83%
The number of sessions during the project	The number of discussion sessions during the i-DOT project was adequate.	78.42%
	I would have liked more discussion sessions during the project	15.11%
	I would have liked fewer discussion sessions during the project	6.47%

4. Discussion

While several studies have explored IaH initiatives in occupational therapy, none have examined an OCL project involving students from eight countries across three continents, as in the i-DOT project. This study offers insights into the benefits that occupational therapy can gain from broad international collaboration. The benefits extend beyond academic and intercultural learning, commonly emphasised in occupational therapy-specific IaH literature [20,29]. This study reports that participants experienced professional, personal, and social growth and developed a broader awareness of diversity beyond cultural dimensions.

Occupational therapy education is guided by the World Federation of Occupational Therapists' Minimum Standards, revised in 2016 [30]. These guidelines advocate for curricula

grounded in local contexts and informed by global perspectives [30]. The transformative potential of the i-DOT project, evident in students' reflections, highlights the need for further internationalisation of the profession. Students appreciated the opportunities afforded by the virtual exchange, which aligns with prior findings on its value for intercultural learning [14]. The online format promotes equity and enables diverse international contexts otherwise unavailable locally.

Knopf, Stumpp and Michelis [8] reported that student discussions enhanced their understanding of Bloom's Taxonomy and fostered their critical thinking skills. In i-DOT, students expanded these benefits by applying theoretical concepts to their own contexts, enriching their peers' understanding of occupational therapy. This mirrors outcomes from other OCL studies [19,31]. Engaging with theory and practice appeared to strengthen students' professional identity [32,33]. The i-DOT structure, which fosters communication and critical thinking, supported the development of these skills among students, skills central to their future employability [34].

Personal growth included increased confidence, self-awareness, motivation to learn, and personal insight, consistent with previous findings [11,12,16,35]. In this study, social growth was reflected in students' ability to engage constructively across differences and recognise diverse values and perspectives. Similarly, Todorova, Fattinger [14] and Erdei, Rojek and Leek [11] reported this growth in their students. Participants also formed cross-cultural friendships that persisted beyond the project, a notable strength of this initiative.

While intercultural learning is a traditional marker of internationalisation [18,20], students in this study noted that their understanding of culture would inform their future practice. However, diversity was experienced through and via lifestyle, political, and religious factors.

Participants reported typical OCL challenges such as poor internet connectivity [13,36], yet many overcame them. Most students demonstrated adequate digital skills, likely due to increased ICT use during the COVID-19 pandemic [21]. Language barriers posed the greatest limitation, though fewer than half of the students were affected. Participants used language translation software and translanguaging skills to facilitate communication, enhancing their learning experience [37].

Encouragingly, in this project, contrary to Aldrich and Johansson [38], being in a different year of academic study did not hamper participants' interactions. For most students, it was seen as an enabler.

Several enablers of student participation in the i-DOT were identified. Students took active roles, using creative strategies to overcome challenges, and remained motivated even when participation was not linked to formal assessment. This intrinsic motivation highlights the value the students placed on the experience. Student initiative and ownership were key to project success [15,39].

While OTE's input was vital [9], peer support and mentorship, especially from former participants, also facilitated engagement. The project's structure, described in the introduction, was pivotal to its success [40]. Students cited the flexibility of the project, collaborative institutional design, and student autonomy as key contributors to a positive learning environment. These elements created an enjoyable and low-pressure experience that enhanced learning.

4.1. Implications for educational practice

This study underscores the value of integrating OCL into curricula. The i-DOT project supported transformative learning across academic, professional, and personal domains.

Educational institutions should consider incorporating OCL to develop intercultural communication, teamwork, and adaptability, skills essential for diverse work environments.

The approach is not limited to occupational therapy and may be adapted across disciplines. Short-term OCL engagements (2–3 hours) can yield substantial outcomes, making them feasible in existing curricula.

4.3. Methodological considerations/limitations and future directions

This study's limitations included unequal representation across participating countries and data collection coinciding with academic year-ends and vacations. Participants were likely predisposed to engagement, potentially skewing findings. Future research should include students who opted not to participate to better understand participation barriers. A pretest–posttest design is recommended to provide quantifiable evidence of OCL benefits. Future studies could explore OCL models pairing students from different countries and health disciplines to enhance interprofessional education.

4.4. Conclusion

Occupational therapy students develop discipline-specific skills and professional identities to serve diverse communities. HEIs must address graduate attributes [41] and 21st-century skills [42] in programme design. The i-DOT project exemplifies a flexible, collaborative model that advances these objectives while preserving institutional autonomy.

Through technology, students accessed international experiences without financial or travel barriers. The project enhanced diversity awareness and communication, core competencies in occupational therapy [43]. Exposure to practice areas not available in students' home countries

contributed to professional identity formation and advocacy potential [44]. OTEs played a key mentoring role in this process [45].

HEIs must consider how IaH benefits can be systematically integrated into existing curricula, targeting both soft and occupational therapy-specific skills. As global crises increase the demand for resilient occupational therapists, fostering international collaboration and professional preparedness becomes increasingly critical.

Statements and declarations

Competing interests

- *The authors report no conflict of interest.*

Ethics approval

- The study was conducted in accordance with the Declaration of Helsinki and approved by the University of Pretoria's Ethics Committee, reference number 371/2022; University of Southampton ERGO 72856; and University of Derby REC ref: ETH2122-4257. The remaining institutions did not require separate ethical clearance and provided permission for their students to participate.
- Informed consent was obtained from all the subjects involved in the study.

Data availability

- The datasets used and/or analysed during the current study are available from the corresponding author upon reasonable request.

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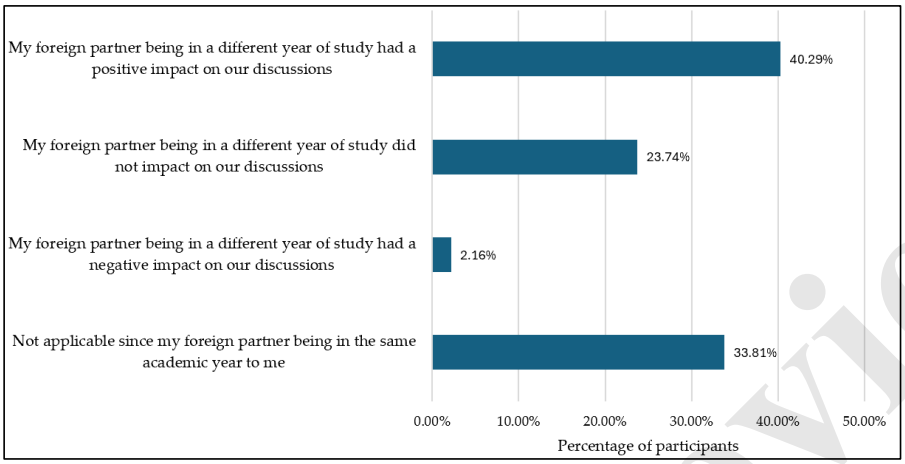

Fig 2 Effect of foreign partner's year of study on discussions

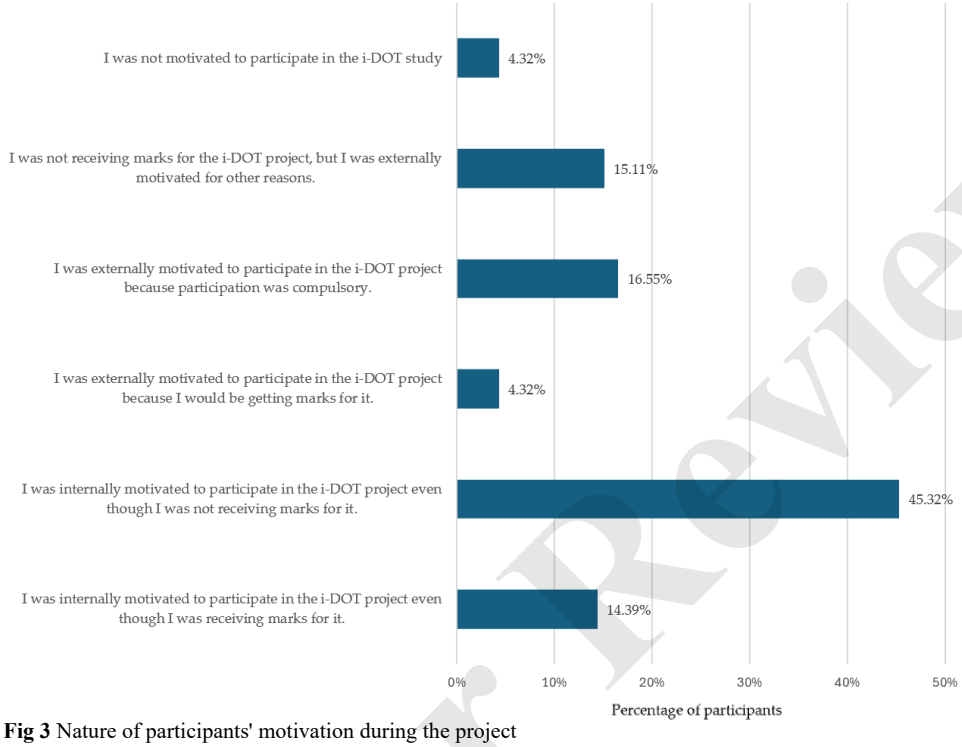

Fig 3 Nature of participants' motivation during the project

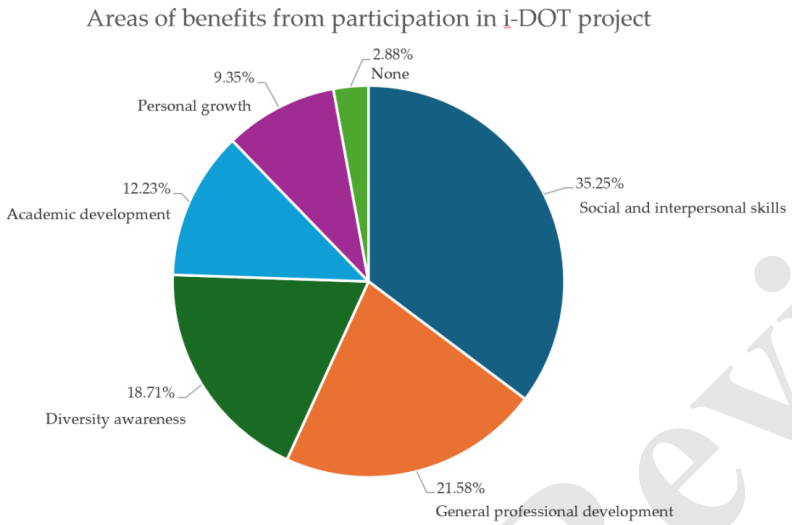

Fig 1 Areas that mostly benefited students upon their participation

International discussions in occupational therapy: Exploring facilitators and barriers to participation in a global collaborative learning experience
Focus group schedule: Students

Welcome and introduction

A. Purpose of focus group

B. Recording and confidentiality

C. Discussion guidelines

D. Commence with questions

1. Describe your experience of the i-DOT project.
   - What were your expectations before the project started and how were these expectations met?
   - What were your feelings regarding the project before, during and after the project?
2. What do you think your institution wanted you to learn during the i-DOT project?
   - Do you think that the i-DOT project allowed you to achieve this?
3. Talk about how the i-DOT project has or has not benefited your knowledge or insight about occupational therapy, the elderly or the effects of COVID-19 on occupation.
   - How did it improve your knowledge or insight?
4. What skills, if any, did you or your peers develop in this process that can assist you in your academic and professional OT career?
5. How did the experience of the i-DOT project affect or benefit you on a personal level?
   - What social benefits, if any, did the project have?
6. Describe your experience of interacting with someone from a different cultural background.
   - Did the i-DOT project provide enough opportunity to increase your awareness of diversity?
7. What sort of challenges did you experience during this project?
   - Talk about how you managed the obstacles or challenges you were faced with..

8. Given that i-DOT is not a completely structured project, where students from the various universities have different learning goals and are from different years of study, what are your thoughts around the sustainability of projects like this?

9. Do you have recommendations for future projects like this?

- What should change and what should stay the same?

International discussions in occupational therapy: Exploring facilitators and barriers to participation in a global collaborative learning experience
Focus group schedule: Staff / Academics

A. Welcome and introduction

B. Purpose of focus group

C. Recording and confidentiality

D. Discussion guidelines

E. Commence with questions

1. Describe the overall experience of i-DOT for your students from your perspective as an academic involved in the project.
    - How would you describe your students' experience of the project?
    - Would you say that their overall experience was generally positive, negative or neutral and why?

2. What are some of the formal learning outcomes that your institute had for students during the i-DOT project?
    - Please elaborate on whether or not you think the students achieved the learning outcomes that were hoped for.

3. What are some of the informal learning outcomes that your institute had for students during the i-DOT project?
    - Please elaborate on whether or not you think the students achieved the learning outcomes that were hoped for.

4. Aside from academic learning, do you think that the i-DOT project offered any other benefits to students professionally?
    - Professional benefits could include general or soft skills needed in any work setting. Are there transferable skills like these that the students had the opportunity to develop?

5. From your perspective, do you think that students had the opportunity to experience personal growth during this project?
    - Personal growth may mean…

6. From your perspective, do you think that students had the opportunity to experience social growth during this project?

- Social growth may mean…

7. Discuss whether you think students developed a greater awareness of diversity and culture during this project, and how it may impact on occupation.

- Diversity here means
- Culture here means

8. What aspects of the planning and execution of the i-DOT project worked particularly well?

9. What challenges did you or your students experience during the i-DOT project?

10. i-DOT is not a completely structured project in that institutions are able to decide whether student participation is compulsory or voluntary, and graded or ungraded. What are your thoughts around the sustainability of projects like this?

11. Do you have recommendations for future projects of this nature?

- What should change and what should stay the same?