

Beyond Curricular Export: Re-imagining Transnational Education as a Vehicle for Enhancing Teaching Practices

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ARTICLE INFO

Keywords:

*Teacher,
Training,
CPD,
TNE,
Decolonisation*

ABSTRACT

Continuous professional development (CPD) is vital for upskilling educators; however, such opportunities remain limited in many low- and middle-income countries (LMICs), particularly for healthcare educators involved in nursing and midwifery teaching. To address this gap, we established a British Council funded Transnational Education (TNE) partnership with a Midwifery Institute in Bangladesh to support the upskilling of its teaching team in modern pedagogical practices. This paper reports how we designed an intensive workshop on contemporary teaching approaches through a participatory needs analysis and decolonial lens to ensure cultural appropriateness and to reposition TNE as a collaborative, culturally attuned model of educational enhancement. Combining theoretical principles with hands-on activities, we developed a three-day workshop focused on curriculum design, active learning, and the pragmatic use of digital tools such as PowerPoint, Microsoft Forms, and Generative AI (GenAI) to create interactive and culturally relevant learning materials. Structured questionnaires and a follow-up focus group were used for evaluation. Results indicated that participants found the training highly relevant and immediately applicable. Learning about different formats of active learning as well as using GenAI gave them the confidence to enhance their practice. The study demonstrates that adaptive, context-sensitive design, which is anchored in inclusivity, digital capability, and decolonial practice can enhance the sustainability and local impact of TNE initiatives and move beyond traditional models of curricular export.

1. Introduction

Continuing Professional Development (CPD) and in-service training are central to delivering high quality education that can provide graduates with the skills they need for the shifting global landscapes they will work within. Higher education principles and innovations move rapidly in the sector in response to changing technologies and societal demands. However, access to these CPD opportunities is not equal and in resource limited settings can be difficult to implement. In many low- and middle-income countries (LMICs), structured opportunities

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Cite this article as:

Ali, N., & Aynsley, S. A. (2026). Beyond Curricular Export: Re-imagining Transnational Education as a Vehicle for Enhancing Teaching Practices. *European Journal of Teaching and Education*, 8(2): 45-63. <https://doi.org/10.33422/ejte.v8i2.1790>

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for pedagogical development remain limited, particularly for healthcare educators in nursing and midwifery (Nove et al., 2024). This shortage directly constrains efforts to build the skilled workforce needed to advance Sustainable Development Goal (SDG) 3 (Good Health and Well-being) and SDG 4 (Quality Education). A skilled teaching force and effective learning environments are widely recognised as key levers for achieving SDG 4 (Engida et al., 2024). Transnational Education (TNE) presents a practical pathway for strengthening effective learning environments and developing teaching practices through institution-to-institution collaboration. In the UK context, the British Council has played a key role in supporting TNE initiatives which allow universities to partner with overseas institutions to improve programme quality, share pedagogical expertise, and increase access to high-quality learning without requiring student mobility (Zheng & Ouyang, 2023). By working collaboratively in partnership, TNE presents a vehicle for sharing teaching expertise more globally, however developing a sustainable lasting impact is crucial. Any such initiative needs to be contextually sensitive and enhance the provision whilst being mindful of the barriers to practice.

This paper documents the development of a TNE project that prioritises the upskilling of local educators over the direct export or delivery of curricula. We present our paper through a reflective lens, highlighting how we drew on both prior practical experience and pedagogical theory to outline the design principles underpinning the TNE-teacher-training package we developed. We also discuss how our model contributes to the broader aims of TNE and highlight emerging outcomes in relation to our project objectives.

2. Literature Review

2.1. Transnational Education and its Scope Beyond Curricula Export

TNE emerged in the mid-1990s alongside global trade agreements that facilitated the cross-border movement of goods, services and institutions which in turn enabled the expansion of higher education programmes across national boundaries. Broadly defined, TNE refers to “the mobility of education programs and providers between countries.” (Knight, 2015). A common feature of many TNE models is the direct transfer of curriculum from the awarding institution to a host institution: students study locally under curricula and assessment frameworks defined elsewhere. Franchise arrangements typify this model, where a partner institution delivers a programme adhering closely to the original syllabus. Whilst administratively efficient, such export-driven models may be limited from a sustainability perspective since they can foster dependency on the sending institution and offer little scope for contextual adaptation to local educational, social, cultural or health-care needs (Zheng et al., 2023).

As an alternative to curriculum export, some TNE partnerships adopt co-design and co-delivery models. Through collaborative curriculum design, these partnerships are better positioned to reflect local cultural contexts, institutional capacities, and community needs (Holubek, 2025). This shift has catalysed calls for TNE practices that prioritise contextualisation, long-term sustainability, and equitable partnership development (Healey, 2021). In line with this, the British Council has emphasised that TNE projects should be explicitly designed to strengthen local capacity, transform educational systems, and contribute meaningfully to the SDGs and broader sustainable development agendas (British Council, 2023). These expectations challenge TNE providers and partners to move beyond short-term credentials or academic export, demanding a strategic orientation towards social impact and institutional resilience.

2.2. Impact of TNE and Scope for Re-imagining it

As a starting point, it is useful to highlight how TNE is currently impacting education at the international level and how it may address national development priorities. Research commissioned by the British Council indicates that TNE's most visible contribution lies in widening access to university-level qualifications, with many UK institutions establishing partnerships that expand local higher education capacity (British Council, 2022). These partnerships enable students, particularly those unable to travel abroad, to access international programmes and qualifications within their own countries.

Whilst TNE has demonstrated a clear impact on advancing SDG 4 by providing access to UK higher education, these approaches are often focused on providing the curricular and structure to train students within an existing educational framework developed by the existing institution and delivered by specifically recruited local tutors. There are relatively few existing partnerships which focus on the direct support and development of the educators themselves. This approach has the potential to provide a longer-term sustainable change to education within the receiving country. In addition, TNE partnerships which focus health-professional education are sparse, focusing predominantly on the implementation of remote medical school campuses delivered by UK Institutes. Addressing both of these gaps presents an opportunity to reimagine TNE not only as a mechanism for widening education access but as a strategic intervention to enhance both the teaching and healthcare workforces by supporting underserved communities and professions notably in this study midwifery. Given the critical role of professions such as midwifery and nursing in improving population health outcomes (Frenk et al., 2022), expanding TNE into these areas could directly advance SDG 3 in the receiving countries. Moreover, because nursing and midwifery are professions largely occupied by women, health-focused TNE in these areas can also contribute to closing gender equality gaps (SDG 5) by supporting women's education, career progression, and entry into skilled employment.

Within this broader reframing of TNE, developing partnerships with Non-Governmental Organisations (NGOs) offer a particularly valuable route for expanding impact. In many LMICs, NGOs play an important role in advancing the SDGs by providing affordable and accessible education, often reaching communities underserved by traditional higher education institutions. Many of these communities rely on locally trained healthcare professionals who will continue to work within their community. However, as community-based providers, many NGOs face constraints that limit the effectiveness and sustainability of their programmes. These include limited infrastructure, restricted funding, and insufficient resources to support ongoing faculty development. CPD is essential to ensure that teaching staff possess the pedagogical skills and updated professional knowledge required to support students and enable them to achieve programme outcomes. We therefore identified this as a critical area of need and envisioned that by supporting these local community programmes through a UK higher education - NGO TNE partnership the impact of educational training could have a direct impact to strengthen a much-needed healthcare workforce and have a meaningful and sustainable impact.

2.3. Opportunities Identified

With these guiding principles we sought to develop a partnership with Friends in Village Development Bangladesh (FIVDB), an NGO that delivers a government-accredited Midwifery Diploma to help address the country's significant shortage of midwives (Begum et al., 2023). Delivered through the Midwifery Institute in Sylhet, the diploma is accredited by the Bangladesh Nursing and Midwifery Council and aims to produce graduates with the clinical, communication, and teamwork skills required for competent midwifery practice. Whilst

current teaching staff, most of whom are nurses and midwives, have received a short teacher training course when the institute was established, this has provided only introductory preparation and not been supported with continued development. The staff at the institute expressed a strong desire for further upskilling their teaching practices in contemporary, pedagogy-informed teaching approaches. They expressed a clear belief that training is essential to effective education and wanted to be able to equip their students with the skills to engage in further education opportunities.

Through our reimagined TNE principles we recognised the opportunity of TNE as a vehicle to provide teacher training but were cognisant of this approach needing to be implemented in a way that was both effective and sustainable after the project finished as well as considering the wider policy context that midwifery training exists within Bangladesh. Recognising that midwifery has historically been undervalued in many LMICs our project and its approach sought to elevate both the quality of midwifery education and the status of the profession. We needed to ensure that the project would both empower educators in a sustainable way so that they could independently enhance the quality and recognition of their midwifery diploma programme whilst also serving as a model to enhance the value of midwifery as a profession. By strengthening educator capacity and pedagogical practice, we aimed to position midwifery as a viable and respected pathway into skilled employment for women in Bangladesh. We recognised that raising the profile of midwifery education can help more students, particularly young women view it as an important and attractive discipline, thereby widening career choices and supporting long-term workforce development.

2.4. Challenges and Solutions

Teacher training courses vary in duration depending on their objectives and modes of delivery. To provide our educators/participants with the knowledge and skills needed to deliver their competency-based curriculum, we designed a teacher training course that combined a theoretical grounding in curriculum design and delivery with practical examples of active learning strategies and the pedagogically informed use of digital tools. These components are core elements within higher education practice and in the UK would typically be delivered over several weeks in a Masters level programme or through multiple individually CPD training courses. A key challenge, therefore, was determining how to distil and translate this breadth of content into an intensive format that could be delivered effectively over just three days.

A second challenge involved ensuring that our TNE approach was supportive and effective without becoming dominant. There is a clear risk that TNE projects can inadvertently perpetuate colonial legacies or reinforce elitist models of education (Lempert, 2022). Elitism can also be reproduced when TNE partnerships engage exclusively with universities, thereby excluding community-based or NGO-led institutions. In many LMICs, access to university-level education is unaffordable for students from low-income families; as such, university-only partnerships risk marginalising these learners and deepening existing inequalities. Another form of elitism stems from curricular misalignment, where programmes, pedagogies, or governance structures remain anchored in the ideologies of the sending institution rather than being adapted to the cultural and educational context of the host country (Healey, 2021). Such approaches can reinforce colonial hierarchies and limit both relevance and educational effectiveness.

A third challenge lies in the educational infrastructure of the receiving institution, encompassing physical spaces, digital capability and support systems. Particularly through our lens of UK led partnerships our higher education institutes have access to high quality educational technologies, appropriate building infrastructure and a wealth of opportunities to

share knowledge and teaching practices. When establishing TNE opportunities working between universities has benefits in many of these infrastructure systems already existing in the receiving country, however developing these opportunities with non-traditional partners requires careful consideration of designing opportunities that can be perpetuated within different infrastructure capabilities. Within this project careful consideration when designing the workshops had to be given to translating teaching methods to fit the availability of infrastructure. This was particularly important when considering the digital workshop where in the UK assumptions around the minimum capacity of digital systems and software access could be made. However, in some partner institutes the provision of such tools may be much more limited, and approaches need to be designed that are contextually supportive.

To address these risks, we drew on Wang's (2025) Triple-A framework: Alignment, Adaptability, and Agility. These principles emphasise shared decision-making, equitable resource-sharing, bilingual or locally relevant delivery mechanisms and contingency planning. Crucially, the framework advocates for curriculum and pedagogical localisation-not simple translation, but meaningful adaptation grounded in culturally relevant pedagogy (CRP). In practice, this requires TNE content and activities to reflect local cultural frameworks, professional norms, and lived realities in order to foster belonging, increase engagement, and improve learning outcomes. Our project was therefore intentionally designed around these principles, delivering a culturally attuned training workshop that strengthened local teaching capacity whilst advancing inclusive and sustainable development goals.

3. Aims and Objectives

The overarching aim of this project was to design and deliver a culturally contextualised teacher training course that, although intensive, provided core components in a way that strengthened local teaching capacity. To achieve this aim, the project had the following objectives:

- To support educators in developing core skills in curriculum design, enabling them to adapt and enhance their competency-based midwifery curriculum using pedagogically informed digital approaches that support active learning.
- To develop an equitable, context-sensitive TNE approach, avoiding dominant or colonial dynamics by prioritising co-creation, local relevance, and shared ownership of educational development.
- To model a framework for partnerships with non-governmental organisations which directly enhances local community healthcare.

4. Methodology

4.1. Study Design

To guide both design and delivery, we adopted a Self-Study of Teacher Education Practices (S-STEP) informed Scholarship of Teaching and Learning (SoTL) approach, underpinned by a participatory needs analysis. S-STEP entails systematically studying one's own teaching to improve practice whilst generating insights that help others enhance theirs (Pithouse-Morgan, 2022). This methodology enabled us to critically examine our own prior higher education training, including a Master's in teaching and learning, and distil the core elements we routinely apply in our own practice. Drawing on accumulated experience in curriculum design and our scholarship in active learning and digital pedagogy (Ali & Aynsley, 2025), we first aligned the workshop with our university's curriculum standards, which emphasise four competencies:

active learning, digital capability, inclusivity, and external engagement. We then conducted online meetings with participants to identify their current teaching practices, priorities, and constraints. Applying a cultural relevance lens, we used these insights to select and embed key content within each competency, ensuring the workshops were responsive to the needs and expectations of the partner institution and participating educators.

The study was conducted with ethical approval granted by Keele University's Ethics Committee. All participants received an information sheet, provided written informed consent, and were assured of confidentiality and voluntary participation.

4.2. Structure and Content of our Teacher Training Workshop

As part of our teacher training course, we devised a three-day series of workshops structured around an interrelated sequence of activities to maintain focus and help participants visualise how they could apply the learning to their own teaching. Day 1 focused on curriculum design, with an emphasis on writing clear, measurable learning objectives. We considered this essential for supporting students' metacognition and for helping educators understand how different teaching approaches align with intended learning outcomes. Day 2 introduced the concept of active learning and explored how such approaches can help students develop skills for effective multidisciplinary working. We provided three examples: flipped learning, case-based learning, and gamification to demonstrate varied and practical ways to engage learners. To support participants in designing and delivering active learning strategies, Day 3 introduced simple digital tools that can be used in pedagogically informed ways to make learning more interactive. Our selection of digital approaches was guided by pedagogical intent rather than technological novelty (Santoveña-Casal & López, 2023). We selected freely accessible tools such as PowerPoint to demonstrate how to animate content and create bespoke videos to support flipped learning. We also introduced participants to the use of GenAI tools like ChatGPT, showing how it can support the development of cases and scenarios, directly reinforcing the previous session on case-based learning as an active learning approach. Figure 1 summarises the workshop structure and content.

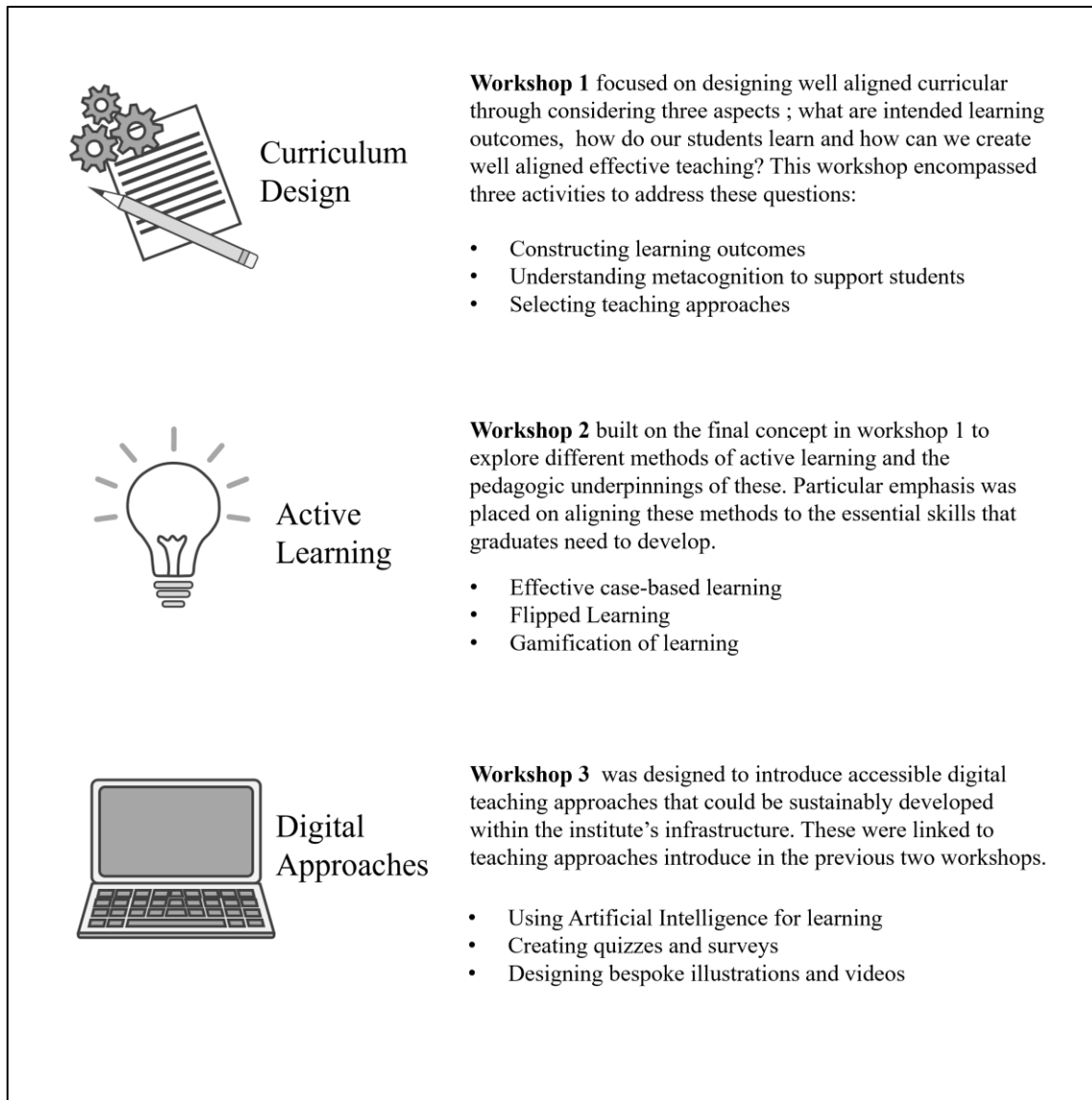


Figure 1. Overview of the three core components of our workshop.

Note. The workshop was structured around three interrelated themes: Curriculum Design, Active Learning, and Digital Approaches, each combining theoretical principles with practical application. In the design of all three our guiding principles of accessibility, cultural sensitivity and sustainability were maintained.

Our design aimed to upskill teachers for a competency-based curriculum that expects students to be able to apply knowledge in practice. We prioritised active learning which would support curriculum updates promoting applied learning, and we modelled small-group learning as a vehicle for developing interpersonal and professional skills essential to clinical practice (e.g., empathetic patient interaction, rapport-building, and meaningful engagement with external stakeholders), thereby advancing the external engagement competency. Under digital capability, we focused on building confidence with pragmatic tools that improve instructional efficiency and enable collaboration with students. Only effective digital tools that were freely accessible were chosen to ensure continued availability. To anchor these elements, we applied constructive alignment, ensuring that learning outcomes, teaching methods, and assessment strategies were coherent and purposefully aligned throughout the training.

4.3. Research Team Composition

When designing the project, we gave careful consideration to the composition of our team. Placing equality, diversity, and inclusion at the forefront, we assembled a team with a balance of genders, varied educational leadership backgrounds, and multinational representation. Notably, the team included a bilingual member with Bangladeshi heritage and a strong understanding of the local education system. This helped to ensure that the project was grounded in values aligned with Bangladeshi culture and was sensitive to the contextual realities of our partner institution.

4.4. Participants, Sampling and Protocol

All teaching staff at the Midwifery Institute and educators from FIVDB (Sylhet Branch) were invited to participate, constituting a total population sampling strategy rather than selective recruitment. This resulted in 11 participants, comprising 6 midwives and 5 FIVDB educators. The participants varied in gender, age, and professional background.

We developed the following structured instruments to evaluate the project: a pre-workshop questionnaire, an immediate post-workshop questionnaire, an immediate post-workshop focus group protocol, and a planned 6–9 month follow-up questionnaire. The instruments were designed in Word format and included Likert-scale items, tick-box questions, and open-ended free-text responses.

All participants completed the pre-workshop questionnaire to establish their baseline confidence and familiarity with educational principles, as well as to inform our understanding of their perceived educational needs. Following the delivery of the workshop participants completed the immediate post-workshop survey which explored participants' perceptions of the usefulness of each session, their confidence in applying active learning methods and digital tools, and the suitability of the workshop delivery approach. Participants created a self-chosen pseudonym to use when responding to the questionnaire in order for their responses to be anonymous but for us to be able to link pre and post perceptions.

A semi-structured focus group was conducted following completion of the workshops. The protocol included questions exploring participants' overall perceptions of the training, their experience of the delivery, the aspects they found most helpful, and any components they considered less relevant or challenging. The discussion lasted approximately one hour and was facilitated by a neutral staff member. It was conducted in the participants' native language, audio-recorded with consent, and subsequently transcribed verbatim and translated.

4.5. Data Analysis

Quantitative survey data (Likert-scale responses and frequency items) were analysed descriptively to examine patterns in perceived usefulness and changes in confidence. Given the small sample size ($n = 11$), inferential statistical analysis was not appropriate; instead, descriptive comparisons of pre- and post-workshop responses were conducted.

Qualitative data were generated from open-ended survey responses and focus group transcripts. These were analysed using an inductive thematic analysis approach, following established analytical approaches (Braun & Clarke 2006). Coding was conducted by the lead researcher, with themes reviewed through peer discussion to enhance reflexive rigour.

4.6. Limitation of Method

Although our sample was context-specific, it was relatively small which may limit the generalisability of the findings. As data were collected immediately after the intervention, the results reflect short-term perceptions rather than longer-term changes in practice. However, a 6-9 month follow-up is scheduled to assess sustained implementation and longer-term impact.

5. Discussion

Guided by a self-reflective and evidence-informed approach, the workshop incorporated key elements of best practice whilst remaining focused and intensive. Rather than directly translating existing materials, we employed an adaptive and agile design process to ensure the training was responsive to instructors' needs and local context. In this section, we present our findings and reflect on the extent to which the workshops met participants' expectations and professional development needs.

5.1. Identification of Participant Needs

As part of our preparatory work for finalising the content and delivery of the workshop, we conducted a participant needs analysis using a predominantly structured survey with closed-ended questions to identify priority areas, complemented by one open-ended section that allowed participants to elaborate on specific needs (Purnell et al., 2020). The survey revealed three key areas of focus:

- A strong desire for more structured training and ongoing professional support
- An interest in interactive and participatory teaching methods
- A need to build confidence in using digital tools to design and deliver teaching.

Infrastructural limitations, particularly restricted access to technology and unreliable internet connectivity, were identified as significant barriers to effectively integrating digital approaches into teaching practice. These findings further reinforced the importance of selecting freely accessible digital tools that participants could realistically use within their context. Our approach to assessing participants' needs and developing CPD training aligned with the principle that professional learning should be contextually grounded and practice-oriented (Darling-Hammond et al., 2017). Implementing a collaborative process of pre analysis helped to ensure that our workshop design and delivery were relevant to participants' immediate needs and that our recommended approaches and digital tools were practical and sustainable.

Central to our method was ensuring strong alignment between participants' identified needs and the workshop content, thereby increasing the likelihood that the training would generate meaningful and sustained change. Through theme analysis of focus group discussion and qualitative survey data we believe this alignment was achieved. Figure 2 illustrates and provides an overview of how participant needs, workshop components, and perceived outcomes coherently intersected within our TNE design.

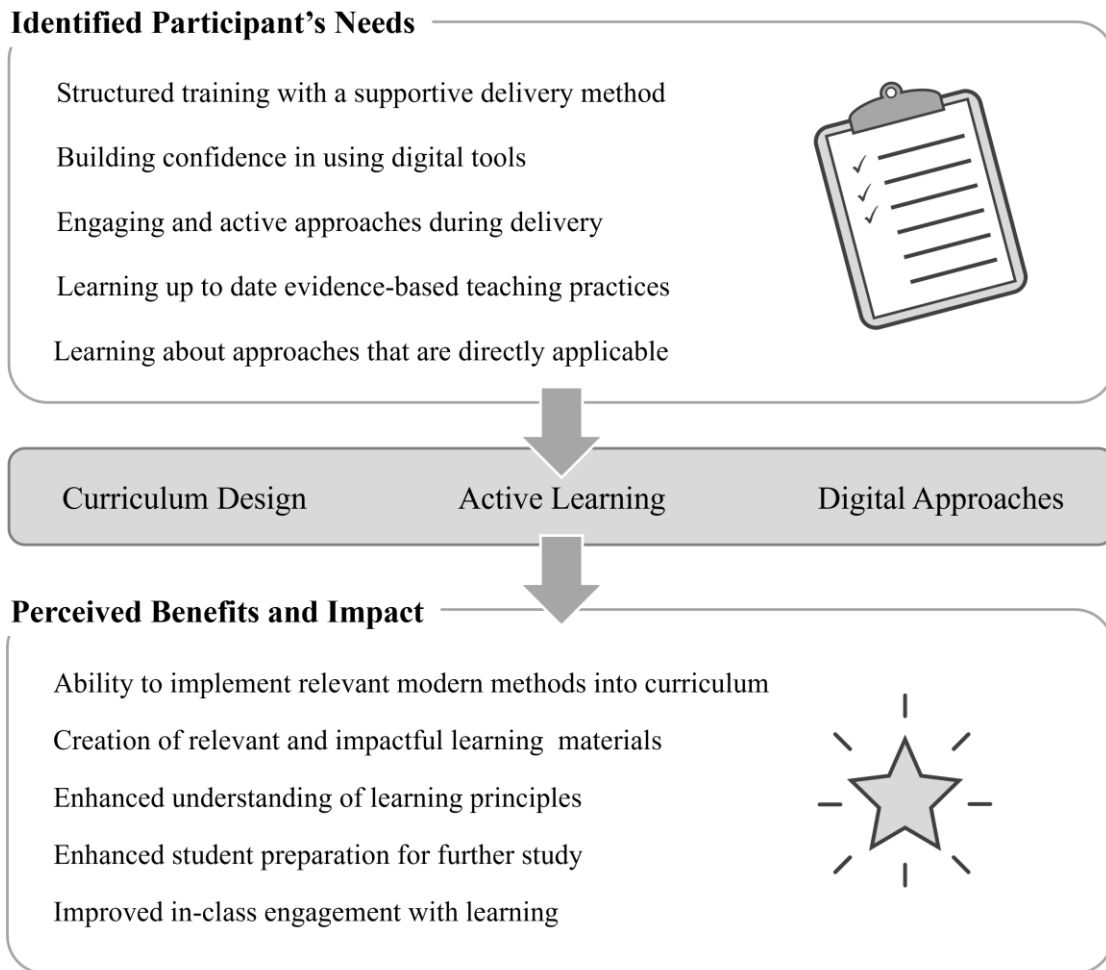


Figure 2. Identified participant needs and perceived benefits and impact
Note. The figure illustrates how our workshop design and delivery effectively addressed the participants' identified needs, linking the training content to the outcomes they reported in terms of confidence, engagement, and practical application.

5.2. Importance of Linking Theory and Practice Through Hands-on Learning

Reflecting the theme of- “ability to implement relevant modern methods into curriculum”, participants judged all topics covered across the three-day workshop to be relevant describing the sessions as - “*highly interactive, enjoyable, and engaging.*”

One of our guiding design principles was to incorporate hands-on activities throughout the workshop. Drawing on our own experience, we recognised that whilst teacher training often includes discussions of underlying theories, these can sometimes feel abstract and difficult to conceptualise. To address this, each component of the workshop was designed to balance theoretical grounding with practical exemplars tailored to the context of midwifery education, alongside interactive, practice-based tasks. For instance, during the session on curriculum design and writing learning objectives, we devised hands-on activity that involved participants critically analysing learning outcomes and matching them with the relevant teaching methods appropriate to their midwifery curriculum. In this way we aimed to make the training engaging but also help participants link theory to practice. This approach underpinned our workshops throughout, aligned with established research highlighting the importance of coupling

theoretical learning with opportunities for authentic application in real-world settings (Darling-Hammond et al., 2024).

5.3. Effective Design of Sustainable Digital Approaches

An interest in advancing skills in digital approaches to support student learning featured heavily in the participants needs survey. Although there are a wide range of digital tools to support learning approaches, we were mindful of introducing sustainable approaches that could be used in the context of the institute. From our own experience we recognise that to devise pedagogically sound digital learning does not require sophisticated digital tools or platforms. We selected three digital approaches which we use regularly within our practice and which we have shown to enhance student learning:

1. The use of PowerPoint to create bespoke learning videos and animated content
2. Using Google/Microsoft Forms to devise interactive quizzes and surveys
3. Generative AI to generate formative assessment materials and cases

When introducing GenAI, we placed particular emphasis on ethical and responsible use. Drawing on our institutional training at Keele University, we discussed how GenAI should be used within sound pedagogical frameworks to ensure it enhances, rather than replaces, educators' professional judgement. We emphasised that GenAI outputs require critical review, contextual adaptation, and educator oversight.

We also addressed data privacy and governance considerations, which are especially important in LMIC contexts where institutional data policies and digital infrastructures may vary. Participants were advised not to input sensitive personal, clinical, or institutional data into publicly available AI systems. We discussed the importance of anonymisation, careful data handling, and alignment with local regulatory frameworks.

In addition, we highlighted the risk of algorithmic bias. Many large language models are trained predominantly on data originating from Western contexts, which may result in culturally misaligned, biased, or insensitive outputs. To mitigate this, we demonstrated how carefully structured prompting, contextual framing, and critical evaluation of responses can help generate outputs that are locally relevant and culturally appropriate. Participants practised refining prompts to ensure that scenarios reflected Bangladeshi clinical realities rather than imported assumptions.

Feedback from participants indicated that these tools were well matched to their identified needs. Analysis of the immediate post-workshop survey showed a clear increase in participants' self-reported confidence in using digital technologies. The proportion of participants rating themselves as "very confident" (5/5) rose from 27% (3/11) before the intervention to 64% (7/11) afterwards. In addition, no participants rated their confidence below 4 post-workshop, compared with 55% who had rated themselves at 3 or below prior to the training, indicating a marked upward shift in perceived digital competence including GenAI. Focus group data further indicated that learning to use GenAI to develop clinical cases was perceived as particularly valuable for constructing scenario-based assessments that test students' application of knowledge. We also demonstrated how PowerPoint can be used to create animated slides and short learning videos, an approach participants found immediately useful, particularly for producing culturally relevant teaching materials that are often difficult to source locally. Some participants who were responsible for staff training, rather than direct teaching, recognised how these skills could help them develop explainer videos for diverse audiences -

“Usually, different levels of audiences enjoy our trainings. Those who come to take the training are not always at the same level. Since we can now use gamification, animated PowerPoint, or videos, we can take even complex topics and use the training to match them to the level of those who are attending”.

We interpreted this as reflecting the theme of - “creation of relevant and impactful learning materials”.

Aligned with our focus on active learning, we demonstrated how these self-produced videos could support flipped learning approaches. Most participants found flipped learning to be an innovative strategy that could strengthen student preparation and in-class application. Similarly, our demonstration of gamification generated considerable enthusiasm, with participants envisioning its potential to increase engagement and motivation and provide a safe approach for essential skills development through role play. Collectively, the training on digital tools helped participants build both confidence and competence to implement modern pedagogical approaches such as flipped learning and gamification.

5.4. Ensuring Cultural Relevance and Decolonial Practice

A major overarching focus was to ensure that the project and the workshop were not only culturally relevant but also actively sought to challenge colonial norms within TNE. Three interrelated factors were central to this aim: first, the composition of our team was key. Having a bilingual member of the same ethnicity as participants helped to bridge language barriers, foster trust, and establish an immediate rapport. Participants welcomed the bilingual delivery and highlighted how it enhanced their engagement and understanding. Second, we embedded a strong commitment to equality, diversity, and inclusion, ensuring the team was gender-balanced in both composition and leadership. Having a female lecturer co-presenting the workshops was important to our approach to role model women in leadership roles. Third, while prioritising cultural relevance, we were also committed to ensuring that the training reflected modern pedagogical principles and international standards. Our pragmatic approach achieved a balance between local applicability and global best practice. Participants acknowledged this in their reflections, noting that our delivery reflected “an international level of professionalism and expertise.” One participant observed:

“Overall delivery was very good. But the thing is that we have a different delivery system in Bangladesh. But the delivery system we have got is international. From their body language, their knowledge, a person's body language, their delivery structure, we can understand what that person's knowledge is. So they tried as much as possible to share their knowledge and expertise in a way that is appropriate for us”.

We considered this as a positive reflection of the theme “*enhanced understanding of learning principles*”.

5.5. Continued Impact on Student Learning

In addition to recognising the impact on their personal skills development, participants also recognised that the new skills and knowledge they had acquired would not only help them modernise their own teaching practice but would also cascade to their students, enabling them to be educated to internationally recognised standards. Participants noted that, as a result of the training, they would now be able to apply modern learning approaches such as designing sessions and assessments that require students to analyse cases or scenarios, methods commonly used in healthcare education. These approaches would enable their students to develop their knowledge and transferable skills more effectively which we interpreted as a

reflection of the theme - “enhanced student preparation for future study”. Participants reflected that this would give their students the knowledge and confidence to pursue studies at international universities, a goal many aspire to but often struggle to achieve, as admission tests frequently use mini-cases or scenario-based questions unfamiliar to local students.

What seemed the most effective to me is scenario-based learning. That is not practiced as much in our country. Especially when we go abroad for exams or to take a license exam, we have seen that in our country it's mostly MCQ-type questions. But in many other countries, they give scenario-based MCQs or questions. So our students are not familiar with these. I myself having been preparing for about a month, but now got the idea of how to do these in class and from this training. So I think if students can do this, can learn this, can practice it with them, it will be very effective internationally. Because they will be able to participate in international exams.

5.6. Alignment with the TNE Agenda and a Novel Framework for Local Capacity Building

Collectively, the findings indicate that our project is on track to effectively address the core objectives of the British Council TNE agenda, particularly:

- Supporting TNE to transform local education systems and contribute to the SDGs.
- Strengthening the quality and reach of TNE partnerships.
- Creating new opportunities and overcoming barriers to transnational collaboration.

Our novel TNE approach focuses on local faculty development rather than solely on enhancing access to an international program. By prioritising the upskilling of educators, this model works to empower local faculty who can, in turn, strengthen their own education systems in a sustainable and contextually grounded way. Similar approaches reported in recent TNE scholarship have demonstrated that prioritising educator capability rather than exporting curricula alone can lead to more meaningful institutional transformation and greater alignment with national development priorities. Studies highlight how TNE partnerships contribute to host institutions’ teaching capacity and institutional development and show the importance of professional development for transnational educators in improving the quality and relevance of local programs (Tran et al., 2021; Compton, 2024). By partnering with an NGO-based institution specialising in midwifery education, our project strengthens the reach of TNE by extending it beyond traditional university-to-university partnerships and creating unique opportunities for impact in underserved communities. Furthermore, by focusing on midwifery, a profession predominantly led and practiced by women, our project directly supports women’s empowerment and contributes to the advancement of SDG 3 (Good Health and Well-being) and SDG 5 (Gender Equality). Together, these efforts demonstrate how TNE can operate as a mechanism for both educational transformation and gender-focused development.

We argue that using TNE to provide teacher training is an effective way to empower educators, particularly when it is designed to be contextually relevant, participatory, and directly applicable to their practice. The approach we adopted proved successful, and we believe it offers a practical model that could be replicated in similar LMIC settings seeking to build educator capacity within resource-constrained environments.

The pre-workshop needs analysis highlighted three main priorities: structured training in curriculum design, more engaging and interactive teaching methods, and increased confidence in using digital tools. In response, the workshop was organised around three interrelated strands: curriculum design, active learning, and digital approaches which together formed the core foundation of the training. Feedback indicated that participants experienced a range of

benefits aligned with these strands, including enhanced student preparation, improved in-class engagement, the creation of more relevant learning materials, a deeper understanding of learning principles, and greater ability to integrate modern methods such as flipped learning and gamification into their curriculum.

5.7. Limitations

The project has bold aims within a relatively constrained time and resource setting. While we drew on our professional experience to design an approach with lasting impact, we recognised several factors that could constrain its effectiveness. First, our own teaching approaches, developed within a UK higher education context, might not always align fully with local expectations or institutional realities. Second, the short duration of the workshop limited the depth with which some topics could be explored. These constraints reinforced the importance of shared decision-making, cultural sensitivity, and a reflexive approach throughout the design and delivery process. To address these limitations, we prioritised core content that was practical, contextually relevant, and immediately applicable. The workshop was intentionally intensive but focused, ensuring that participants could translate learning into practice. We believe this approach was successful, as all participants found the material relevant and appropriately pitched to their level of experience.

With regard to monitoring outcomes, evaluation conducted immediately after the workshop provides evidence of short-term changes in confidence and teaching practice but does not capture longer-term impact. To assess medium-term outcomes, we plan to administer a follow-up survey 6-9 months after the training to explore sustained changes in teaching approaches, continued use of digital tools, and perceived effects on student engagement and learning. In addition, ongoing monthly meetings have been scheduled to support implementation and gather informal feedback on progress and challenges. It is also important to note that, as the curriculum is governed by the Bangladesh Nursing and Midwifery Council, any structural changes to curriculum delivery would require formal approval beyond the institute level.

6. Conclusion

Despite these limitations, based on participants' feedback, we believe the project achieved two major outcomes. The first relates to the immediate application of the training and impact on student learning experience. Participants reported that they were able to implement aspects of the workshop straight away, noting early positive effects on student engagement and learning. As one participant reflected:

“The delivery that they gave us, we were able to apply it. Even our students told us that in comparison to how we used to teach, and how they are learning now, the way they are learning, the new system, they liked it a lot.”

Another important outcome we consider significant was the increase in participants' confidence in their role as educators, particularly in their use of digital tools. This was especially evident in comments about GenAI:

“Learning how to use ChatGPT has increased my confidence as a teacher... now I can use it to create questions and to find information so that we can provide explanations in a way that is easy for students to understand.”

A key challenge for the project was distilling core teacher-training concepts into a highly intensive format. Whilst participants valued the intensity of the workshop, some suggested that particular topics, especially GenAI and gamification would benefit from additional time for

deeper exploration. This feedback offered an important insight. Although GenAI remains a subject of ongoing debate within UK higher education (Bobula, 2024), participants at FIVDB responded with curiosity rather than hesitation. Initial caution gave way to strong interest as they recognised the practical relevance of GenAI for student learning and assessment. We view this as an opportunity for sustained capacity building. In response, we have planned monthly post-training meetings to continue support, consolidate learning, and extend knowledge exchange beyond the initial workshops.

The experience of designing and delivering the workshops has also been a development opportunity for ourselves. Considering why tools that we use day to day in our own teaching and learning practice are effective and how to translate this into an impactful workshop has encouraged reflection on our own practices, some of which we have become complacent in using. Working with professionals from an entirely different contextual background challenged us to consider our own pedagogical approaches and look at the approaches we have been using in a different context which we have taken back into our own teaching. Opportunities of a TNE partnership bring benefits to both sides encouraging improvement and reflection on practice to the ultimate benefit of the students we teach.

6.1. Transferability and recommendations from this project

Collectively, the design principles underpinning our teacher training model, combined with its emphasis on sustainability, make this approach highly transferable. The model prioritises participatory needs analysis, alignment with local curriculum requirements, and a strong commitment to cultural relevance, which are core principles that can be adapted across diverse educational fields, including nursing education and technical and vocational education. By adopting a minimum-resource approach and championing the use of freely accessible digital tools, the model is well suited to resource-constrained institutions as well as those seeking cost-effective and sustainable development strategies.

Another key factor strengthening the transferability of our model is its explicit commitment to decolonial practice. The participatory and co-creation approach provides a practical template for institutions seeking alternative TNE models that emphasise empowerment, local ownership, and mutual learning rather than one-directional knowledge transfer.

Envisioning that future projects may wish to adapt our model, and recognising its transferability, we offer five recommendations for educators and project leads seeking to achieve similar success. These recommendations are as follows:

1. Take a collaborative approach to the design of the TNE project through conducting a participant needs analysis to ensure content is appropriate and aligned to needs.
2. Although English is spoken in many TNE participating countries, consider a bilingual delivery to help build rapport and avoid perpetuating colonial approaches.
3. Design any workshops/teaching sessions to be as interactive as possible and incorporate hands-on activities which can be applied in a context that is relevant to the participants.
4. Carefully consider the education infrastructure of the partner institute, in particular avoid over reliance on technology. Be mindful of contextual constraints and select simple digital tools that can be sustainably implemented.
5. Do not be held back by any assumptions, be bold to suggest innovative approaches which are pedagogically sound

In conclusion, although our project was situated within the specific context of midwifery education in Bangladesh, the principles underpinning our participatory and decolonial design are applicable to a wide range of TNE and LMIC contexts. For example, widespread challenges

associated with the learning crisis and persistently low learning outcomes could be addressed through reforms that strengthen teacher-qualification programmes and enhance pedagogical practice. Improvements of this kind have the potential to enhance lifelong learning, workforce readiness, and broader economic prospects.

Similarly, the approach could be adapted to strengthen public health education. Effective public health campaigns rely on clear, contextually relevant communication; by equipping local practitioners with simple digital tools, they can be empowered to create culturally meaningful health-promotion materials tailored to their communities. Active learning strategies such as gamification could further support the dissemination of public health messages in engaging and accessible ways.

Taken together, these examples illustrate that the participatory, culturally grounded, and capacity-building TNE model piloted in this project offers a transferable framework for strengthening education systems across diverse LMIC settings.

Acknowledgment

This paper is an output of our British Council Going Global Partnerships funded transnational education project. We are thankful to our partner institution FIVDB Midwifery Institute for their ongoing collaboration with us and to the teaching team for showing the high level of enthusiasm and engagement with the training.

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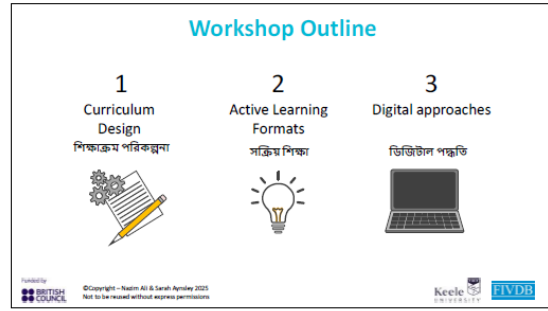
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Appendix

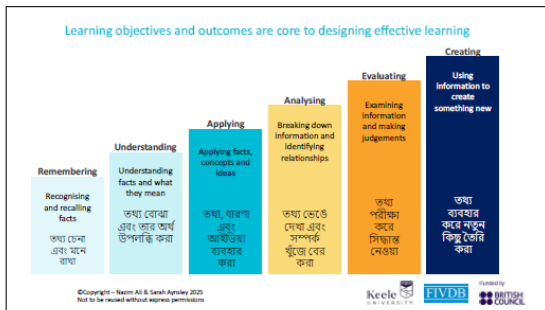
Sample slides from the three workshops delivered. These illustrate the breadth of topics covered and the mix of information and active tasks used in the delivering.



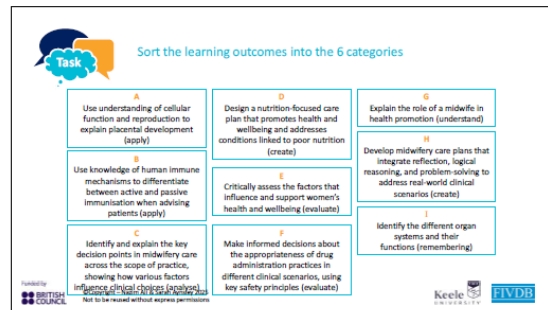
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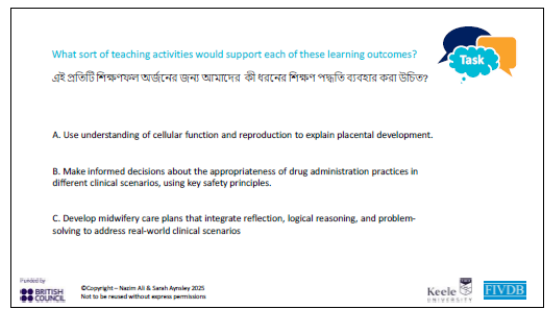
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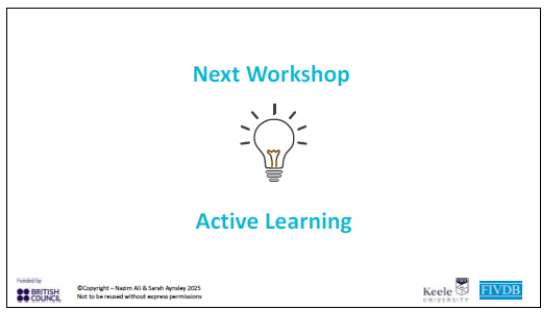
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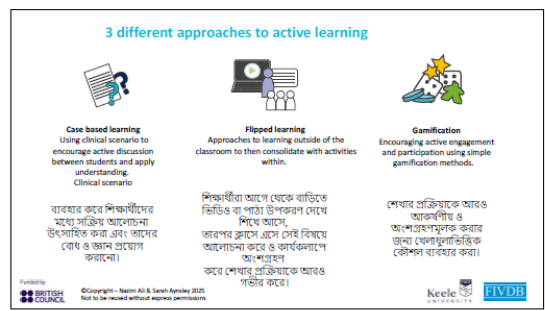
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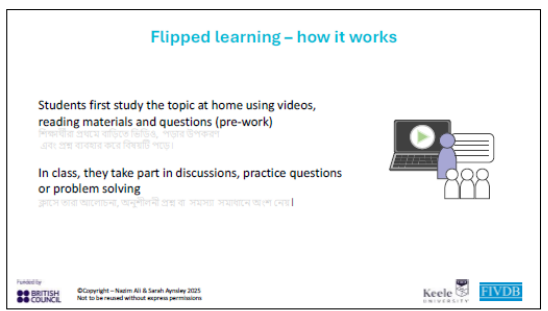
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6



7




8

Benefits of flipped learning

Use class time for knowledge application and deeper understanding

Use of short videos and step-by-step tasks help students stay focused and make complex learning easier.



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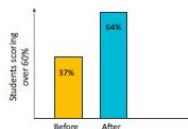
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9

Evaluation of flipped learning

Evaluate and get feedback from your students to make improvements

ছাত্রছাত্রীদের কাছ থেকে মতামত সংগ্রহ করুন উন্নতির জন্য



There was a notable increase in the percentage of students scoring high marks

উচ্চ নম্বরসহ শিক্ষার্থীদের শতাংশে উল্লেখযোগ্য বৃদ্ধি দেখা গেছে।

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10

What teaching of yours could benefit by changing to Flipped learning?

আপনার কোন ধরনের পড়ানো Flipped learning পদ্ধতিতে পরিবর্তন করলে উপকার হতে পারে?

Task

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How could you use this case in your teaching?

Setting: A rural Upazila Health Complex in Bangladesh.

Patient: Rohingya, a 22 year-old woman, G1P0, at 38 weeks gestation, arrives at the maternity ward accompanied by her mother-in-law. She is in her 4th trimester with low energy and (MBC) visits at the local community clinic due to distance and family responsibilities.

Presenting complaint: Rohingya reports severe headache, blurred vision, and swelling in her hands and feet. She says the baby has been moving less frequently. She appears anxious and is disoriented.

Vital signs on arrival:

- Blood Pressure: 160/110 mmHg
- Pulse: 110 bpm
- Temperature: Normal
- Urine dipstick: ++ protein
- Fetal Heart Rate: 160 bpm (fetal tachycardia)
- Fundal height: Consistent with term pregnancy

Unusual vital signs: অস্বাভাবিক হার্টরট সায়স

Blood pressure is high; kidneys are letting protein through. Signs of pre-eclampsia (হৃদস্পন্দন বেশি, রক্তের প্রোটিন বের করছে) বি. প্রেসশনের লক্ষণ।

Changes in how she is feeling, peripheral oedema and visual symptoms: তার শারীরিক অবস্থাতে পরিবর্তন, শরীরের ফিল (পেইন্টিফোল এডিমা) এবং দৃষ্টিভঙ্গির উপসর্গ।

Taking a clinical history and signs and symptoms: ক্লিনিকাল ইন্টারভিউ নেওয়া এবং লক্ষণ ও উপসর্গ।

How mother: মরগরুদের মা

How mother: মরগরুদের মা

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12

How can we integrate cases into our learning activities?

Tutor asks direct questions for students to discuss

শিক্ষক শিক্ষার্থীদেরকে আবেগনাত্মক জন্ম সংক্রান্ত প্রশ্ন করেন।

Students read case and discuss with tutor help

শিক্ষার্থীরা কেসটি পড়ে এবং শিক্ষকের সহায়তায় আলোচনা করে।

Students do research then in second session apply knowledge to new case questions

শিক্ষার্থীরা গবেষণা করে, তারপর দ্বিতীয় সেশনে নতুন কেস প্রশ্নে জ্ঞান প্রয়োগ করে।

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13

Next Workshop

Digital Approaches

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14

Workshop 3 – Digital Approaches

Different free technologies to enhance teaching and learning

Artificial Intelligence:

- Generate scenarios, clinical cases
- Quiz, exam questions
- Both in English & Bangla

Electronic Forms to:

- Develop quizzes
- Devise surveys


PowerPoint:

- Illustrate concepts
- Make videos

AI: পরিষ্কৃতি ও ক্লিনিকাল কেস তৈরি করা
কুইজ ও পরীক্ষার প্রশ্ন তৈরি করা
ইংরেজি ও বাংলায় ব্যবহার করা

ইলেকট্রনিক ফর্মস এর মাধ্যমে:
কুইজ তৈরি করা
সার্ভে (Survey) তৈরি করা

পাওয়ারপয়েন্ট:
সংস্পর্কিত কনসেপ্ট বোঝানোর চিত্রিত তৈরি করা



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15

Using AI to write questions

Select your topic (refer to your Syllabus)

Write a draft of your prompt and add 'Improve the following prompt' before it:

E.g. "Improve the following prompt - Write me 5 MCQs on different stages of labour, include recognising stages of labour and mechanisms of labour. Provide 4 options. Provide answer with explanation separately. Align questions to Bangladesh Nursing and Midwifery Councils curriculum for Year 1 students."

Start with what you want.

then provide more specific requirements

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