Perspectives on Co-Learning:

Practices as sociomaterial entanglements

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Research focus: Pedagogical processes in practices
• Professional Health Care Education
• Health Care
Interprofessional learning
- a Strategic area for educational development and research

1 prof, 1 A/prof, 1 post doc, 2 senior lecturers, 2 PhD students, 2 research assistants + associated project collaborators and research fellows
Interprofessional Education: a definition

...we recognise interprofessional education as occasions when members or students of two or more professions learn with, from and about each other to improve collaboration and the quality of care and services..

(CAIPE Statement-of-Purposes, downloaded 170302)
Interprofessional collaboration

• Does not take into account differences in social/material/political conditions for healthcare work
• Underlying assumption of patient participation taken for granted
• Interrelatedness with patient-centredness taken for granted
• May have the potential to reinforce a patient compliance model

A practice-based, sociomaterial approach

• Professional practice as being embodied, relational and situated in sociomaterial relations.

• A sociomaterial perspective on practices means a relational focus on what people do and say, and the things that are involved in practice (Schatzki 2010, 2012)

• Analytic focus on how the nexus of actions hang together and is integrated in practice. How are the doings and sayings composing this practice linked through
  • 1) practical understandings, 2) rules,
  • 3) teleoafffective structures and 4) general understandings

Sociomaterial perspectives?

• Materials as *dynamic* and integrated with human activities in ways that act on practice

• Emphasis not on singular things or technologies but on *relationships* and what these produce

• Practices and learning are understood to be *more-than-human*

• The *whole system* is important to understand any particular activity, analysing how human/nonhuman action and knowing is entangled

• Practice architectures mediating and prefiguring authentic health care practice

• Causes conflict between practical and general understanding

• Proximity enables boundary work
THE DYNAMICS OF PHYSICIANS’ LEARNING AND SUPPORT OF OTHERS’ LEARNING

Karin E. Thörne, Håkan Hult, Boel Andersson Gäre, Madeleine Abrandt Dahlgren

Abstract

Learning has been defined as a condition for improving the quality of healthcare practice. The focus of this paper is on physicians’ learning and their support of others’ learning in the context of Swedish healthcare. Data were generated through individual and focus group interviews and analyzed from a socio-material practice theory perspective. During their workday, physicians dynamically alternated between their own learning and their support of others’ learning in individual patient processes. Learning and learning support were interconnected with the versatile mobility of physicians across different contexts and their participation in multiple communities of collaboration and through tensions between responsibilities in healthcare. The findings illustrate how learning enactments are framed by the existing “practice architectures.” We argue that productive reflection on dimensions of learning enactments in practice can enhance physicians’ professional learning and improve professional practice.
Co-producing round work

Forthcoming: Thörne, K. et al, (20xx), Quality Management in Health Care, accepted for publication
The SIMIPL project:

Interprofessional learning in simulation-based training for the healthcare professions

www.liu.se/simipl

Swedish Research Council, Educational Sciences,
Project ID C0545001
2013-2016
Song-ee Ahn, Sanna Rimpiläinen, Annette Theodorsson, Tara Fenwick, Madeleine Abrandt Dahlgren

Learning in Technology-Enhanced Medical Simulation: Locations and Knowings
### Implications for educators (and researchers)

**Table 1. Common aspects of socio-material approaches to understanding education and questions these understandings raise for educators**

<table>
<thead>
<tr>
<th>Key socio-material understandings</th>
<th>Questions raised for educators</th>
</tr>
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<tbody>
<tr>
<td>A focus on materials as dynamic and entwined with human activity</td>
<td>How do particular materials and built environments affect what our students do and think?</td>
</tr>
<tr>
<td>Human meanings and decisions are important but are not the only things acting in any situation</td>
<td>How might we encourage students to notice how materials influence situations in which they practise?</td>
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<tr>
<td>Emphasis is not on individual things and their characteristics, such as individual doctors’ skills or particular technologies, but on their relationships and what these produce</td>
<td>How might students become more actively aware of these relations and their effects?</td>
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<tr>
<td>Practices themselves are continuously changing gatherings of human and non-human elements that act on one another in unpredictable ways</td>
<td>How do different elements act on one another to affect what happens, and how do these different interactions produce particular kinds of knowledge?</td>
</tr>
<tr>
<td>The whole system affects any particular practice as it continuously adapts and changes pattern</td>
<td>How is a particular practice interconnected with and affected by other systems?</td>
</tr>
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<td><em>Uncertainty</em> and unpredictability are assumed</td>
<td>What might be inhibited in professional education dominated by predetermined curricula and planned objectives?</td>
</tr>
</tbody>
</table>

Zooming in – zooming out: shifting theoretical lenses and trailing connections

• Zooming in:
Focus on/articulating aspects of practice such as
  • Sayings and doings
  • Active role of material elements and infrastructure
  • Local methods and micro strategies of concerted accomplishment
  • Body choreographies
  • (…)

• Zooming out:
Follow the practice and articulate the
  • Associations/links between practices
  • Mediators
  • Patterns of associations and interests
  • Local and trans-local effects
  • Effects of the global on the local
  • (…)

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