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[1a, b, c] Video data collection and analysis in research on interprofessional simulation based education in health care

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Abstract: Health care services and professionals around the world are under increasing pressure coping with diminishing resources, and the simultaneous demands to improve quality in practice and enhance patient safety. Interprofessional collaboration and teamwork has been emphasised as necessary in order to accomplish a sustainable and safe future health care, requiring also a renewal of professional health care education (WHO 2010, Frenk et al 2010). Simulation exercises are becoming more common as an educational feature of undergraduate training of health professionals that can provide training under safe conditions (Cant and Cooper, 2010). Simulation typically follows three phases; briefing, simulation and debriefing, encompassing different challenges to educators and learners. The research on simulation has been suggested as too evaluative and protocol-driven, neglecting theoretical groundwork (Berragan, 2011). Dieckmann et al. (2012) propose that there is a need for more theorised, process-oriented analyses of current simulation practice.

This symposium comprises three papers in which the presenters have worked, from various theoretical perspectives, with a common set of video recordings of the practices of interprofessional scenario based simulation. The papers stem from a collaborative project 2013-2016 between three universities in Sweden. The overarching aim of the project is to develop knowledge on how interprofessional collaboration and teamwork could be educated for by means of simulation-based learning environments. The focus is on scenario-based interprofessional simulation with medical and nursing students. We explore how different theoretical and methodological framings shape the process of video analysis differently. The presentations in the symposium will show how video make available multi-modal analyses of visual interaction and talk in the material environment of practice in different ways depending on approach. We also discuss the different ways of codifying and categorising video data collaboratively, the selection and analyses of fragments of data, applied by the research teams.

1a. Visualizing the invisible in interprofessional healthcare simulation. A multidisciplinary video analysis

The rationale for introducing full-scale patient simulators in the training for improving patient safety is the possibility to re-create clinical situations in realistic ways. Although high fidelity simulators mimic a wide range of human features, they are in some respects very different from the body of a sick patient. The gap between the simulator and the human implies a need for extra scenario information. This study aims at identifying how facilitators provide such extra scenario information and its consequences for how scenarios are played out.

Film clips were selected from a shared database of 30 scenarios from three participating simulator centers in which a variety of modes to deliver extra scenario information to participants were used. A multidisciplinary research team performed a collaborative analysis of the film clips. The findings show that facilitators' close access to the teams' activities as a confederate or as a bystander in the simulation suite facilitated the timing of providing information, which was critical for maintaining the flow of activities in the scenario. The mediation of information by loudspeaker or earphone from the operator room could be disruptive for team communication and slow down the tempo. The ways in which information on bodily features of the simulated patient is conveyed hosts the potential to serve different learning goals. Whilst immediate timing to maintain an adequate tempo is at the core in training professional team performance in acute situations, novices may gain from a slower tempo to allow for training complex procedures step by step

1b. Video-enhanced debriefing in interprofessional training of nursing and medical students

Through close analyses of the interaction that takes place between students and facilitators, this study investigates the instructional use of video in post-simulation debriefings. Analytically, the study joins a growing body of research that investigates "social, cultural, and professional activities that involve video practices [...] based in the step-by-step, moment-by-moment organization of these practices allied with the explication of their situated organization" (Broth, Laurier, & Mondada, 2014a, p. 2). The empirical material consists of recordings of 40 debriefings that took place after simulation-based training scenarios in health care education. During the debriefings, short video recorded sequences of "key events" were shown whereafter the facilitators asked the students questions about these sequences. The aim of the study is to show: a) how the video is consequential for the ways in which the students talk about their own conduct and the actions of their peers and b) how the facilitators' questions and instructions guide the contributions of the students. Regularly, the facilitators' questions were posed in terms of seeing: for instance, "Did you see something that you think works well here?" or "Do you have the same feeling after you have seen this?" The design and sequential environment of the questions made it relevant for the students to comment on how the displayed situations appeared audiovisually and how these appearances contrasted with their experiences from the situation. In this way, the video enabled the students to make comments on their own conduct from a third-position perspective. The study highlights the central role of instructions and instructional questions in the debriefings, how the video was used to make the students reconceptualise their own conduct, and how the contributions of fellow students were important to this.

1c. Bodies in simulation: Exploring sociomaterial theory in collaborative video-analysis

Full-scale simulation exercises are becoming more common as an educational feature of the undergraduate training of health professionals. This study explores how interprofessional collaboration is enacted by the participating students. Practice theory (Schatzki, 2012) is used as

the theoretical framework for a field study of two naturalistic educational settings, when medical and nursing students come together to practice in a simulated emergency situation, where a manikin is replacing the patient. Eighteen sessions of simulations were observed, and data were collected through standardised video recordings that were analysed collaboratively. To ensure transparency and scientific rigour, a stepwise constant comparative analysis was conducted, in which individual observations within and across single video recordings were compared, negotiated and eventually merged. The findings show that the student teams relate to the manikin as a technical, medical and human body, and that interprofessional knowings and enactments emerge as a fluid movement between bodily positioning in synchrony and bodily positioning out of synchrony in relation to the sociomaterial arrangements. The findings are related to contemporary theorisations of practice comprising an integrated view of body and mind, and it is discussed how the findings can be used in simulation exercises to support participants' learning in new ways.

[2] Co-evaluated quality in new occupational groups - professional vision in digitalized work

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Abstract: The digitalization of working life has led to extensively changed conditions for work in both classical and emergent professional groups. In classical professional groups, e.g. within healthcare, impacts of such changes in daily work has attracted attention in various research communities focussing among other on adaptations in ways of working or changed patterns of collaboration. However, as a consequence of the society's digitalization of work and leisure practices, new occupational settings and professional groups have emerged where it can be argued that new forms of knowledge and competence have evolved and become highly specialized. Among these professional groups a recurrent activity is assessment and evaluations of end-services and products. During assessment activities colleagues orient towards digital tools, designs and activities by negotiating understandings of quality. Yet, the work practices of such emerging occupational groups are unexplored in relation to how work is constituted and how professional knowledge becomes a subject matter among the professionals themselves. In this paper, we address these questions by exploring the conditions for collaborative work between colleagues in the IT support sector and computer game development industry. The aim is to explore how professional knowledge and competence are displayed and negotiated during different forms of assessment activities. Theoretically and methodologically we study naturally occurring activities of working life with a focus on participant interaction and the participants' ways of orienting towards phenomena relevant for conducting work. In the paper, Goodwin's (1994) notion of professional vision is central for teasing out the participants' ways of assessing features relevant for the community of practice and making visible local knowledge and learning in the professional field. The empirical materials consist of video recordings from evaluation practices from a global IT support and from a game award event with participants from the computer game industry. Preliminary findings point to participant driven textual and interactional practices of negotiation. In these negotiations domain specific knowledge is displayed by participants through forward oriented reasoning and by addressing the relation between the particular case and general aspects of that case. The paper illustrates these findings by exploring practices deeply connected to work activities and settings as well as products. In the IT support milieu, collaborative assessment activities separated from the daily handling of support errands found a basis for discussing and developing ways of working. The forward oriented assessment orientation by participants is shown in cases where documented errands in IT-systems are reviewed and reformulated into suggestions of future actions by explicating local knowledge emerged within the organization. The participants in the game evaluation setting rely on hands on and "back-seat gaming" as assessment practices in order to establish shared access to the phenomena being assessed, and via such demonstrations negotiate

particular game demos qualities and potentials in the future in relation to established game genres. In both settings, individual cases are used in different ways as textual and interactional resources for highlighting ways of seeing more general characters adhering to specific cultural values and organizational issues for the particular occupational group.

[3] The professional formation of the emergency physician – learning conditions in Swedish emergency departments

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Abstract: The aim of this paper is to investigate the formation of the emergency physician profession by analysing learning conditions in hospitals' emergency departments in Sweden. In 2015 emergency medicine was recognised as a new speciality with its own specialist-training programme for physicians in Sweden. The proportion of emergency physicians has since then steadily increased at hospitals' emergency departments, although it varies how far the hospitals have come in implementing the emergency medicine system. The implementation involves the formation of a new medical profession, which is permanently placed in emergency departments. The physicians within this profession have to adapt to the emergency care environment, but their entrance into the department also challenges the division of work and professional boundaries. The theoretical framework is based on the concepts of professional learning and identity formation (Billett, 2015), which is framed by a workplace learning perspective that has its origins in situated learning (Lave & Wenger, 1991; Wenger, 1998).

The empirical material consists of interviews with 14 emergency physicians working full-time in emergency departments at five Swedish hospitals. The findings indicate that emergency physicians have ample opportunities to learn and develop their professional identity as emergency physicians, in the emergency departments. The physicians' expertise was constantly improved, as they handled diffuse patient problems. In terms of learning their profession, the physicians' own expectation was to develop a decision-making competence in order to make fast, and correct decisions. The physicians' learning was framed by an individualistic discourse that was embedded in their professional identity as physicians. This discourse states that it is up to the individual physician to learn the profession in various ways without support. However, the professional formation of the emergency physician required collaborations and support from various health professionals, which gave the physicians ample opportunity for learning the emergency work. The conclusion is that the physicians did not identify team development and inter-professional learning as conditions for learning the profession as an emergency physician.

[4] Changing organizations: Discourses of patient engagement and their implications for health professions education

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Abstract: Health services organizations are subject to a range of governing discourses, each with implications for how services are delivered. One such discourse is patient engagement, taking form in programs where organizations partner with patients in order to learn for their experiences and thereby change how services are designed, delivered, and implemented. As a substantive organizing force within workplaces, patient engagement discourses have implications for how services are delivered, but also for the ways in which we work and learn together in these organizations. As such, these discourses of patient engagement are of interest to health professions educators. In this study, we examined the manifestation of patient engagement programs within organizations. We sought to examine how patient participants might influence health services organizations through these patient engagement programs. This was accomplished through an exploration of the various constructions of patient participants' legitimacy, credibility, and expertise in a Canadian health network. Analysis was based on a selection of organizational texts, as well as interviews with patient participants (n=20) and hospital staff members (n=6). Our interpretation highlights distinct subject positions available to patient participants, each with different implications for how legitimacy is established and how organizational change might be influenced. Overall, this analysis suggests that ways in which patient engagement discourses are participating in calls for a new form of professionalism within health services organizations. Health professions educators must be cognizant of these kinds of shifts and their implications for professional identity, work-based learning, and professional practice.

Keywords: policy practice intersections, patient engagement, organizational change, discourses, work-based learning, Canada

[5] A Sociomaterial approach to narrative inquiry: Disentangling the human and material for rich insight into a clinical teaching unit

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Abstract:

In this study, we sought to understand how the changing materialities of practice (e.g., professionals, bodies, routines,) act together to produce quality patient care, or fail to do so. How do material phenomena become interlaced in practice, and how do they affect learning and action? Narrative Inquiry has been widely used in practitioner research as a way of exploring experiences and knowledges in a deeply iterative manner. Sociomaterial approaches to research have offered new tools to disentangle the layered complexities of experience, and in particular, attend purposefully to both the human and the non-human actors at play. In this study, we employ narrative inquiry informed by sociomaterial constructs to help make 'visible' the ways in which relationships to people and materials are implicated in the care of an elderly patient on a busy clinical teaching unit. Findings are provocatively presented in the form of an abridged play, inviting readers into the story and into their own reflection upon what is, and what might be. The play is followed by an interdisciplinary analysis of the texts, materials and images gathered. Understanding the tangled network of materials and the knowledges that circulate about patients is critical for improving interprofessional collaboration. Findings point to a disjuncture in communication across and within roles along with an overarching and dominant narrative: the economic and institutional imperative to discharge patients efficiently.

[6] Collective learning in professional practice

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Abstract: Current research on professional and workplace learning suggests that traditional approaches to learning are often too narrowly focused on individual learning and performance, despite years of workplace emphasis on teams (Fenwick 2008). Prominent researchers recommend that a promising area for future research is focusing on learning and practice as co-participation/co-emergent and calls for ‘more fine-grained work in examining micro-relations and exploring how knowledge actually emerges and how practices are reconfigured at their interfaces’ (2008, p. 240). Practice theory perspectives in studying professional learning and practice (Hager et al 2012) offer a way of focusing on these micro-relations and practices in local sites. This practice perspective posits that practice is more than simply the application of theoretical knowledge or a simple product of learning. Rather practice is a collective and situated process linking knowing, working, organising, learning and innovating.

This paper focuses on new conceptualisations of collective learning, based on a study of a local district health team in Australia. The research is underpinned by a practice perspective, and research by our UTS colleagues, Hager & Johnsson (2012) which challenges current assumptions about collective learning or group learning. Collective learning, in Hager & Johnsson’s view, emphasises the group as a whole, and that the ‘collective’ learns, as more than the sum of the individuals. Knowledge, activities and processes of the group or team are not only shared, but distributed in organised and collective ways. This approach rejects previous understandings of group or team learning as not useful in complex and heterogeneous workplaces.

Key insights from the study about collective learning and practice are discussed

These new conceptualisations hold promise for contemporary concerns for the development of workforce capacity. It does this by refocusing attention from individual skills and competencies to how groups/teams collectively practice and learn.

[7] Identity formation of experienced teachers in the encounter with a new teaching landscape of practices

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Abstract: To teach adults in the field of Low Educated Second Language and Literacy Acquisition (LESLLA) is, in many ways, different from other types of teaching. In the Swedish context, where this study is located, many teachers in this field started their teacher career with teaching other kinds of learners. This paper concentrates on how the professional identity of such experienced teachers is formed in the encounter with the LESLLA teaching context. The study is built on a situated learning perspective, where learning is seen as identity formation and where the concepts of participatory practice and landscape of practice are central to understand this process. It is a qualitative study, based on nine teachers' narratives of how they became teachers in the LESLLA teaching field and have developed as such. The results highlight that the teachers, despite of their ability to situate previous teaching experiences, found this type of teaching challenging. Also, the formal and informal opportunities for learning offered by the communities in the professional field of practice meant a lot for their professional identity formation. These opportunities, however, were looked on and acted on differently. Firstly, the participation could be more or less purposeful. Secondly, teachers' individual agency, implied a diversity in what communities they engaged in, or imagined their membership in. Thirdly, the teachers deployed individual strategies for learning within a collective pattern. The findings indicate that there is a transformation of the teacher identity rather than a formation of a new one. Moreover, it is vital that schools provide many different learning opportunities so that new teachers in the field can find those that correspond with their biography.

[8] An attempted consolidation of two conflicting ideas: 'designing experience' and 'experiencing design'

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Abstract: The idea of working, learning and innovating as “closely related forms of human activity” (Brown & Duguid, 1991) is widely practiced today in digital technology and innovation settings. The rapidly changing nature of designing for digital technology and innovation promotes collaborative and iterative knowledge generation, interdisciplinary cross-fertilisation and continuous updating of design methods. The concept of knowledge production in the work of professional design has got a double meaning. On the one hand, professional designers concern themselves with producing new, learnable concepts (new products and interfaces) for users, and on the other hand, the production itself happens in a work environment that demands high levels of flexibility and learning.

In the discipline of UX (user experience) design, the main aim is to create or enable positive experiences in the context of new products. Conventional approaches to experience, as they are postulated in psychology (and taken up by UX design), bring the following paradox about: UX designers are supposed to carefully direct and control the experiences of their products' users, whereas the designers' own work settings and experiences are not seen as part of the 'system' that is being designed, or as something where the personal experience matters. If experience is seen as significant for the outcomes in use (e.g. uptake of a product, or behaviour change), wouldn't it make sense to see it as significant for the outcomes in design? Or is the whole experience business on the wrong track?

Socio-technological research has treated human experience for a long time as only one element amongst several in the dynamics of social existence and change. Significance for outcomes is given to humans' doings, interwoven with material arrangements (Schatzki, 2002). Designers' practices are rich with technology, tools, knowledges, beliefs, emotions, and constraints. More so as the technology to be designed is constantly changing and professional methods are in flux. But the very nature of iterative, interdisciplinary and collaborative knowledge production may challenge UX designers' knowledges acquired in formal training, and may even conflict with how 'the designer' as a legitimate actor in designing is made up (Harman, 2016).

In this paper we'll focus on viewing designing for user experience as a social practice. We'll present preliminary findings from a research study on design practices, carried out with UX designers in the South East of England using ethnographic methods. The question we are asking is: What makes up professional designing in innovation, and how do designers relate to it? Employing a framework derived from Schatzki's practice theory, we'll highlight alternative ways of describing designing and experience which would allow “designing experience” and “experiencing design” to sit more comfortably with each other.

[9] 'It's not a paper kid': An ANT analysis of tensions and contradictory practices in early childhood education

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Abstract: In this paper I consider current tensions in the day-to-day practices of early childhood teachers, related to monitoring children's development. Heuristics based on Actor Network Theory (ANT) are applied to explore empirical data, collected as part of a PhD study examining professional autonomy. ANT investigates the plurality of associations between people and things and how they together co-constitute practices. The analysis presented in this paper highlights tensions that accompany contradictory practices of management and teachers. It is argued that due to shifting socio-material relations multiple realities are enacted. The concept of learning is enacted differently in different spaces. In the classroom learning is a performance, elsewhere learning is a representation of a preset selection of learning outcomes in the form of a diagram. These co-existing realities have conflicting effects in practice, particularly when they have politically and morally contested consequences. Furthermore the account shows an imbalance between different sociomaterial assemblages that occur. The paper concludes by questioning how sociomaterial inquiries could help teacher-students and practitioners to (re)consider their own place in the 'thick of things'.

Keywords: Early Childhood Education; Actor-Network Theory; Multiple Realities

[10] Transnational entanglements in professional learning

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Abstract: Traditionally, professional learning was considered as a linear process with the individuals as the subject of development. This view has been challenged theoretically by various perspectives, including those that underline the importance of the sociomaterial. It also is challenged by the way in which professional learning has been reconfigured as the boundaries between the work place and other spaces have blurred and newer forms of collective and organisational professional development have been promoted. In education, for teachers, this includes increasing emphasis on collaborative professional learning in formal and informal teacher networks, and an increase in both the number and variety of actors that influence professional learning experiences. A particular instance of the latter, that brings methodological and theoretical challenges, are transnational flows in professional learning. In part these have been spurred by globalisation, including the influence on policy of international comparisons with a shifting landscape of reference societies - countries which perform highly in PISA and similar tests.

This paper focuses on one example of the tendency for policy makers to seek transnational solutions to perceived concerns through attempts to import practices from other countries. Currently, in England, East-Asian mathematics education approaches are being promoted under the title of 'teaching for mastery'. Some initiatives look to Singapore, with professional and curriculum development informed by Singaporean textbooks. In addition, the government sponsors the Mathematics Teacher Exchange, in which English teachers visit Shanghai and then host Shanghai teachers in England. As well as changing their own practice, the designated 'mastery specialists' are tasked with leading professional learning in their own and other schools. Understanding the transnational flows is all the more complex given that both Singaporean mathematics education and forms of professional learning and, to a lesser extent, those found in Shanghai, are themselves globalised hybrids influenced by western mathematics education research as well as other countries' practices. Thus, the current initiatives can be seen as another moment in a process of transitional entanglements of complex assemblages.

This paper discusses one analytical approach to address this complexity, informed by concepts and tools developed in actor network theory and the concepts of reterritorialisation and deterritorialisation. Mathematics education is considered systemically with both national system and their elements viewed as assemblages. Different important human and non-human actants are identified and methods of assemblage are outlined that trace how different elements are reassembled (or not), contested and translated through processes of transposition, adoption, adaptation, warranting, rejection and disregard. Notable also are the limits to policy makers' willingness to adopt some of the practices found in other countries, particularly when this might reconfigure teacher professionalism in ways that would be expensive and undermine other tenets of neo-liberalism in education. Thus, power must be placed at the centre of accounts of transnational - and by extension - national entanglements whether considering teachers or national system as the focus.

[11] Conditions for workplace learning: Discrepancies between occupational and organisational values

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Abstract: *Purpose:* This paper aims to examine and discuss the conditions for teacher competence development in relation to choice and decentralisation reforms.

Design, methodology and approach: This article is based on analyses of some 30 interviews with Swedish teachers focusing on their working condition experiences.

Findings: Our findings revealed discrepancies between interviewees' desired and current competence development conditions. To a large extent, it seems that (employing) organisations have the priority of interpretation in both which skills should be developed and how work is formally organised. Moreover, conditions seem to vary extensively between – and even within – schools.

Research limitations and implications: Our findings may have currency for other professional groups with similar governance-contexts, and teachers in other similar governance-contexts.

Practical implications: These findings indicate the need to further develop workplace learning strategies founded upon the understanding of schools as workplaces, taking occupational values into account. Furthermore, these strategies should be seen as a core Human Resource Management issue, as they can potentially enhance the work environment, thus increasing the profession's attractiveness.

Originality/value: The contribution lies in brand new empirical findings. We show how schools, as workplaces, still seem to have some distance to go in terms of organisation of work, as it relates to conditions for competence development in the form of workplace learning.

Keywords: Competence development, Workplace learning, Teachers, Discrepant values, Organisation of work

[12] Workbased Learning Through A Trellis Of Practices That Support Learning (Psls)

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Abstract: Work-based learning is increasingly being recognised as crucial for the 21st Century workforce. It is in the workplace that novices learn the practices that they undertake to do their job. This paper reports on a two-year longitudinal PhD study of the learning of nine novice vocational education and training teachers. These teachers had not had prior experience of teaching, and had no educational qualifications related to teaching. Their experience was that of ‘yesterday a (for instance) hairdresser, today a hairdressing teacher’. The research explored how these teachers learnt to become teachers. Much of their learning took place as a result of undertaking the practices required to fulfil their role as a teacher.

The practice turn in contemporary theory has been identified by Shatzki (2001) in a book of the same name. Other theorists have also identified this increased focus on practice as the basis for investigating social life, including Kemmis (2009), Gherardi (2009), and Nicolini (2012). In this paper, the theory of practice architectures (Kemmis, Wilkinson, et al. 2014) is used to explore the arrangements that enabled and constrained teacher learning. The theory of practice architectures posits that cultural-discursive, material-economic and social-political arrangements form the practice architectures that prefigure the practices that are undertaken at a site. Cultural-discursive arrangements enable and constrain what is said and thought about in and in relation to a site. These arrangements prefigure the sayings. The material-economic arrangements include physical arrangements as well as a broad understanding of the economic arrangements in, or brought into, a site. Material-economic arrangements prefigure (together with cultural-discursive and social-political arrangements) what is done in a site; the doings. Social-political arrangements are arrangements of solidarity and power that prefigure the relationships that take place in a site; the relatings (Kemmis, Wilkinson et al. 2014). While each of these arrangements can be considered individually for the purpose of analysis, in each site the cultural-discursive, material-economic and social-political arrangements are enmeshed and create the practice architectures that prefigure the practices that are undertaken in that site.

The research found that when practices that support learning (PSLs) were interconnected to form a trellis of PSLs, worker learning was better supported than when PSLs were isolated and did not interconnect with each other. Using brief case studies, this paper illustrates the PSLs that made up the trellis’ that supported the learning of some of these teachers.

[13] Interrogating Absences in Medical Education (aka “Did I learn anything? Nothing I didn’t already know”)

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Abstract: Health professions education research is a growing field that incorporates diverse research approaches. As the field matures, researchers are increasingly asking and answering questions beyond the ‘traditional’ concerns about examining efficacy of different pedagogies, curricular designs and assessment modalities. Instead of being confined to asking “does this educational practice work?” or “does this educational tool function better than that one?” some researchers are turning their minds to systemic and structural issues affecting educational processes, practices, and research.

In this presentation, we examine a phenomenon we have encountered across several of our recent research projects: a finding of absence. We describe the findings from three distinct research projects. The first was an analysis of Family Medicine accreditation standards seeking ways that compassionate care was represented. The second involved an examination of notions of power in the Interprofessional Education (IPE) literature. The third looked at evidence to support the rapidly-growing uptake of ultrasound technologies in medical education. In each of these studies, we were surprised by an absence: of the need for compassionate care in accreditation standards, of sociological notions of power in IPE literature, and of evidence to underpin the dramatic change in medical education uses of ultrasound. We discuss the challenges we had in the publication process of each of these findings of absence, including the frank disbelief, despite being provided access to our data, that some reviewers expressed. We also describe reactions to presentations of these findings to key stakeholders, which often consisted of an attempt to ignore, or refute as “biased.” Drawing on these experiences, we explore methodological approaches that researchers might consider to document, confront, and publish findings of absence. We will also discuss conceptual issues that have intrigued us as we look across these three separate studies, including the difference between “absence of findings” and “findings of absence” as well as the role of axiology and politics in making sense of absences

[14] Construction of Dialogic Leadership and Learning in a Finnish Information Technology Organisation

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Abstract: Interest in social interaction and dialogue has been increasing in leadership and organizational studies. Dialogic leadership style has been seen to have many positive effects on organizations, e.g. the development of employees' skills and workplace learning. Dialogic leadership as a practice has not been empirically studied much so far. This is why it is important to find out how dialogic leadership manifests in practice. The purpose of this study was to examine first, how dialogic leadership is constructed in team meetings of an information technology organization and second, how the manager promotes construction of dialogical leadership. The data of the study was collected by recording the organization's meetings and discussions. Data was analyzed by using content analysis of dialogic leadership and typifying of critical events. On the basis of our findings, dialogic leadership begins with a startup critical event and progresses through the different positions by manager and employees through democratic interaction. Individual and collective level learning of participants and the formation of new knowledge were immediately used in decision- or conclusion-making. The manager promoted the construction of dialogic leadership in conversation by creating important critical events, which enabled a dialogue to start or contributed to already ongoing dialogue. On the basis of the findings it seems that dialogic leadership promotes both workplace learning and collective decision-making.

[15] Self-organized interprofessional collaborative education in health care practice: Evolving joint enterprise

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Abstract: Background

There is a call for process knowledge about students learning in current IPE research (Olson & Bialockerowski, 2014). Decades of IPE research and reviews focusing on IPE effectiveness; examining changes on students' knowledge, skills and attitudes, have not delivered unambiguous learning outcomes among students or models for transmitted interventions (Olson & Bialockerowski, 2014, Thistlethwaite, 2012). Researching IPE generate knowledge about how different IPE interventions produce different outcomes. Therefore different learning contexts inform IPE about how IPE is learnt and by whom (Olson & Bialockerowski, 2014, Thistlethwaite, 2012).

The aim of this paper is to explore the evolvement of joint enterprise among students participating in self-organized interprofessional education. We build our investigation on data from the action research project "Interprofessional learning – Educational practices for future health services" at UiT, The Arctic University of Norway. Student volunteers from medicine-, physiotherapist-, occupational therapist and nurse program participated in two-week clinical placement in municipal health services, organized as interprofessional teams. The student teams were entrusted responsibility for preselected patients with long term and complex conditions. In this paper we explore the students self-made team meetings.

Method and findings

The data collection in this study is inspired by an ethnographic approach. Six student teams were observed throughout the period of clinical placement. The students' bodily and discursive doings during the student team meetings were recorded as field notes and audio recordings. An interpretative content analysis was conducted. The analysis was in general based in Lave and Wengers (1991) social theory of learning, emphasizing contextual and informal learning in communities of practices, and particularly in the concept of Joint Enterprise by Wenger (1998). Joint enterprise reflects the full complexity of mutual engagement among participants, as their negotiated response to their situation (Wenger, 1998:77).

The preliminary results shows that the students developed and pursued a three step process of interprofessional negotiations, in order to deliver interprofessional health care services to the patients as a team:

- 1) Sharing one by one; expressing knowledge about the patients and opinions about further activity with the patients as professionals, one after another.
- 2) Assessing together; sharing thoughts about the knowledge and opinions shared by co-students, as professionals.
- 3) Deciding together; concluding mutually how the treatment and care plan should be carried out on basis on the knowledge and opinions they had shared in the team with the different health professionals present.

This became the joint enterprise of the teams.

Conclusion

The preliminary conclusion is that the students actively engaged in defining their positions in the team informed by interprofessional knowledge, through assessment and decisions in the team meetings. The students' did so by developing and pursuing a three step process of interprofessional negotiations in the team. The process became the joint enterprise of the teams. Our research inform IPE by showing what interprofessional collaboration meant for the students when organizing IPE in health care practice themselves.

[16] Learning together as professionals or just playing different games?

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Abstract: This paper explores an initiative by a Swedish governmental agency to create a temporary arena for collaboration between management consultancies, researchers and representatives from the public sector. This temporary arena, a pilot effort hereafter called the Lab, was intended to support consultancies to develop and offer services to strengthen public organizations' capacity for innovation and change, by utilizing research-based knowledge about the conditions for innovation, development and change in the public sector. Put in another way: the governmental agency hoped that scientific research could be transferred to consultancies so that they in turn could package this in high quality services to be sold to the public sector, in particular local and regional governments. The Lab was in this sense a pilot in trying to find ways to increase the practical application of available research and experience-based knowledge in the field amongst consultancies. The researchers' role in the Lab was to provide knowledge support, in order to 1) stimulate the use of research-based knowledge about innovation management, change, learning and development, 2) stimulate reflection and learning about the various implications of this knowledge, 3) contribute to learning through ongoing feedback and support for reflection on innovation and the conditions for innovation in the public sector, 4) contribute to the development of forms for collaboration and knowledge sharing between service developers, public sector actors and researchers. A multilateral and interprofessional – and complex - constellation was set up in the Lab around the consultancies: process leaders; consultancies; researchers of innovation in public sector; local government representatives; and observers from the governmental agency. The participants of the Lab met in different constellations, particularly joint workshops, over a period of approximately one year. During the Lab period, the researchers (the three authors of the paper) applied a 'split vision approach' by both acting as knowledge support and also collecting data by documenting the process through meeting notes and personal diaries.

The purpose of the paper is to contribute to increased knowledge on the conditions for interprofessional collaboration and learning in arenas where different forms of knowledge meet. The following questions are investigated:

- What characterize the conditions for learning in the Lab, in terms of enabling-constraining conditions?
- What intersections of professional knowledge were key to the outcome of the Lab?

These questions are discussed and problematized through analytical entries based on theories on workplace learning (e.g. Fuller & Unwin, 2004), forms of knowledge and professional practice (e.g. Fenwick, 2016; 2013).

[17] 'Nibble and nudge': increasing intra-professional collaboration and agency within the English Further Education professionalisation policy-making process

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Abstract: The paper examines the need for meso-level organisations involved in the English Further Education (FE) professionalisation process to reconsider their current collaboration model in order to exercise agency over policy-making. A case study research investigating the mediation of professionalisation policies has found that a various organisations, which range from Higher Education institutions (HEIs), FE regulators, unions to HE and FE professional bodies, currently act as an inconsistent and incidental network but makes little impact over English FE professionalisation policy-making. The level of agency in policy-making is of importance in a sector described as the Cinderella of education where the professionalisation process has either been neglected or undermined by successive UK Conservative governments. The paper thus proposes to contextualise an evolutive strategy within an ecological framework, which would not only provide an interdependent structure for the organisations but also instigate some sustainability of policy-making within the network. Finally, the paper argues that the FEPPMN needs to build a robust collaborative professional culture and review the current FE professionalisation policy-making agenda by applying ecological, democratic, activist and ethical principles, which form part of the concept of Triple Professionalism.

Keywords: Further Education Professionalisation Policymaking- Policy network-Agency-Ecological framework-Triple professionalism

[18] Curriculum development as quality enhancement: a case study of a diploma in vocational higher education

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Abstract: Diversity and transformation demands on higher education require that all South African universities of technology revisit and redesign their qualifications and curricula in order to meet the challenges facing the higher education system in the 21st century. The focus of this paper is the development of a Diploma in Office Management in alignment with the South African Higher Education Qualifications Sub-Framework. The curricular arrangements for Office Management studies comprise the work of the profession of office administration in support of people in a range of different industries. The research objective on which this study focused was to investigate the decision-making processes of the diploma qualifications in Office Management and the subsequent role that educational developers play in quality enhancement. This study draws on Legitimation Code Theory (Maton, 2014), in particular the dimension of Autonomy, to identify regulative higher education and institutional discourses. The multi-method approach comprised the analysis of documentary and curricular data, as well as data acquired from surveys and interviews with the employers, academics, graduates and students. The findings show that the managerial discourses have negatively impacted the development of the Diploma, maintaining the stronger positional autonomy of managers and the weakening of that of academics. An effect of this is the creation of tensions around positional autonomy and on the quality enhancement responsibilities of the curriculum developers.

Keywords: Curriculum, Autonomy Dimension, Legitimation Code Theory, business studies.

[19] Keeping it informal: leading and organising informal professional learning

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Abstract: In the UK public sector there has been a move away from expansive external providers of professional development activities due to budgetary constraints. There are financial reasons for encouraging informal learning rather than paid for formal provision. Against this backdrop there is an opportunity to recognise the role that informal learning could play alongside formal professional learning. However, a tension then exists if informal learning is understood as being a vital component of professional learning in terms of how leaders in the workplace organise and support this learning. If leaders recognise and prioritise informal learning, then workplace practice could be enhanced through innovation and transformation.

The research reported in this paper is located within the socio-cultural tradition with learning understood as changes in social practices. Informal learning includes learning from others, learning from one's own experience and sometimes both types of learning combined. It is not structured through learning objectives or timeframes and does not usually lead to certification. It is usually non-intentional and thus can be described as incidental learning. It can be regarded as more democratic and empowering as control is with the learner rather than the formal provider.

In many professions professional learning is measured by the number of hours that are devoted to it rather than the process or outcomes of the learning itself. This focus on measurement thus prioritises formal learning, such as hours on a course and, to a lesser extent, non-formal learning, for example number of journals read, but excludes informal learning such as learning from collaborating with colleagues or observing those in a different location. This paper explores how informal learning can be facilitated and how leaders can support professional learning that is taking place in everyday work practices. Rather than discounting formal learning, it is argued that alongside formal programmes, it is important to remember the everyday learning that takes place in and through work.

Participation in a workplace community can produce learning but different workplaces exhibit varying degrees of support for informal learning, and affordances for learning may not be evenly distributed. In addition, the allocation and structuring of work can hinder or enhance opportunities to learn. Leadership structures, whether hierarchical or flatter, manager feedback, and cultural practices, all influence to what extent informal learning is supported or inhibited.

To understand how those in leadership positions can support and lead professional learning the lens of social practice can be used with an emphasis on learning environments and learning

practices. To explore the issues involved in supporting and leading informal learning this paper draws on research findings from several studies conducted by the author related to the professional learning of teachers and community learning and development practitioners. The findings from the research are presented in terms of expansive practices that workplaces may exhibit or adopt in order to enhance informal learning alongside restrictive practices which may inhibit professional learning. The paper ends with recommendations for leaders on how to facilitate and support professional learning while still keeping it informal.

[20] From the Literal to Figurative Parking Lot: An Examination of the Influences on Teacher Informal Learning within a Knowledge Culture

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Abstract: This paper presentation will address the contemporary challenges of meager understandings of teacher professional learning and the learning processes of teachers within the professional communities of their school. A characterization of a knowledge culture will be provided in terms of how teachers shared tacit knowledge through their informal learning processes, the unique dimensions of teacher knowledge, and how it was managed. In particular, this presentation will focus on the prominent exclusionary and inclusionary influences that entangled with teachers' informal learning and challenged their collaborative learning in terms of time restrictions for the professional learning communities and their conversations, and reduced professional autonomy in the decision making process for these communities and of their learning. This paper deepens our understandings of the work environment and school-level factors that influence these learning processes.

Keywords: teacher informal learning, knowledge cultures, knowledge influences, professional autonomy

[21] Mixing it up and bringing it back home: oppression, activism and change?

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Abstract: Dominant understandings about healthcare, health and wellbeing reflect and reproduce neo-liberal agendas. Such notions are generally accepted and promoted in and through healthcare professionals' education and practice at every level. Once examined from a critical perspective, it is apparent that many problems of healthcare professionals' education and practice call for a repositioning, or re-understanding, of what is really at question. Such relocations challenge understandings about effective and useful professional practice - at least some of the time. But not enough of the time – sometimes it effectively results in co-option and marginalisation of critical voices. Consequently, questions about how to encourage changes in professional knowledge and practice have been addressed both by activists and from within the academy. This paper will explore specific processes of change through an institutional case study. The focus is on developing an analysis of efforts to change understandings about oppression, discrimination, stigma and mental health issues. In particular, attempts to replace biomedical models with social models of oppression, discrimination and mental health. This paper will illustrate something about what happens when personal, political, professional knowledges and worlds collide.

Keywords: change; oppression; power; exclusion

[22] Does gender matter? Differences between students at an interprofessional training ward

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Abstract: Studies on graduates' transitions from education into clinical work highlight inequalities concerning how women and men experience their professional learning and development. This study explores how female and male students from different programs within the health care education system (i.e. medicine, nursing, occupational therapy, and physiotherapy programmes) experience an interprofessional training ward (IPTW) as a part of their professional identity formation. Students from the medicine, nursing, physiotherapy, and occupational therapy programmes collaborate in teams during two weeks at one of three IPTWs at the medical school, Linköping University. They together take the responsibility for diagnosis, treatment, and rehabilitation of the patients, albeit with professional supervisors as support. During 2010 to 2011, 454 (93%) of the 488 students who practiced at the IPTWs answered a questionnaire on their experiences of the IPTW. The students stated that the IPTW had positively influenced their professional development. The female and male medical students were significantly less positive than other female and male students, respectively, concerning the value of IPTW. The male students from all programmes were slightly, but significantly, less positive than all the female students. These findings show that students "do gender" as an integral part of the educational practice. It is important to scrutinise the IPTW as an educational practice, influencing students' preparation for future work. Gender should be discussed not only during the IPTW rotation but also in general during the curriculum for all healthcare programmes.

Keywords: Gender, interprofessional education, interprofessional training ward, professional development, questionnaire

[23] Documentation of education for teenagers in residential care: a network of blame and critique

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Abstract: This article presents analyses of documents from special schools in Sweden for students in the care of social welfare who have been assessed with social, emotional and behavioural difficulties. The aim is to use actor-network theory to analyse how blame and critique are handled in individual educational plans, and how responsibilities are produced in interactions between human and non-human actors. The documentation can be read as a materialized network that produces a distributed responsibility; the network is stabilized by accepting and recognising differences between actors. The template headings for each actor enable different translations of the network and make it possible for responsibilities to be distributed between students, parents, social service officers and teachers, thereby reducing the risk of conflicts. While the network provides opportunities for students to become learners, it is silent on the topic of adults' responsibilities.

Keywords: Actor-network theory; social; emotional and behavioural difficulties; individual educational plan; responsibility; emotions

[24] I'm not a tall blond woman! - Stereotyping the HRM employee and its consequences for employability.

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Abstract: HRM specialists seem to be facing a paradox. On the one hand they are considered important for managing and developing the right competencies in organisations. On the other hand they struggle with problems of professional legitimacy. This is also visible in the identity construction of the HRM profession showing a divide between being professional experts working with strategic decisions in the top of the organization or being men of action, working to handle practical problems concerning personnel work in an organization. The HRM profession in Sweden is also to a large extent a female profession where about 60 per cent of the Personnel managers are women. Turning to students 79 per cent of the students in HRM related programmes in Sweden are women.

This paper is concerned with non-traditional students' transition from higher education (HE) to working life and their formation of a professional identity.

It is based on the results from an ongoing European project called Enhancing employability for non-traditional students after HE (EMPLOY).

The aim of the paper is to deepen the knowledge and understanding of non-traditional students' formation of identity in the transition between HE and working life. More specifically the paper focuses on the following questions:

- What identity struggles is present in non-traditional students' narratives in the transition between HE and working life?
- How do these struggles relate to their forming of a professional identity of becoming a HRM personnel?
- What professional and personal identities are formed in the relation between students background, experiences of education and their transition to working life?

Non-traditional students are defined as students that are the first generation to study in HE in Sweden.

The paper takes its point of departure in a theoretical framework called biographical work, outlined in a previous project concerning non-traditional students in HE. The analysis is based on ongoing biographical studies, biographical interviews with 20 non-traditional students during their last year

on the Personnel, work and organisation programme at Stockholm university, follow-up interviews with ten of them after one year and with 10 non-traditional students two to five years after graduation.

The preliminary results from the analysis of the first group of biographical interviews show that non-traditional students struggle with how to become employable. They describe the “right type” as an HRM employee as “a tall blond women” and are either anxious for not being the “right type” or for being “the right type” and thereby not being able to show uniqueness in relation to the recruitment process. They also struggle with not having enough practical experience for counting as employable. Students with another ethnical background struggle with not being able to use Swedish good enough for becoming employable and seem to look at their ethnical background as a disadvantage for their employability and future career.

[25a, b, c] The pedagogy of simulation: new opportunities for learning

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Abstract: In initial courses in higher education for the professions, simulation is becoming increasingly pervasive. It not only provides students with a taste of what professional work might be like, and creates a transitional space between classroom and the world of work, but it also opens up possibilities for new approaches to learning in the rich environments enabled in simulation laboratories. While there are well-established practices of simulation learning in each discipline, contributors to the symposium question the pedagogy of these and explore through their research how simulation practices can be understood in new ways and identify what new approaches are possible. Simulation is no longer being understood merely as the enactment of real-life scenarios under controlled conditions, but as a site for new forms of pedagogy and curriculum initiatives.

The first paper draws from a longstanding collaboration between Linköping University and the University of Technology Sydney and focuses on the nested practices of simulation and the associated pedagogic processes and examines what a socio-material approach can reveal about them. The second paper also adopts a socio-material perspective and focuses on the supposed central object of concern in many simulations—the “patient”—and explores the relationship of produced realities and student learning. The third paper acknowledges a little appreciated feature of simulation as student numbers increase: not all students get to play. It focuses on those who observe and examines the unexploited potential for developing skills of noticing in such settings.

Although the examples given in the symposium are from education in the health professions, the ways of approaching the issues confronted have parallels with other areas.

25a. Mapping experience and learning in simulation: Observers are learners too!

Research-inspired pedagogical interventions assume an overarching importance on the ‘hot action’ of the professional setting spaces (eg. the associated kit of simulation activities) and on the acting students’ experience. We argue that there is a dearth of research-inspired pedagogical intervention that specifically focuses on the learning of the growing number of observing students in simulation.

This paper echoes, and responds to, calls for more research that focuses on how the observing students might better be engaged in the simulation classroom; and through extension, how their learning may be enhanced. To do this, the paper draws from a model of learning from experience that was first presented by Boud and Walker

(1990). While other models may have also been used, this one is helpful because its components can be mapped against various features of typical simulation classrooms. For instance, the model

is attentive to before, during and after experience and such a foci provides a lens to explore three typical components of simulation: i.e. the briefing, the actual simulation, and the debriefing.

Using illustrative data from a combined sample of 45 simulation cycles (including briefing, simulation itself, and debriefing), from across two studies (one in Australia and one in Sweden,) the paper begins by mapping acting and observing students' experiences against the Boud and Walker model. This mapping not only illuminates differences between experience and learning of students like Students A and B above, but also provides opportunity to consider alternatives. Thus, the paper then moves to identify potential educational interventions in the areas of briefing and debriefing observers of simulation that may better facilitate their learning.

25b. The challenge of producing and maintaining a patient during a simulation

Research on simulation training has been especially interested in the relation between reality that simulation is seen to represent, and how well simulators can imitate that reality. Traditional approaches take simulation as imitating or representing reality out-there. This paper, however, argues that the different elements involved in simulating a specific medical case – the scenario, various technologies, medical equipment, the mannequin and humans – produce a specific reality, which in turn has a direct relationship to how well the students reach their intended learning outcomes. simulation exercise.

This socio-material case-study is based on observations of 15 sessions of full-scale simulations of acute trauma handling during interprofessional training of medical and nursing students. The learning exercise for the simulation is based on a scenario, which draws upon realistic events that the staff at an A&E might encounter in their work. The scenario is designed so that it enables and prevents certain types of actions, makes others appropriate and inappropriate in the given context. It is also affected by possibilities and impossibilities that are afforded by the mannequin and students' understanding on technologies that are present in the setting.

The relationship of produced realities and student learning are examined through three cases of enactment of patient during the simulation training: 1. When the patient Sofia is successfully maintained on the scene throughout the whole simulation exercise, 2. When Sofia momentarily disappears from the scene as a technical problem arises, and 3. When the patient Sofia never emerges during the simulation exercise because the students misunderstand the point of the simulation training. The study discovered that the students were able to achieve the intended learning outcomes only when they could relate to and treat the simulator as if she was a real, living and breathing patient, Sofia.

25c. Developing a pedagogy of noticing: observing in simulations of professional practice

The foundation of any professional practice is an ability to notice. Before any plan can be formulated or action taken, it is necessary for a practitioner to notice the current situation and respond in the light of what is apparent in it and what that implies.

Experienced professionals are attuned to noticing practice in situ. Novices, on the other hand, do not start with an appreciation of what is and is not salient and therefore what they should attend to. While there is a literature on noticing, this mostly is concerns noticing features in the knowledge domain of a practice. For the most part the sorts of noticing an experienced practitioner requires remains under-explored.

Although professional placements provide a forum for the development of noticing, simulation provides one of the few opportunities to develop noticing more systematically. In this paper we use the example of simulation in nursing education to illuminate various ways in which noticing is, and can be further, enhanced in professional education. Simulation provides a useful vehicle because it involves both students acting in the simulation as well as students who observe the simulation. We draw on empirical data from a three-phased research project that progressively trialled a number of interventions to promote student learning for all involved. In particular we concentrate on the observers of simulation.

We argue that the observing role in simulation has unexploited potential for developing skills of noticing. Observing students can notice aspects of professional practice that those students enacting a role within the simulation may not be readily aware of through their focus on the particularities of the role in which they are engaged. However, maximising opportunities for student observers of practice to develop noticing skills requires a deliberate consideration of its use by facilitating educators to appreciate their learning.

[26a, b, c] Interdisciplinary collaboration and knowledge construction across boundaries

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Abstract: Introduction

Dr Cynthia Whitehead

Over the past 15 years of Medical Education research, there has been a significant shift in understandings of what constitutes legitimate knowledge. Previously dominated by positivist behaviourist epistemologies and psychometric methodologies, the field now incorporates diverse theoretical and methodological approaches. In reaching this more inclusive state, there has at times been a perception of two ‘camps’, framed as a qualitative/quantitative binary, or the different lenses of post-positivists vs. constructionists. While ‘mixed methods’ are often touted as a goal, much mixed methods research in our field tends to mix only at the level of methods, paying insufficient attention to ontological, epistemological and methodological alignment—or lack thereof—of the methods being mixed.

At our research centre, there are fairly even numbers of Scientists whose programs of research are experimentalist and those who use critical social science approaches. We are fortunate to have an environment which encourages conversations across the conceptual divides between the two groups. Until recently the general understanding was that our centre comprised two distinct groups, with research collaborations occurring mostly among Scientists within each group. In the last few years, however, we have noticed increasing work across the two research paradigms. Only very recently have we begun to discuss this phenomenon in terms of forms of knowledge construction across disciplinary boundaries. We have also seen a rise in projects that reach outside our research centre’s primary focus on education research into clinical workplaces.

In this symposium, the three presenters describe recent research projects in which they deliberately cross boundaries in answering their research questions, with explicit theorizing of the ways they are doing so. Together the panel and symposium participants will discuss conceptual and practical challenges and opportunities in conducting these boundary-crossing approaches to knowledge construction.

26a & b Structures and Schemas: Using sociological and cognitive theories to study social relations in the health professions

Dr. Elise Paradis and Dr. Kulamakan Kulasegaram

Socialization into the health professions is not just a result of the formal education and experiences designed within the curricula. Implicit learning and hidden curricula inform the building of professional identities. Moreover, these experiences create expectations and implicit beliefs about other professions that manifest themselves in clinical care. The relationships between various health professions are of renewed interest as clinical care (and education) is described as relying on interprofessional collaboration. Healthcare professionals regularly have to work with people about whom they know little more than a professional group – whether they are physicians, pharmacists, nurses, etc. –, and they consequently often rely on stereotypical views of the professions when deciding how to interact with others.

The premise of this presentation is that the study of social relations between health professions can be fruitfully informed by combining theories from sociology and from cognitive psychology. The education of an expert involves a radical transformation or re-socialization of how they ‘see’ the world. In the first part of this presentation, we will explore how students in pharmacy and medicine get socialized into their professional roles and develop implicit beliefs and ideas about other professions by using the concept of the ‘imagined other.’ By inviting students to respond to scenarios that represent interprofessional conflict and closely monitoring their language use across groups and over time, this empirical study will try to document the crystallization of professional identities and stereotypes and language. We will present data from a survey of entering (i.e. first-year) PharmD and MD students at the University of Toronto.

In the second part, we will discuss how clinical reasoning contrasts between students of the two professions. The creation of clinical experts is the goal of health professions of education. Students in the health professions undertake a developmental journey that changes their knowledge structure from that of a layperson to that of an expert. This journey involves the creation and elaboration of schemas that serve as the organizing principles for all clinical reasoning activities. These essential knowledge structures shape the thoughts, actions, and outcomes of expert activity. Moreover, these schemas shape what each profession ‘sees’ in clinical situations, and might thus be a source of interprofessional conflict.

We will present data examining cognitive changes in clinical reasoning schemas in pharmacy and medical students. Across a year of training, participants were asked to engage in a concept sorting exercise – a validated approach to indirectly assessing clinical reasoning schemas. During concept sorting, participants were asked to make similarity judgments between a series of brief written clinical cases.

The emerging results of these two related lines of inquiry will shed light on dynamics between individuals’ cognitive processes and the powerful discursive forces that influence the relationship between health professions. We conclude with a discussion of how cognitive and sociological perspectives can align in tackling shared programs of research, in light of previous findings that suggest how difficult it is to enact interdisciplinarity in Faculties of Medicine. We suggest that closer exploration of the conditions of possibility and success of such collaborative endeavours that cross boundaries is warranted.

26c Understanding alignments between interprofessional education and “High Reliability Organizations”: Implications for curricula and interprofessional development

Dr. Paula Rowland, Dr. Cynthia Whitehead, Dr. Joanne Goldman, Dr. Stella Ng, Mr. Dean Lising

In an effort to improve patient safety, a number of Canadian hospitals are adopting principles of “High Reliability Organizations” (HROs). HROs are characterized as organizations that carry a high risk of accidents yet manage to maintain a highly reliable performance record.

Given that many safety lapses happen in the spaces between – between clinical units, between shifts, between professions –the field of interprofessional education (IPE) should be particularly invested in understanding these workplaces changes. IPE refers to moments when members from various professions learn with, from, and about one another for the purposes of providing clinical care. Internationally, there has been a surge of IPE programs at the pre-registration and the professional development levels. Many of these programs are premised on the claim that IPE will lead to better interprofessional collaboration and hence, safer care.

However, it is not immediately clear whether the historical focus of IPE is commensurate with the concepts used in HRO training programs. Similarly, it is not obvious that HRO training programs have fully utilized the wealth of knowledge about interprofessionalism that is available in the IPE and interprofessional collaboration literature. This gap has potential consequences for the relevancy of IPE programs broadly, as well as highlights opportunities for knowledge translations between the field of IPE and clinical teaching sites.

In this study, we provide a critical discourse analysis of curricular materials produced by (a) a Canadian IPE Centre and (b) an affiliated health network currently engaged in a large-scale change effort based on the principles of HROs. Through this analysis, we contrast and compare conceptualizations of safety, teams and teamwork with the aim of understanding alignments, discrepancies, possible tensions, and opportunities for knowledge translation. We conclude by highlighting the productive value of research that spans boundaries between traditional educational institutions and clinical workplaces.

[27] Tracing nurse educators' practices in human patient simulation education: The digital co-researcher in a sociomaterial exploration

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Abstract: High-fidelity human patient simulation has become ubiquitous in health professions education. Some argue that these pedagogies will benefit learners by simulating the 'real' with as much authenticity as possible. The underlying assumption is that employing technologically advanced simulated human patients will better prepare clinical students for practising in the real world without causing harm to real patients. However, this assumption is problematic, as it ignores the difficulties of how professional practice is embodied in this complex, contentious and uncanny space. Moreover, little consideration is made of the influence that this technology has on educators as they navigate these complex hybrid assemblages of professional practice and technology.

This paper offers an emerging account of a research project that aims to explore how professional healthcare practice is embodied in simulated human patient pedagogies. Guided by Actor-Network Theory (ANT), ethnographic observations were undertaken with nurse educators as they went about their teaching in simulation scenarios. The educators also wore digital video glasses to record their teaching practices from their own visual perspective. This paper focuses on the methodological implications of enlisting the digital video glasses as co-researcher to contemplate how the sociomaterial assemblages of simulated human technology might influence professional education practice.

Keywords: nurse education; high fidelity simulated human patients; Actor-Network Theory; video ethnography

[28] Reconceptualising artistic practice: A sociomaterial view

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Abstract: This paper presents a sociomaterial view of practices in contemporary art. In an ethnographic study of five contemporary artists I combined art and practice-oriented perspectives to explore the materiality of everyday work and to identify the practices shaping this work. I identified practices that I defined as movement-driven, studio-making; looking; pedagogic; self-promoting; peer support and pause. As these practices were subject to ever changing materialities they were constantly being reassembled and I found that professional knowledge was constantly reassembled also. These findings present a view of artistic practices beyond traditional boundaries and point to otherwise hidden, but necessary practices in the accomplishment of art's everyday work.

The originality of the study lies first in its refusal to accept existing art world definitions of what constitutes knowledge and practices; and second, in its visual and arts-based theoretical approach to the study of practices. As such the paper offers a significant point of reference first for professional art education, but also for art-based study of professional practice, education and learning broadly.

Keywords: sociomaterial; practice; artists; relational; art-based

[29] Vet teachers' boundary work between vocational practices and practice of school in order to meet the emerging demands of vet teachers' cpd and dual professional identity

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Abstract: VET in upper secondary school in Sweden is mainly school-based and VET subject teachers, who normally have full-time positions, are responsible for the main part of the education. Professionally, this means that this sort of teacher holds a dual professional identity, a teacher identity related to the competence of teaching, and a vocational identity related to the vocational subject that he or she teaches. The vocational identity is based on the teacher's years of work life experience in a professional practice of the original vocation related to the VET programme and the vocational subject. However, work life changes, and demands of raising the quality of Swedish VET, require VET teachers to be up-dated in relation to their vocational subject, that is, having a current vocational identity, which corresponds to today's working life. Thus, there is a demand of CPD for VET teachers targeting their vocational identity. How do VET teachers keep a fully-fledged vocational identity in relation to the professional work practices' emerging requirements, when working as a teacher in the practice of school? The aim of this paper is to investigate VET teachers' boundary work between vocational practices and practice of school in order to meet the emerging demands of CPD and dual professional identity.

Theoretically, our study draws on a socio-cultural perspective on practice, learning, identity, and boundary crossing, brokers, and boundary objects. Fundamental here is the situated character of knowledge, where to be knowledgeable means having developed an identity for full membership and participation in a specific community of practice. Hence, the knowledge and skills related to the vocational subject in school are situated in a specific vocational practice. From that point, we see vocational teachers' boundary work as crucial for them to maintain and develop their vocational knowledge and identity. Furthermore, the theoretical framework for our investigation includes theories and concepts related to vocational teachers' dual professional identity, adult learning, e.g. drivers and barriers, CPD for teachers, and workplace learning. Thus, in this paper we also analyse the barriers and drivers for vocational teachers' CPD and boundary work. Data for our study are gathered through qualitative interviews with 30 vocational subject teachers in upper secondary VET.

The expected findings show that VET teachers' CPD is mainly provided integrated in practice of school through bidirectional boundary-crossings between the practice of school and a landscape of

work-life practices. That is, VET teachers' maintenance of an up-to-date vocational identity depends on their own boundary crossings as well as talented workers, suppliers and industry representatives acting as brokers. Moreover, the primary and stated intention of these boundary-crossings is normally the quality of VET itself rather than teachers' CPD. Thereto, there are various institutional barriers in the practice of school for this kind of boundary work. Discussing VET teachers' professionalism, the dual identity needs to be discussed. Particularly, the conditions for teachers' professional competence in relation to the vocational subjects need to be highlighted.

[31] Becomings of the role model: youth recreational leaders, occupational choice and a will to include

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Abstract: During the last few years, social tension and escalating conflicts have arisen among youth in suburbs of cities across Sweden. Such tensions have created an intensive debate about the exclusion of young people, and put focus on the closing down of meetings points for youth such as recreational centres. One of the ways to deal with the exclusion of young people has been to engage people who themselves have experience of exclusion, and who have managed to break free from e.g. criminal backgrounds, to work with the young people in the suburbs (Ekholm, 2016; Öhlund, 2016). The hope is that they will then act as role models to the young people, thus compensating for what is referred to a lack of good role models in the suburbs (Dahlstedt & Lozic, 2016). Such discourse raises questions over who one needs to “be”, in order to become a youth recreational worker. By focusing on youth recreational leader students, their occupational choice and how they construe themselves as role models, we aim to contribute with critical remarks in relation to current debates on role models, young peoples’ exclusion, and youth recreational work.

Theoretically we draw on the work of Foucault (1972, 2007, 2008) and education scholars who have engaged with his work (Fejes & Dahlstedt, 2014; Fejes & Nicoll, 2015). We specifically draw on the concepts of subjectivity and discourse with a focus on self-identifications and regularities of descriptions in students’ interviews.

In order to identify regularities of description, we draw on interviews conducted with nine students enrolled at the youth recreational program at a folk high school in Sweden. These interviews are part of a larger research project on adults “doings” of citizenship. The analysis was directed at the self-identifications of students. More precisely we focused on the regularities emerging in the interviews, and in what ways the students construed themselves differently concerning their occupational choice.

The analysis illustrates how, across all interviews, the ontological beings (who am I/who have I’ve been?) merge with epistemological doings (what have I done which is important for choosing this occupation?) as a basis for the becomings of the youth recreational leader as a role model (what do I wish to contribute by being a youth recreational leader?). However, the beings and doings of the role model emerge differently across interviews. The analysis raises questions concerning who is the target of youth recreational work, what the role of the welfare society and education is and what happens to the profession when experience of exclusion becomes a central part in the becoming and being of a youth recreational leader.

[32] who cites who in research on adult and workplace learning?

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Abstract: In this paper, we map out the position of the dominating research traditions within the field of adult and workplace learning by use of a bibliometric and bibliographic analysis. We primarily draw inspiration from a research tradition within the sociology of science where efforts have been made in order to map out the full structure of any given research field relationally (Bourdieu, 1988, Broady, 1991; Heilbron 2015). Building on Bourdieu's work we conceive a research field as a relationally structured space with its own rules of entry and within which agents compete about scientific recognition (Bourdieu, 1988; Sapiro, 2010). Citations can thus, we argue, be seen as an important sign of collegial recognition. In accordance with Bourdieu's field theory, we see scientific practices as historically and relationally constructed (Bourdieu, 1988, 1996, 2004).

We use a bibliometrical approach in analysing who cites who. We have selected five journals in the adult and workplace learning field for further analysis. All of them are indexed in Scopus, and categorised as "international" in contexts where "international" publication is encouraged through different methods of quality assessment in research. Our samples in these five journals included all articles and reviews published 2006-2014. A total of 1219 articles and reviews were downloaded from Scopus as a csv file. Rather than only focusing on who are publishing as well as being cited most, we chose to analyse the relationships between different actors in the field based on direct citation relations, i.e. to analyse who cited who? In total, our data consists of 151 261 citation links between more than 33 000 different authors.

Compared to previous bibliometrical studies of the adult and workplace learning field, our study provides more detail on the relational dynamic of the different academic traditions and scholars that are being cited and citing one another in leading English-speaking journals. We have been able to outline a structural interpretation of the camps active within the research field where there is total dominance of Anglophone citation bibliographies, as well as bibliographies representing sociocultural theories. By analysing citation patterns, we can see how those citation bibliographies representing sociocultural theoretical traditions seem to maintain a dominating position due to those bibliographies being cited by scholars from a range of different theoretical domains. The centrality of the position occupied by sociocultural theories on learning also seems to build on the perspectives ability to transgress institutional and geographical boundaries, as these scholars have successfully mediated research between scholars located in the US, Europe and Australia. We have also been able to identify how bibliographies representing scholars who are editing journals in the field under scrutiny, are positioned as central to the field through citations.

[33] Teachers' collaborative discretion work in the context of diversity at school

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Abstract: In this paper, I explore how the content of teachers' collaborative work is being shaped by the context of high diversity among students as well as by the conflicting political climates of increasing standardization, on the one hand, and emerging demands for more sophisticated discretion in professional practice, on the other. Over the course of one academic year, I followed the work of a 6th-grade teacher team in a public school located in a socio-economically disadvantaged multicultural suburb of one of the larger Norwegian cities. The data consists of extensive observations, group and individual interviews, and the analysis draws on the concept of discretion in professional practice. Findings show that the context of diversity among students actualizes the situations of discretionary choice by making them, on the one hand, sharper and, on the other hand, much less straight-forward in three particular domains: a choice of pedagogical approach, a choice of whose interests are to be taken into account and in the choice of interpretation of the key professional concepts – diversity, adaptive teaching, and integration. In this, the study maps the structural space of discretion in teachers' work as framed by a particular context and gives an insight into the variance and complexity of reasoning needed for a good judgement.

[35] Between Critique and Disintegration: Radical Pedagogies and Preparing Students for the ‘Real World’

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Abstract: This piece emerges out of the authors’ discussions as early career academics who are involved in teaching junior units of study in the areas of social work and education. We have found ourselves becoming increasingly aligned with, and sceptical of, a radical pedagogical position. This seemingly (or actually) contradictory stance has led to our need to write about the daily tensions involved in talking about the effects of poverty, discrimination and disempowerment while avoiding a paternalistic ‘othering’ of those who form the focus of our social justice work.

Drawing on McRuer’s assertion that crip theory “questions – or takes a sledgehammer to – that which has been concretized” in order to search for alternative meanings, corporealities and ways of being (McRuer, 2006, p. 35), we explore how playful and non-linear writing can assist us to make meaning of our experiences without racing to place them within rigid boundaries. In doing so, we have chosen to present a duo-ethnographic account of our experiences within the tertiary education sector in Australia. We present our dialogue through a series of “short stories” that are formed using a pastiche of excerpts from our conversations and emails. We insert “narrative interruptions” into our discussions to complicate our assertions in order to assist us in avoiding comfortable certainties.

We take the position that our engagement with narrative both as a research method and as a ‘way of being’ as educators enables us to interrogate the simplicity of binary positions, aloof moralising, and abstraction from the material conditions of marginalisation and oppression. At the same time, lived experience narratives encourage us to work towards transformative ways of thinking that subvert conventional knowledges and practices (Cohen, 2015). Narrative conceptualisations of the social world have been important to both of us in examining the marginalised and less privileged knowledges and perspectives (Foucault, 1980) that are often missing from popular debates and commentaries about seemingly entrenched social problems, including addiction, domestic violence and youth unemployment.

The pull of critical and radical pedagogies for us lies in their capacity to challenge a traditional view of knowledge as being neutral and linear, and to instead recognise that education is fundamentally tied to the reproduction or disruption of unequal power relations (Connell, 2010). A critical pedagogical approach aims to interrupt systems of oppression, to identify their historical situatedness and to provide alternative forms of knowledge (Lather, 1995). We wonder whether this highly optimistic view about the possibilities of critical education is at times overstated, concealing some of the complexities involved in speaking out about issues of injustice and oppression, while preparing students to work within coercive, dehumanising systems that are deeply immersed in neoliberal values. How can we teach students to push against oppressive regimes when they are employed on the basis that they will be complicit? How do we make sure that we are not setting them up to fail in their social justice work?

[36] Differentiation in Professional Practice: Making a difference in learning

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Abstract: Whilst disciplinary knowledge and expertise remain foundational, we need to better understand how to mobilise, adapt and utilise that knowledge to address new and increasingly complex issues, challenges and problems that will become the work (for humans) in the future; the future of work and the future of learning. Professionals will need to address these challenges through novel approaches that are co-created through collaboration and collective learning with a range of partners outside their profession. This necessitates an ability to interact and communicate with other professions. However, the differences in culture, language and perspective across professions can stifle collaboration.

In an attempt to overcome the barriers to fruitful disciplinary interactions a more subtle way of understanding disciplinary difference is explored. Instead of conceptualising difference as categorical, discrete and distinct, which separates one from the other (Davies, 2009) difference is approached through the philosophy of Deleuze (1994). The most important conceptual distinction that Deleuze offers is a shift from difference to differentiation, or becoming. On this analysis the differentiation between and within disciplines and professional practices enables engagement that opens up possibilities for understanding others, providing opportunities for genuine collaborations that create the potential to achieve what our future demands.

[38] Knowledge of Nursing Assistants. An Important Source for Interprofessional Collaboration in Health Care

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Abstract: An ethnographic study was conducted to explore how the nursing assistant's knowledge can be shared in a team on a spinal cord injury rehabilitation ward. Interprofessional collaboration involves some kind of knowledge sharing, which is essential and will be important in the future in regards to the opportunities and challenges in practices for delivering safe and effective healthcare. The central point in this presentation is how sociomaterial arrangements can enable and constrain the possibilities for nursing assistants to share knowledge with nurses, doctors and others and vice versa in a team during the daily care work. Nursing assistants are seldom mentioned as a group of health care workers that contribute to interprofessional collaboration in health care practice.

Traditionally, the nursing assistants often work close to the nurses, at the bedside with the patients. In Sweden, a nursing assistant has 2-3 years of education at upper secondary school level and is trained to observe and assess a patient's condition, but the duties vary depending on regulations in the health care system. However, nursing assistants in general though, are responsible for observing and responding to patients' direct care needs on a daily basis. Using a sociomaterial perspective on practice, different aspects of interprofessional collaboration in health care was captured. The study showed empirical examples of how the nursing assistants were involved in a daily basis in different types of knowledge practices. The findings reveal how knowledge was shared between professionals depending on different kinds of practice architecture. These specific cultural-discursive, material-economic and social-political arrangements enabled possibilities through which nursing assistants' knowledge informed other practices and others' knowledge inform the practice of nursing assistants. By studying what health care professionals actually do and say in practice, the findings confirms previous research that nursing assistants are important sources of knowledge, but that they often disappear in the system, sometimes because of a lack of clarity in roles and expectations. The important insights about how knowledge sharing among different professionals depends on how the different arrangements prefigure a certain practice will be discussed in the presentation.

[39] Can a sociomaterial perspective reveal new insights into the dilemma of interprofessional collaboration?

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Abstract: Today's hospitals are burdened with patients who have complex health needs. This is readily apparent in an inpatient internal medicine (IM) setting. While important elements of effective interprofessional collaboration have been identified and trialed across clinical settings, their promise continues to be elusive. One reason is because caring for complex patients is heavily influenced by more than the human members of the team. The non-human 'things' that healthcare providers work with and take for granted in their professional practice - patient beds, diagnostic imaging, accreditation standards, work schedules, hospital policies, team rounds - also play a role. To date, how the human and non-human act together to exclude, invite, and regulate particular enactments of interprofessional collaboration has been subject to limited scrutiny. Our paper addresses this gap by attending specifically to the sociomaterial. Drawing on empirical data collected from an Academic Health Sciences Centre's (AHSC) inpatient medicine teaching unit (IMMTU) setting in Ontario, Canada, we explore the influence of the sociomaterial on the achievement of Progressive Collaborative Refinement (PCR), an ideal of how teams should work to support safe and effective patient care as patients move through the system. Our research findings reveal the messiness of interprofessional collaboration, making visible how things presently assemble within the inpatient setting, albeit not always in the ways intended.

[40] The Socio-material Effects of Partnership: new alignments, responsibilities and accountabilities

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Abstract: Partnership, as a particular form of knowledge exchange between university departments of education and other stakeholders, has been promoted as a desirable outcome at both European and national levels. This study consists in a case study research project that was a consequence of a formal partnership agreement between a university and five local authorities. The project was concerned with mapping the experiences of early career phase teachers in their first year of practice after completing Initial Teacher Education (ITE), so as to identify ways in which partnership arrangements between the university and local authorities might better support beginning teachers in future.

The paper reports on the socio-material effects of a partnership coming into being. Beginning with a 'signature event' in which five local authorities signed an agreement with a university to work together, we investigate the socio-material effects of this act of signature (Gherardi and Landri, 2014) so as to identify the new relationships and practices to which this gave rise.

We consider how the signature event produced new alignments, responsibilities and accountabilities – that led to new forms of governance as well as new forms of unknowing.

Keywords: partnership, signature event, professional accountability and responsibility, socio-material practices, teacher education.

[41] Institutional Support for SoTL Educational Leadership in Higher Education

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Abstract: Much of Threshold Concepts research is based within specific disciplines, centred on undergraduate or postgraduate experience, or an exploration of educational developers. We focus our lens on the experience of faculty, taking a fresh perspective on the space inhabited by SoTL experienced by teaching-focused faculty; located at the edges of disciplinary research and concerned with experiences of bridging fields through SoTL. Two studies uncovered the nature of threshold concepts in SoTL in two contrasting contexts: Canadian university level educational leaders, and UK teaching-focused Life Sciences academics.

Taking an Interpretive Phenomenology and Activity Theory approach, both studies revealed similar ontological and epistemological transformations within respective populations. Underpinning the results of these studies is the reality that educational leaders are situated within a complex network of personal, professional, and financial tensions. There are two levels of institutional culture: university level supports SoTL Leadership initiatives whereas department level controls the first steps toward promotion, tenure, and merit. Departmental level is key in determining what research is done and how it proceeds. Institutional policies are only useful if also supported locally. This paper is of interest to faculty on a teaching and scholarship career route, plus those interested in developing their expertise in SoTL.

Keywords: SoTL, Threshold Concepts, Faculty Development, Institutional culture

[42] Where the street meets the profession: conceptualizing the professionalization of paramedic

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Abstract: There has been a significant and growing body of work examining the professionalization practices of the dominant health care professions such as medicine. However, less is known about emerging or semi-professions, including paramedics (Colley & Guéry, 2015; McCann et al, 2013). In recent years, in several countries including Canada, the United Kingdom and Australia, paramedics have attempted to professionalize through a self-regulating college and professional body. Paramedics have had varying degrees of success achieving these goals and as such, present an unique case to examine professionalization and institutional change.

This presentation will present emerging findings of an analysis of the professionalization projects of paramedics in Ontario as a means to demonstrate how emerging semi/hybrid professional groups attempt to garner professional status. Paramedics are not often conceptualized as a 'true' professions (McCann et al, 2013), however paramedics have created new roles that exist outside the traditional emergency system, questioning whether they are the 'new' players to healthcare. Previous research on the paramedic profession (see: Corman, 2016; McCann et al, 2013) has not fully recognized the evolution of new forms of paramedic work as this profession seeks to push the boundaries of paramedic work. By highlighting these processes, this presentation seeks to contribute to our understanding of how emerging hybrid professions seek to garner autonomy and legitimacy in a sector rife with competition.

Keywords: sociology of professions, neo-institutional theory, paramedics

[43] A sociomaterial account of in-hospital medication review

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Abstract: In this article we explore medication review, a systematic assessment of a patient's medicines by a health care professional in order to detect medication-related problems and to improve medication therapy. Drawing on a practice-based approach and using a sociomaterial lens, we ethnographically studied medication review practices at two surgical wards of a regional teaching hospital in south-eastern Sweden. We provide an empirically-informed analysis of how medication review actions 'hang together' at the setting of two surgical wards. Applying Schatzki's notion of practice-arrangement bundles, we explore the interwovenness of material entities and practices, a feature considered essential to coordination. We show how the ways certain social aspects of practices – meaning, goal-directedness and normativity – are tied to features of material entities via relations of intentionality and intelligibility, determining different actions by participants using the same material entities. About three years after implementation of the pharmacy service, medication review at the surgical department is a bundle in emergence. Changes in practice organizations, as well as practices and all interweaving relations between practices and between practices and arrangements, need ongoing reproduction.

Keywords: practice theory; ethnographic; interprofessional coordination; medication safety; professional practice;

[44] The Practice and Identity of Liminal Professionals: exploring the social and the material context for practice teachers in the health service, and learning mentors in schools in the UK

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Abstract: Fenwick and Nerland have defined professionals as 'members of any occupational group, usually committed to public service, that collectively defines itself as collectively sharing particular knowledge and practices, and that is publicly accountable for its service' (2014, p. 2). This paper explores the experiences of two professional groups in the UK that exist of the margins of this definition, together with the social and material context that defines this liminality. Learning mentors in schools, and practice teachers in the health system, are positioned in an occupational space described by policy initiatives with an indeterminate lifespan. This can result in instability and ambiguity in organisational location, the character of the role and practice specific to the occupational labels, and the relationship between role and practice on the one hand, and a distinct 'core' professional identity and skills on the other. Detailed explorations of the site ontologies of the school and health service settings, informed by interviews and institutional ethnographies, explore the ways in which these ambiguities are reflected in the contradictory practical understandings of these professionals and other actors in their occupational networks, and how they are framed by 'fuzzy' teleo-affective structures. In the site of the school, learning mentors are spatially liminal, reinforcing a social liminality resulting from their inconsistent inclusion in organizational practices, and the lack of formalised recognition of their role and skills. This can be seen as a reflection of their association with a marginalised client group. In the clinical site, practice teachers' ambivalent status as both clinical experts and clinical teachers, renders it difficult for them to achieve recognition for the clinical supervision aspect of their role in terms either of work organisation or recognised status and grading, in a site where these are markers of recognition.

While Schatzki's site ontology (2003) helps to understand liminality at the local level, the paper argues that the dynamic process of marginalization is best understood through the application of Fuller, et al.'s conceptual framework of the 'productive system' (2007). In highly performative systems, where the concern of health and education policy agendas is measured through the production of specified health and educational outputs, professional roles which are primarily concerned with reproducing the system, or facilitating production, find it difficult to achieve a stable and determined status. The implications of this for the identity and self-concept of those working in these margins are explored in the paper.

[45] Finding firm ground on shifting sands: Tracing acts of signing in an emerging industry.

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Abstract: Working with an actor-network theory (ANT) sensibility (Latour, 1987), I wanted to explore how the active role of objects helped, or indeed hindered, the activities of professional engineers working in an emerging industry and what this intimated for their knowing. I was attracted to the analytical power of how boundary objects (Star and Griesemer, 1989) can mediate knowledgeable practices in the workplace. However, after reflection and further reading of the literature, I started to question the appropriateness of the boundary object concept for an ANT-inspired study: Was I interpreting its original purpose correctly? How did boundary objects fit, ontologically, with the theory I was drawing on? Did it help show the range and quality of work the objects were mediating? In this paper, I attempt to address these questions drawing on empirical data gathered during a six-month ethnographic study of engineers' practice in a wind energy organisation. I work with the signature as a material point of entry to show how boundary objects were a helpful analytical concept to gain a partial, epistemological insight into engineers' everyday work. However, I conclude that, due to the complex demands of an emerging industry, a pluralist theoretical approach to analysing the role of objects may be more helpful to address both epistemological and ontological concerns of professional knowing.

Keywords: actor-network theory, boundary objects, knowing-in-practice

[46] 21st century professional becoming: the practices of newly-qualified nurses whilst undergoing Preceptorship

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Abstract: This study develops empirical insights on the socialisation of new nurses in the troubled English NHS. English nursing has a turbulent history where educational changes and scandals have raised questions about the quality and safety of care delivered by new nurses. Within this context, Preceptorship, a professional development programme, has been introduced to improve retention and quality by supporting transition into the workforce. Taking a practice perspective, this study studies one NHS Trusts' Preceptorship programme.

The study shows how particular organisational and managerial imperatives influenced the design and operationalisation of the programme and how these imperatives were manifest. The study shows managers 'selling' the scheme by constructing nurses as unsafe. It also shows how nurses continued their professional socialisation in clinical settings to develop their learning and challenge assumptions promoted by the organisation.

The study depicts post-qualification socialisation where contemporary pressures of healthcare, via the Preceptorship programme, seeks to mould nurses to meet the expectations and needs of the organisation however, resource constraints made it difficult for Preceptorship to fulfil this aspiration. However, learning between profession and organisation, the nurses reflexively authored their identity as they developed their clinical knowledge, skills and position within the community.

Keywords: Socialisation, turbulence, Preceptorship

[47] Criticality and Creativity in Managerial Work: Enrichment, Emancipation and Empowerment?

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Abstract: In a working life characterised by complexity and continuous change the importance of criticality and creativity (C&C) are often proclaimed as vital aspects, both in terms of C&C thinking (approach and awareness) and doing (putting C&C into practice). But what do criticality and creativity actually mean as concepts in terms of contents and conceptions and how are they related to each other? This paper explores different theories about C&C by analysing their epistemological assumptions, i.e. different views and understandings of the knowledge foundation upon which critical and creative thinking and doing are based. The purpose of the paper is, thus, to map out different theoretical implications for managerial work practices in terms of how the epistemological knowledge base of C&C may shape different leadership approaches and ways of implementing C&C practices in organisations.

The analysis in the paper is based on three distinctively different ontologies that shape specific epistemologies: Materialism, Idealism in terms of social construction and Idealism in terms of individual construction. The paper analyses theories about C&C to identify views on organisational practices, goals, individual vs. collective knowledge production, and theoretical guidelines or prescriptions/implications for organisational practices.

Based on the different epistemologies the paper suggests a model containing three main theoretical perspectives of C&C as a managerial tool for handling the continuous change processes and increased complexity in modern organisations. These perspectives are here denoted “Enrichment”, “Emancipation” and “Empowerment”. Enrichment focuses on improving and developing efficient work practices and tools; Emancipation focuses on questioning and challenging taken for granted knowledge in terms of work content (e.g. ideas, material and curriculum) and processes (e.g. power patterns, structures, roles and procedures); Empowerment focuses on individual liberation, self-fulfilment and possibilities to be critical and creative at work.

The paper also discusses what kind of managerial competencies that may be aligned with C&C for enrichment, emancipation and empowerment. In other words, the paper problematizes how different epistemologies shape different managerial conceptual approaches to and practical work with C&C in organisations. The contribution of this paper is a theoretical framework that can be used as an analytical tool, both for academic research about managerial practices and for reflection about implementation of C&C in organisations and in management education.

[48] Local curriculum development as object construction: a socio-material analysis of teachers' collaborative knowledge work

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Abstract: Teachers' professional work is often heralded as undergoing comprehensive transformation from execution of educational policies and priorities to developing knowledge corresponding to local needs. This paper focuses on the development of a local curriculum as a specific instance of change. National requirements and standards are transformed into to a common textual object of knowledge. An ethnographic study of a selected teacher team in a lower secondary school provides the empirical basis for a detailed examination of how the local curriculum is developed and materializes. The study employs the concept of epistemic objects to explore and capture object construction. We trace the local construction, emergence, and instantiations of the knowledge object but also related to broader institutional and policy perspectives. Findings show that the the multiple function of the local curriculum and shed new light on teachers' knowledge work in the context of local curriculum work.

Keywords: Knowledge objects, intermediary objects, teachers' professional work, curriculum work, teachers' collaborative planning work

[49] Challenging Anti-Oppressive Practice in Mundane Mental Health Work: The Development of an Online Video Based Resource for Student Nurses

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Abstract: There are some aspects of mental health nursing practice that are inherently oppressive, for example detention under the Mental Health Act (1983/2007) and forced medication under restraint. These interventions have a high level of visibility, what is less clear is how mundane mental health nursing practice can be oppressive. The nursing handover is one aspect of mundane practice which has been identified as challenging. A video based resource was developed to be used with student mental health nurses to assist them with questioning their own and others practice in relation to handovers. The use of the resource was evaluated using Kirkpatrick and Kirkparticks' (1994) four levels learning and qualitative interviews with 12 undergraduate, pre-registration students. The findings demonstrated that students were able to retain, retrieve and transfer knowledge from the session to other contexts in Higher Education and Clinical Practice. Three overarching themes were identified from the data: "enabling reflection on and in real life"; "surfacing mundane practice"; and "confidence to challenge".

Keywords: Mundane work, reflective practice, qualitative, nursing, mental health.

[50] Temporalities of Learning

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Abstract: This paper reports on findings from a doctoral study into the temporalities of learning, specifically the (in)voluntary, everyday learning effected by the work practices of allotment gardening*. This study explores how, despite the absence of the curricula of formal education or the institutional regulation of the workplace, such learning is nonetheless productively orchestrated.

Located on one suburban allotment site in the north of England, the project involved ethnographic participant observation and interviews with sixteen allotment gardeners and their gardens, undertaken over three successive growing seasons. The analysis draws on Actor-Network Theory, tracing how learning is distributed across a multitude of socio-im/material actors.

The most significant finding is that these actors mobilise a number of temporal regimes: in/stability, recurrence, moderate tempo and attendance, which order allotmenting practice. This paper theorises that such temporal patterning is particularly enabling for learning and indicates that paying attention to temporality extends the parameters for understanding learning, beyond the case of the everyday to learning more generally. It opens up for consideration what interventions might be possible/desirable to enact temporally enabling rather than disabling environments, and inform enabling rather than disabling pedagogies.

*In England, an allotment is a small rented piece or plot of land (usually 250m²) on a communal site typically provided by local government, in order to grow primarily vegetables for private use.

Keywords: temporality; practice-based learning; Actor-Network Theory; allotment gardening

[51] Student-Led Improvement Science Projects: an ethnographic, actor-network theory study

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Abstract: The National Health Service in Scotland promote improvement science methodology as an innovation for implementing rapid change in hospital practices. Student-Led Improvement Science Projects (SLISPs) have been developed as a result of this, where students work with clinical teams to identify, implement and monitor quality improvements in the workplace. Working with improvement science in real-life working practices in a hospital environment presents opportunities for different ways to conceptualise learning. The study described in this paper draws from ethnographic methods combined with the sociomaterial approach of actor-network theory (ANT) to investigate the pedagogies of improvement science. The research concludes with three implications for medical education and education in general: (1) conceptualising learning as a network effect can guide educators towards a broader range of pedagogies for improvement science; (2) treating human and non-human elements of the network equally can lead to noticing details of practice that might otherwise be overlooked; (3), instead of collapsing improvement science into a 'common language', multiple worlds allows for different enactments of improvement science to co-exist.

[52] Research participation as a catalyst for professional learning

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Abstract: In 2014/15 a qualitative case study based research project was conducted that looked at the initial education programs of lecturers in further education in Scotland and Wales (Husband, 2015a; Husband, 2015b). Using the lens of several years of post-graduation teaching practice, respondents were asked to critically evaluate their experience in ‘training’¹ and the potential impact that this had on their engagement with continued professional learning.

Using the principals of phenomenological hermeneutics (Yin, 2011; Age, 2011; Laverty, 2003) in semi structured interviews (Drever, 2003), the researcher asked respondents to re-live their formative professional learning and go beyond basic recall and critically evaluate their lived experiences related to initial teacher education and induction programs. In the process of doing this, respondents were able to unpick their early professional formation, ongoing professional learning, constructs of identity, and agency. These insights gave an indication of the perceived efficacy of the initial learning and ‘training’ supplied by employers and its subsequent impact on their continued professional learning.

The research was useful in supporting the development of understanding surrounding career long professional learning of lecturers in further education. The research continues to demonstrate impact by influencing the design of initial teacher education programs in colleges of further education in the UK and latterly, internationally.

However, an unanticipated finding has since emerged that offers potential for further understanding of the impact of research participation on the professional learning of respondents. Upon completion of the research interviews and the wider project the researcher received several informal communications from some of the respondents. On conclusion of the interviews some of the respondents continued to deconstruct their practice and learning and then identify and seek out learning opportunities based on their self-identified professional development needs constructed through critical reflection. In short, as a result of taking part in the research, several respondents sought out opportunities for professional learning, that by their own admission, they would likely not otherwise have done. As Mezirow (1978) attests these reflections and consequent actions potentially constitute a change in understanding or the rooting of a new perspective, fundamentally tenets of transformative learning. The participation in the research has engendered a change or transformation in the individual, which has subsequently led to the desire to gain greater insight into a specific area or subject, not necessarily related to their subject specialism or indeed, pedagogical development. This may then indicate that the reflective process undertaken in critically evaluating a past learning experience or event, may have the potential to lead to a broader and more generalised inspection of an individual’s situation, desires, needs and interests.

This paper seeks to explore the potential that the involvement in research has for respondents, beyond purely being the suppliers of information and insight. This research has shown a real and

demonstrable impact of participation on some of the respondents, which in turn, has potentially changed their thinking and actions in relation to their practice and subsequent career and professional development.

Education professionals working in both compulsory and further or vocational education do not routinely take part in research. Where research work is undertaken, practitioners are either respondents in a university based project or are engaged in supported action research or professional enquiry. There is considerable theoretical analysis of the impact on learning of practitioners conducting action research or professional enquiry (see for example Drew, Priestley & Michael, 2016). Equally, consideration of the ethical repercussions and conditions for working with

professional respondents in relation to 'doing no harm' (Yin, 2011; BERA, 2011) is justifiably well explored. However, there is little discussion or theoretical understanding of the potential changes brought about in respondents by participation in research in relation to professional action, positive or otherwise.

This paper aims to begin to explore a theorisation of these findings and discuss the ongoing considerations for empirical work. This work has the potential to influence ongoing research design in relation to impact and ethical considerations.

[53] Enacting Entangled Practice: Interagency Collaboration In Domestic And Family Violence Work

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Abstract: Enacting comprehensive responses to the wicked problem of domestic and family violence (DFV) poses significant challenges to contemporary professional practice across diverse sectors. While ‘working together’ has become a policy cornerstone, there has been limited research on interagency collaboration in DFV work in practice and inadequate attention paid to the effects of interagency working for the victim/survivors.

The study on which this paper draws contributes to addressing this gap. Specifically, the paper reports on an innovative theoretical methodology to researching interagency DFV work. A practice-based sociomaterial approach underpins the conceptual framework which uses key concepts from actor-network theory (ANT), post-ANT and the new material feminisms.

The analytic approach is illustrated referring to one of the interagency DFV practices examined in the study, showing how the sociomaterial feminist analysis avoids static or simplistic descriptions and attends to fluidity and complexity. Significantly, the approach enabled an important distinction to be made between ways of working together that benefit victim/survivors and those that serve other interests, ultimately illuminating what matters in this demanding work.

Keywords: interagency collaboration, sociomaterial, translation, domestic/family violence

[54] Ecologies of practices: A theoretical perspective on understanding conditions for learning at the workplace

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Abstract: The junior physicians' professional development is of great importance for the continued quality and development of healthcare, and clinical learning is crucial to this. The aim of this study was to deepen our understanding of the conditions for learning for junior physicians during their clinical work. To get close to such conditions a narrow and central health care situation, namely the ward rounds, have been studied. The method has been an interactive research approach and field study with observations and groups interviews. The data was analysed and interpreted by using Kemmis's practice-theoretical perspective ecologies of practices that clarifies interconnected webs of human social activities. The findings showed that during the rounds, the practice of being a junior physician was presented as being an ambulatory guest worker, active observer, administrative resource, and in a position that was distanced from the patients. The ecological interaction revealed strengths, but also many weaknesses in the junior physicians' conditions for learning. The junior physicians' learning practice was not included in the unit's work assignment, it was even marginalised. Identification of well-functioning conditions for learning in specific health care practices could be an approach to strengthen junior physicians clinical learning.

Keywords: workplace learning, sociomaterial theory, health care, junior physicians, ward round

[55] Collaborating with students and practitioners to explore professional ways of thinking and practising and inform curriculum renewal – an example from physiotherapy

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Abstract: Curriculum conversations are increasingly important to developing rigorous professionally oriented courses because today's graduates will confront a highly complex world that is different to that of their predecessors. An understanding of professional practice - its historical, social, cultural and material influences - is needed to inform these conversations and form new ways of thinking about education for professional life. It is therefore valuable for universities and professional bodies, who are both involved in planning and regulating professional education, to learn more about practice from students and practitioners. Whilst students are the future of professions and function as an interface between what is intended and what is actually encountered, practitioners are already absorbed in the rhythm, routine and reality of the 'work', viewing practice - and practising - in ways that students have not yet encountered.

We propose ways of thinking and practising (WTP) (McCune and Hounsell, 2005) as a framework to help scaffold these complex conversations. Ways of thinking and practising is an educational idea that pays particular attention to the epistemological, ontological and axiological demands of disciplines and professions. It foregrounds particular themes in higher education – expansive views of curriculum, multifaceted appreciations of knowledge production, developing student agency and a focus on real world needs. As such, WTP adds richness to current understandings of practice-based learning.

This presentation will discuss aspects of a transactional curriculum inquiry project, with entry-level physiotherapy education providing the context. The aim of the research was to explore how physiotherapy practice is experienced through physiotherapy education, with WTP acting as one of the project's theoretical lenses. Two aspects of the project will serve as the focus. First, students and recent graduates of an entry-level physiotherapy program were interviewed about their experiences of physiotherapy practice. Analysis of the interviews identified six different WTP of physiotherapy that were shared and experienced by all participants: discovery of new knowledge; problem solving client related contexts; adopting a systems based approach to the body; contributing to a positive therapeutic alliance; developing a sense of self and the profession; and the organisation of the workforce. Second, clinical educators, - practising physiotherapists who supervise students in clinical contexts –acted as co-researchers by responding to the findings from the student data. The accounts from these practitioners reinforced as well as expanded on the perspectives of students.

However new ideas of practice also emerged, most notably in the form of 'being a disciplinary steward'.

This work is unique in that it begins by focusing on student experiences of professional learning, and then collaborates with professional partners to derive empirical insights of practice. As a result, it offers a new way of exploring practice-based education. Implications for ongoing curriculum renewal will be discussed.

[56] Emergent pedagogy in professional-client partnership practice

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Abstract: The relational basis of professional practices in many fields is changing. Coproduction (Fenwick 2012) refers to forms of practice where professionals do not (simply) deliver services or products for clients, but rather work with them. This 'relational turn' has implications for both forms of professional expertise Edwards (2010) and questions of responsibility (Hopwood 2014, Fenwick 2016). In the context of services that support families with young children at risk, 'partnership' has become increasingly prominent both in policy, and practice, often through particular models that articulate a vision of collaborative, negotiated and strengths-based work alongside companion professional development and training courses.

Prior research has shown that working in partnership intensifies and expands the pedagogical nature of working with families, changing what professionals are responsible for, the ways in which specialist expertise can be put to use effectively, and the forms of knowledge that arise through practice. This paper goes further by examining how professionals respond to the demands of partnership work by enacting emergent pedagogies, often in conditions characterised by both relational and epistemic uncertainty. Attuning by professionals to immediate bodily presences (parents and children) and verbal accounts of the past provides a basis for pedagogies that transform overlooked, mundane or 'failed' events into powerful bases for developing parents' confidence, capacity and agency in relation to caring for their child(ren). The paper explores the different forms these pedagogies take and maps patterns observed in over 70 professional-client interactions in diverse parenting support services around Sydney, Australia.

The analysis points to aspects of partnership practice, pathways through which specialist knowledge can be brought to bear, and forms of expertise that have not previously been specified in accounts of professional-client partnership. It is suggested that the forms of emergent pedagogy observed in these practice settings may provide a basis for understanding and enhancing partnership and coproductive work more broadly.

[57] Students' two-party reasoning unveiled: A video-analysis of virtual patient interaction

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Abstract: Introduction

Education should foster learners' reasoning skills (Dewey, 1933). In medical education patient cases often serve as basis for problem-solving during which students' clinical reasoning is expected to develop. However, educators seldom get access to the nature of this reasoning. Technology makes it feasible to design patient cases into interactive virtual patients (VP) whereby students stepwise gather information and suggest diagnosis and management. A peer setting with VPs may contribute beneficial conditions for this reasoning. This study explores medical students' two-party reasoning around VPs.

Methods

Medical students were assigned to working with VP cases in pairs during their clinical rotation in rheumatology. Two of these sessions, each lasting about one hour and comprising four students altogether, were filmed for this study.

The recording of session one was transcribed in full on which a thematic content analysis was performed (Braun and Clarke, 2006). Themes on instances of interaction pertaining to learning and clinical reasoning were identified. These themes were used to identify instances in the second session. Following this, videoclips illustrating the themes were analyzed in more detail with co-authors from the clinical education setting.

Results

Four themes of learning interactions were identified. Task related interactions, Learning related interactions, Clinical reasoning interactions and Interactions with other resources. The clinical reasoning interactions comprised of uncertainty, questioning, clarifying and verifying dialogues. Resources other than the VP were used in the process such as Internet medical resources, lecture notes and a textbook.

Discussion

The VP technology, and how it was arranged, provided a context for a rich reasoning session. Instances of reasoning displayed an active way of learning involving reasoning processes that students need to develop (Dewey, 1933). The digital tool and its design enables reasoning and active learning that would not otherwise enact in this manner. The VP activity also triggered interaction with other material sources serving as vehicles for information gathering and contributed to consolidate knowledge.

The future professional should interact with authentic patients and be able to reason with colleagues from various professions. However, actual patient interaction during training does not promote this explicit reflection and reasoning (Edelbring et al., 2011).

To further understand the educational characteristics of the pair-wise VP session, one could relate it to pair-wise reasoning using a paper case, web-based individual VP assignment and actual patient interactions. These situations create conditions for reasoning in different ways.

Conclusions

A two-party virtual patient case work could be a rich learning experience comprising activities that would not be enacted in individual case work or through paper-based media. Student peer activities should be encouraged during professional practice to promote reasoning skills.

[58] Professional learning(s) *beyond* the workplace: teachers, Twitter and hashtags

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Abstract: Social media increasingly permeate our everyday and professional lives, so it is perhaps unsurprising that many teachers claim Twitter constitutes a ‘powerful tool for professional development.’ Recent research has found that teacher activity on Twitter often displays the features associated with effective professional development, however much of what teachers do is less formal, less structured and self-driven. The emerging literature on teachers’ use of Twitter, framed by that on professional development, has yet to account for the mediated nature of the activity - swipes and clicks, devices and apps, hashtags and retweets. This paper presents early results from one strand of a doctoral study employing a digitally ethnographic approach. Multiple methods were used blending traditional techniques of participant observation and semi-structured in-depth interviews, together with more novel blog post interviews, and asynchronous extended audio discussions. Approaching the preliminary findings with a sociomaterial sensibility suggests that the effects of the non-humans appear to be more profound than might be at first anticipated. They coax, cajole and constrain the humans, at times co-operating and collaborating, and at others compelling.

Keywords: teacher, Twitter, professional learning, hashtag

[59] Digital data and professional practices: A posthuman exploration of new responsibilities and tensions

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Abstract: This paper examines how decision-making practices and responsibilities of professional workers are being reconfigured as work is increasingly outsourced and delegated to digital devices. The growing datafication of professional work is evident in how it is distributed across crowdsourced data and predictive analytics; bots that automate online tasks; and new regimes of accountability and surveillance implicit in many digital interactions. Gray (2016) describes datafication as “ways of seeing and engaging with the world by means of digital data” (para 3). To examine this phenomena, I report on the findings of a research project of an online post-graduate course that examined how the use of learning analytics, coupled with social network analysis and visualization software, informed both research and online teaching practices. I draw on posthumanist heuristics to reframe notions of data and the ensuing collateral effects of datafication. Issuing fundamental challenges to how we envision the human actors and their relational surround, posthumanism asks us to attend to the everyday things of our world. I conclude by considering the new fluencies required by professionals as they engage in new forms of “data speak” and “data work”: and the subsequent deskilling and upskilling of professional work.

[60] Researching professionals' workplace learning: the case of academics

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Abstract: PROPEL has set itself the thematic challenge of understanding the changing nature of professional learning. Many argue for practice-based and/or sociomaterial approaches – approaches which define professional learning as “participating wisely in situ ... learning as attunement, response and even interruption” (Fenwick, 2015 in Scott and Hargreaves) rather than as preparation for and acquisition of knowledge and competency. However, as a community, we have yet to explore fully the methodological implications. What is the place of method? What part do organisational arrangements play in sociomaterial considerations? How can we understand learning?

Drawing on a project about how academic work and the complex relationships between discipline, department and university are enacted in practice, the paper discusses the challenge of research which is not based on individual cases or abstract institutions but seeks instead to explore learning and work at the meso-level. Taking the case of a specific academic meeting, we trace the various actors and attunements learnt (or not). We argue that much academic work is 'work about the work'. We conclude that this opens up new understandings of academic learning. This methodological approach also opens possibilities for learning to negotiate, respond to and even interrupt relations between discipline, department and institution.

Keywords: academic work; professional learning; sociomateriality

[61] Navigating fluid spaces in legal education - Emerging challenges for student knowing and learning in public international law

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Abstract: Recent developments in the field of law, and in particular advances in international law, where national statutory provisions and actors interconnect in loosely coupled networks of actors, legal texts and court systems, challenge established practices and create new boundaries and tensions for professionals. The ways that epistemic shifts affect and challenge professional education, are however, not well understood. The overall question that is raised in the paper is: What educational challenges for knowing and learning arise when the knowledge domain becomes more fluid? The empirical context of this study is a second year course in international law. Data consists of videotaped group discussions, observation of teacher led sessions, interviews with teachers and students and textual resources. Employing a sociomaterial perspective the group work is viewed as meeting points where actors and resources are brought together in the process of producing spaces for exploration. Preliminary analysis shows how the role of materiality is crucial in how the field develops, and that handling an extended space of reasoning as the result of a more horizontal principle of organizing knowledge, challenge the students in several ways. The analysis also shows how changes in textual resources create new and unresolved roles in legal education.

Keywords: Legal education, fluid spaces, learning challenges, sociomaterial perspective

[63] Material-discursive perspectives on classroom practices

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Abstract: The purpose of this paper is to discuss in what ways the new-materialist concepts of intra-action and diffraction make tangible new perspectives on educational practices. The discussion of the concepts as critical/analytical tools will be exemplified by preliminary findings from a piloting of an ethnographic observations study of classroom practices. This study is part of a larger project about the production and negotiations of ‘subject content knowledge’ in Norwegian upper secondary classrooms. The aim of the project is to investigate classroom activities as material-discursive practices, with a particular focus on how material aspects of teaching and learning work together in the production of ‘subject content knowledge’.

New-materialist theoretical perspectives challenge the idea that subjects and objects pre-exist their entry into an interaction, situated in a specific context. These perspectives allow a phenomenon to be investigated as dynamic (re)configurations of the world, that are fundamentally integral and embedded within the world (Barad, 2003). Discursive and material agents or entities are seen as already within the world, continuously enacting the world through each other. Barad introduces the term intra-activity to account for this mutual co-enactment of phenomena, and also underscore that it is how a relational phenomenon works, or intra-act, which is to be studied (Barad, 2003; Dolphijn & Tuin, 2012).

The concept of diffraction builds on the physical processes of diffractive interference: on how waves overlap and combine in accumulative integral transpositions when they meet an obstruction (Barad, 2007). A diffractive reading of data implies observing one phenomenon through another, and the interferences that emerge in the encounter (Hultman & Taguchi, 2010). Looking diffractively at phenomena does not focus on where the boundaries or differences between the participative actors or entities are, but rather investigate where the effect of the differences appears (Barad, 2007). The assemblages of classroom artefacts and physical bodies may be investigated as apparatuses of diffraction, as well as the embodied viewing points for looking at one thing through another (Dolphijn & van der Tuin, 2012).

Classroom activities are from this perspective, not seen as passive spaces for representations and reflection of knowledge, but as active and operative tools or apparatuses, both obstructing as well as co-creating interferences and contrasts that constitute what emerges as knowing (Juelskjær & Plauborg, 2013). Knowing is understood as a physically embedded practice/ phenomenon that has to be studied as ‘a doing’ that is generated through a continuous and reciprocal entanglement of object and subject, material and discourse (Barad, 2003; Gherardi, 2015). Material practices will therefore through their active configuration of different learning/teaching spaces actively co-create the ‘subject content knowing’.

The paper will discuss in what ways the 'subject content knowing' can be understood as embedded and entangled in the co-existence of what usually is separated into verbal, nonverbal, sensorial and material aspects of teaching and learning, rather than a pre-existing discursive entity (as the pre-defined curriculum).

[64] Liminal space and reflection in professional educational settings: a comparative study

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Abstract: This paper reports on a study of how ‘liminal’ spaces relates to the facilitation of reflective practice in professional educational settings. Liminal space refers to sites and positions that exhibit “in betweenness”, or bordering that might draw together different institutional conditions. Previous research on liminality in working life and in vocational education has discussed liminality in terms of hybrid settings that combine features of different dominant spaces. One evident example of liminality in this context is spaces that combine features of educational practice and work practice and which actualize occupation specific knowledge and the theorization of such knowledge. The present project aims to examine the role of liminality in professional educational practice with a specific focus upon how liminal spaces may support student reflection. Tentatively, it can be put forth that liminal spaces might support reflection as such space holds potential to contain requisite variety, discursive overlaps and simultaneous variability and regulation in a “loose structure” that could afford reflection. However, on an empirical level, this is currently a question open for further study. Using a qualitative and comparative research approach, the present study sets out to examine this question. Empirically, the paper presents interview- and observational data from two diverse educational practices, namely that of police education and a medical programme. The choice of educational programmes is motivated both by their apparent differences – such as length of the programme, student demographic details, and the nature of future work – but also some important similarities. These similarities include popularity, exclusiveness and the adherence to a professional ethical standard. Theoretically, we use a practice theory framework to operationalize and conceptualize liminal space in educational contexts. In short, these spaces are defined as sites that work as nexuses of practices and material arrangements, in the terminology of T. Schatzki. In this particular case of liminal space, these sites are characterized by hybridity between the practices of work and education. Observations and interviews explores practices of collective interactional (and hence observable) reflection at sites that are characterized by hybridity between work and education. As the project is aimed at theory development, the analysis employs a grounded theory approach, which builds on the construction of a data structure followed by exploration of relationships between emergent concepts and ‘data-to-theory’ connections. Preliminary findings indicate that liminal spaces (such as for example locker rooms, briefing rooms, coffee rooms, patrol cars and academy based leisure rooms) is of significance for students in both educational settings as such sites connotes to work practice and educational practice while also being relatively free from structural obligations associated with these practices. Thus, these types of spaces seem to provide affordances for individuals to assume different roles and positions in social space other than those as newcomers or rookies. In relation to the themes of the conference, the study raises important questions on how spatial approaches to researching professional education and work practice might advance knowledge on central questions such as how reflection on experience can be achieved and sustained in professional and vocational educational settings.

[65] Changing the individual or changing organisational practice: Rethinking the impact evaluation of a university teacher development program

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Abstract: Evaluation studies of university teacher development (UTD) programs have sought to collect evidence of the impact of such programs on the quality of university education by focussing on the individual teacher-participant. These processes of evaluation rarely trigger a reinterpretation of the meaning of impact, evidence and quality. The growth of social practice theories has enabled the analysis of UTD program impact as changes in organisations and workgroups. Organisations are driven by social phenomena and can also be conceptualised as social constructions.

This paper is drawn from an examination of the impact of a discipline-specific UTD program. It explores participants' experiences of working in their home organisations following completion of a program. I collected participants' responses through interviews and adopted a hermeneutic approach to distil the essential elements of participants' accounts.

The construction of understanding and practices within an organisation emerged as a central concern. How learning and teaching was practised could be seen as a social process that was formed from the arrangement of practices involved in working with students and colleagues, and understandings of education work constituted in workgroups and organisations. Contestation, negotiation, conflict, resistance and inertia within the workplace were a routine part of life as an educator.

Keywords: professional learning; UTD programs; practice; impact

[66] Students alignment and recontextualization strategies

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Abstract: The gap between theory and practice within professional education and the interface between the education system and field of health and welfare services has been a problem and a subject for discussion for decades. Most professional programmes compose a combination of education and training within a higher education institution and vocational practice. Especially professional bachelor programmes tend to follow a concurrent model where coursework in a university or college and placements are interchanged. Collaboration between higher educational institutions and the world of work is emphasised. Despite several efforts to bridge the gap and developing coherence between in-class education and placement, many students experience a lack of integration, consistency and coherence. In the analyses, we distinguish analytically between theoretical knowledge, practical skills, and values and attitudes. The aim of this paper is to explore how students relate their learning in the two arenas. Additionally, when they report on relevant knowledge, skills and values learned in college are they mainly using alignment or recontextualization strategies?

To examine what students learn during their placement training and how they relate these experiences to outcomes to in-class education documents authored by fifty BA students in a social work program are analyzed. In these documents students describe their expected as well as experienced learning outcome from placement, and how they relate these experiences to their previous knowledge acquired in the college context. A focus group interview with a selected number of students and their college placement coordinator is also conducted.

Preliminary results indicate that students mainly apply alignment strategies when they are asked to report how their prior learning is relevant for their placement learning. Many emphasize the importance of prior practical work experiences rather than knowledge they have learned in college. Moreover, also when they give examples of relevant knowledge learned in college they tend to use alignment strategies referring to be very concrete e.g. knowledge about alcohol and drugs abuse. Learning during placement is mainly characterized by being contextual and often about how procedures are carried out in practice. Some also report that they had got deeper understanding of specific problems during placement. Even students who reported a high learning outcome in college as well as placement mainly applied alignment strategies, but unlike many of their fellow students, they reported several and more complex relationships between the two arenas. Only few of the students applied a recontextualisation strategy and asked critical questions about particular events and procedures. This kind of recontextualisation is challenging, and implies an integration of knowledge, skills, and values and attitudes.

[67] making a virtue of self-interest to promote well-being in legal professionals

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Abstract: In this paper we suggest that Legal professional education should include an exploration of the role of self-interest in psychological well-being. Using the work of Sheldon and Krieger (2004, 2007) we suggest that in so doing we promote ethical behaviour in professionals.

The subservience of self-interest resonates with legal professionalism in an overriding duty to the court and to society (Neuberger, 2011). According to Faulconbridge and Muzio professional workers are not only bound by the rules of their employing organization but also by the standards, principles and objectives of their occupation, something they internalize after a long period of formal training and informal socialization (Montagna 1968). Consequently, the promotion of self-interest in character might appear as an anathema to legal and other professionals.

Self Determination Theory (SDT) is a psychological theory of motivation and encompasses three aspects of life that posit human thriving or well-being: autonomy, competence and relatedness. (Deci and Ryan, 2000)

Krieger (2011) has argued that self-understanding (a component of SDT) is one of the four values that promote thriving, and thus ethical behaviour. Sheldon and Krieger have reported evidence from studies of law students that links better performance with increased internal motivation and well-being. Furthermore, there is a growing body of evidence linking well-being with health, energy, optimism, creativity, altruism (Huang & Swedloff,; see also Frey & Stutzer,).

In this paper we discuss whether and how we can use this construct of self-understanding from SDT in the education of legal professionals in order to improve internal motivation and well-being with a view to developing legal professionals who can thrive and virtuously serve societal interests.

[68] Reconceptualising continuing professional learning and development in academia

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Abstract: Professional learning and development in academia has been somewhat inconsistently conceptualised and practised in university settings in the past as academics in general and the quality of teaching in particular have been largely under-scrutinised. This is now changing with a new focus on universities emerging out of the Bologna Process Reform initiatives, with the quality of teaching itself now under increasing scrutiny worldwide. Australia's response to this renewed global interest in Higher Education (HE) has seen a shift towards increased auditing and accountability. These include new 'quality standards' for academics which are being progressively introduced into the regulatory structures for HE. In addition, increased attention on corporate governance is focusing on academics' competence and knowledge in relevant domains. While particular kinds of teaching and learning (outcomes) are desired by university administrators, national governments and aforementioned European higher education initiatives, professional development in teaching and learning at the chalk face is still sorely neglected and has been left to the individual not the collective to undertake. Those measures of quality that do exist are completely unrelated to real classroom learning experiences, resulting only in league table comparisons between institutions.

This paper presents empirical data from a research project involving a professional development case study in an Australian university. Methods and analyses drew on theorisations of professional learning of 'teaching' in HE as a social practice(s). Data is presented on how one lecturer's practices were shaped by and perhaps shaped the dynamic relationship between the discourses of HE and the metapractices and discourses of the fields to which the lecturer's graduates were taking their qualifications – the vocational education (VE) sector. In the analyses, this lecturer's practices were situated as part of other practices' connecting to those of the VE sector, the university, federal funding bodies, the students' learning and work practices and the lecturer's faculty's researching and professional development practices. The lecturer's actions and activities in the classroom were viewed as instantiations amid this constellation of professional practices. Her actions and activities were seen as comprising the practices of tertiary pedagogy with concomitant dispositions, values and ethics, beyond the immediate here and now of her classroom.

The paper concludes that as lecturing/teaching is argued to be an interconnected, sociomaterial, embodied and relational practice, then professional development in each academy for each lecturer/teacher must attend to the specific time, space, people and materiality of the lecturer's context as well as to the nexuses of practices beyond the classroom. For those undertaking policy reformulations on professional learning and development, it is timely to reconceptualise how these happen in and as practice as collective learning unfolds for lecturers/teachers in a new world of auditing and accountability, and an old world of professionalism. In the specific case of HE professional learning and development, this signals the need for institutional policies and practices to affirm the necessary interconnectedness between academics' teaching and learning, research and professional engagement.