



4th International ProPEL Conference 2019:

Provocations and Possibilities

9 – 11 December 2019 :: Sydney, Australia

Program

University of Technology Sydney

[UTS Aerial Function Centre \(Level 7\), 235 Jones Street, Ultimo NSW](#)

www.uts.edu.au/propel2019

Sunday 8 December

17.00 –
19.00

Welcome drinks, Registration and Book Launch of 3 books by prominent professors in the field:

- 'A Practice Sensibility: An Invitation to the Theory of Practice Architectures' by Stephen Kemmis
- 'The Emergence of Complexity: Rethinking Education as a Social Science' by Paul Hager and David Beckett
- 'Interprofessional Simulation in Healthcare: Materiality, Embodiment, Interaction' by Madeleine Abrandt Dahlgren, Hans Rystedt, Li Felländer-Tsai and Sofia Nyström (Eds)

Venue: [Café 80, 14-28 Ultimo Road, Ultimo NSW \(access from Mary Ann Street\)](#)

Monday 9 December

8:00	Registration				
8:30	Opening – Traditional Indigenous Welcome to Country and Smoking Ceremony; Opening address - Professor Shirley Alexander, DVC and VP (Education and Students), UTS				
9:10	Keynote: Professor Silvia Gherardi Shadow organising and shadow learning as dwelling in the space of the 'not-yet'				
10:30	Morning tea				
	Harris room	Jones room	Broadway room	Wattle room	Thomas room (Symposia)
11:00	Paul Hager 25 years of professional practice standards in Australia: lessons and issues	Cherie Lucas, Simon Buckingham Shum, Ming Liu Artificial intelligence and reflective practice: 24/7 feedback on pharmacy students' reflective writing	Anna Wilson Learning to see, seeing to learn: exploring the sociomateriality of digital images	Ursula Harrison Empowering women: learning in neighbourhood houses	Madeleine Abrandt Dahlgren, Maria Gustavsson, Pia Tingström, Anita Iversen, Tove Törnqvist, Annika Lindh Falk, Ann-Charlotte Bivall, Anita Carin Gudmundsen, Bente Norbye, Aud Obstfelder In between practices? Students' interprofessional learning and collaboration with patients across clinical placement arrangements in medical and health care
11:30	Helen Bound The invisible threads that enable design of learning in and across spaces for emergence	Mim Fox, Ben Joseph Social work podcasting: a technology disrupting professional teaching and learning	Jordan Maclean Coaching the beautiful game: to be seduced or not to be seduced	Tracey Ollis, Ursula Harrison, Cheryl Ryan Social spaces, relationships and shared learning in neighbourhood houses: 'keep learning and move with the world'	
12:00	Ray Smith, Sarojini Choy, Darryl Dymock Exploring the tensions of professional development practice	David Boud, Nick Hopwood Writing for academic journals: meet the editors	Stine Rath Hansen How to follow disrupted practices: a socio-material approach	Gemma Piercy-Cameron Food and body pedagogies: non-formal and informal learning in cafés and roasteries	
12:30	Lunch				
13:30	3 Minute presentations Renee Cunial Priscilla Daniels, Tracey-Ann Adonis, Jill Cupdio-Masters Päivi Hökkä Anne Nguyen Shaun Peter Qureshi	Margaret Robertson Knowledge and ignorance: late career stage doctoral candidates and supervision experiences	Glenda Raven, Eureka Rosenberg A realist(ic) evaluation of costs and benefits of work-based learning: the intangible becoming tangible	Anne Melles The emergence of academic librarians within the spacetime mattering of the university library	Jennifer Weller-Newton, Marie Gerdtz, Robyn Woodward-Kron, Luke Molloy Clinical placements across the professions: sites of contribution and learning
14:00		Lois Meyer Navigating across space and time: professional re-formation in a work-based doctorate	Xiaofang Bi, Helen Bound Moving from fragmented to seamless learning experience in blended learning environments: two cases from ICT and HR industry	Kaela Jubas Using popular culture to foster critical curiosity in professional education	
14:30	Poster viewing				
15:00	Afternoon tea				
15:30	Sally Wiggins, Madeleine Abrandt Dahlgren, Mattias Ekstedt, Eva Hammar Chiriac, Tove Törnqvist Breaking the ice: how students present themselves to the group in an interprofessional problem-based learning context	Sarah Stewart, Kitty te Riele, Elaine Stratford A spatial approach to understanding teachers' 'classroom readiness' for teaching literacy	Jacqueline Larkin, Ros Cameron, Ingy Shafei, Aaron Wijeratne Portfolio careers of online learning facilitators: what can we learn?	Tim Fawns, Tamara Mulherin, Dai Hounsel, Gill Aitken Seamful learning in professional postgraduate education	Margaret Bearman, David Boud, Rola Ajjawi, Sue Bennett, Joanna Tai, Rachelle Esterhazy, Michael Henderson, Elizabeth Molloy Examining the taken-for-granted in assessment and feedback
16:00	Soili Paananen The entangling of the social and the material: interprofessional and networked knowledge co-construction in practice	Alexis Anja Kallio Interrogating intercultural competences: towards relational professionalism in music teacher education	Päivi Hökkä The development and validation of emotional agency at work measure		
16:30	Tove Törnqvist, Mattias Ekstedt, Sally Wiggins, Madeleine Abrandt Dahlgren Promoting and/or demoting professional perspectives in an interprofessional tutorial group				
18:30	Conference dinner (pre-booking required) <i>Venue: L'Aqua (Rooftop Level 2), Cockle Bay Wharf, Darling Harbour, Sydney NSW</i>				

Tuesday 10 December

8:30	Registration			
9:00	Keynote: Margaret Somerville Making the invisible visible: learning for planetary wellbeing			
10:30	Morning tea			
	Harris room	Jones room	Broadway room	Thomas room (Symposia)
11:00	Fiona Wahr Collecting human data in learning contexts: a changing ethical landscape for educators	Oriana Milani Price, Lynnaire Sheridan, Renee Cunial, Melinda Plumb Revisiting 'praca' and 'demic': shifting practices of the academic profession	Karin Valeskog, Hans Miller, Hans Rystedt, Samuel Edelbring, Johan Creutzfeldt, Madeleine Abrandt Dahlgren, Li Felländer-Tsai Virtual goes embodied: Students learning through visualisation of trauma biomechanics in a virtual patient case	Ann Reich, Terrie-Lynn Thompson, Arda Oosterhoff, Ineke Oenema-Mostert, Alexander Minnaert, Jordan Maclean, Anne Nguyen, Aileen Ireland Lightbulbs and blackouts: sociomaterial and more-than-human approaches for attuning to and analysing practices
11:30	Jinqi Xu Beyond rote learning: re-viewing memorisation with a practice-based approach	Mary Dyer Practitioners with degrees or graduate professionals: Early childhood education and care practitioners' engagement with HE study and workforce professionalisation in England	Torben Nordahl Amore, Paulin Andrrl, Lena Oxelmark, Peter Dieckmann, Hans Rystedt Exploring complexity in interprofessional simulation-based learning	
12:00	Theresa Schindel Pharmacist prescribing and responsibility: limitations and possibilities	Belinda Gottschalk Knowledge practices in clinical supervision: expanding possibilities - a qualitative study with psychologists	Anneli Eteläpelto A multi-componential methodology for exploring emotions in learning: using self-reports, behaviour registration, and physiological indicators as complementary data	
12:30	Lunch			
13:30	Punyanit Rungrava, Lina Markauskaite, Peter Goodyear Embodied learning in a technology-enhanced dental simulation laboratory: an ethnographic exploration of enablers and constraints	Nick Hopwood, Chris Elliott, Khadeejah Moraby, Ann Dadich Bridging the gap between clinical practice and everyday life: co-producing care with parents of tube-fed children	Anne Nguyen Enacting workplace learning: an actor-network theory analysis of solar electrical contractors' practices	Jade Kennedy, Julia Avena, Alisa Percy, Grant White, Leonie Miller, Teresa Treweek An Aboriginal way towards curriculum reconciliation: professional learning in practice
14:00	Glynnis Vergotine South African dental professions: possibilities and provocations in labour and education	Eileen McKinlay, Sonya Morgan, Sue Garrett, Jonathan Kennedy, Bruce Watson, Sue Pullon Space and time: the influence of the built environment on collaborative practice in primary care health facilities	Catherine Raffaele Questioning mentorship in supporting emerging professional pathways	
14:30	Adeline Yuen Sze Goh, Alistair Daniel Lim Using a practice perspective to understand dentists' professional learning	Isabel Paton Preparing allied health students for collaborative healthcare practice	Emma Scholz, Franziska Trede Professional voice: a dialogical model for professional identity development	
15:00	Afternoon tea			
15:30	Niels Christian Mossfeldt Nickelsen Developing good care pathways for vulnerable citizens: telecare as collaborative practice	Jane Hunter, Abbey MacDonald, Kit Wise, Sharon Fraser STEM and STEAM education as spaces for disruption and rejuvenation in schools: an overview of professional possibilities for 'disciplinarity' across three Australian states	Cheryl Ryan, Tracey Ollis Police, their professional practice and learning: telling and doing it like it was and still is	Kerry Harman; Donna Rooney; Nick Hopwood, Ann Dadich, Chris Elliott, Khadeejah Moraby Directing attention to the unspoken, unseen, unasked and intangible: methods and effects
16:00	Margo Turnbull Exploring spaces and places of care: using Foucault to investigate localisation in primary health care	Rita Prestigiacomo Higher education language teachers adopting augmented reality through joint design	Ila Rosmilawati No one left behind: the educational experiences of Indonesian young inmates during imprisonment	
16:30				
17:00	Book launch. 'How to Conduct a Practice-based Study: Problems and Methods' by Silvia Gherardi <i>Venue: Penny Lane (Level 1), 81-117 Broadway, Ultimo NSW</i>			

Wednesday 11 December

8:30	Registration			
9:00	Keynote: Professor Stephen Kemmis A practice theory perspective on learning: beyond a 'conventional' view			
10:30	Morning tea			
	Harris room	Jones room	Broadway room	Thomas room (Symposia)
11:00	Tim Beaumont Shining a light on practices of formal higher education teaching development	David Beckett Confronting the seduction of reduction: how complexity thinking helps the social sciences maintain a proper focus on less-reductive approaches to agency, skills and expertise, competence, practices, and even learning	Anne Roosipõld , Krista Loogma , Mare Kurvits Apprenticeship in Vocational Educational Training (VET) and Higher Education (HE) in comparison: Estonia and Finland	Susanne Francisco , Julie Watson , Rosalie Goldsmith , Franziska Trede Learning in the workplace: through the lens of practice architectures
11:30	Gun Sparrhoff Developing a professional practice of academic teachership: tensions and possibilities at the intersection between two perspectives on teaching and learning within higher education	Lynne Keevers Practising social justice: practice-based studies and theorisations disrupting and re-orientating concepts central to the social work profession	Gillian Nisbet , Tanya Thompson , Bernadette Brady , Lauren Christie , Justine Dougherty , Christina Eagleton , Matthew Jennings , Belinda Kenny , Sue McAllister , Merrolee Penman , Lily To , Maria Quinlivan I would never believe that you could convince an educator that they would rather have 4 students compared with 2: challenging assumptions about student placement learning through the lens of Activity Theory and Expansive Learning	
12:00	John Hannon Claiming an ethical space for professional education of academics in a culture of performativity: reviving the idea of the university	Anna Wilson The logic practitioners use when they decide: paramedicine students developing understandings of paramedical practice as evidence-based	Teena Clerke , Natalie Lloyd , Megan Paull , Sally A. Male Work integrated learning placements in engineering: sites of professional learning and work that perpetuate inequities?	
12:30	Lunch			
13:30	Tours 13:30: Data Arena 13:30: UTS Learning Spaces		Madeleine Abrandt Dahlgren , Nick Hopwood , Johanna Dahlberg , Marie Blomberg From I to we: promoting agile, collective work in medical emergencies by reorganising, reframing and recontextualising practice	Christine Grice , Peter Grootenboer , Virginia Moller , Ann Reich , Amanda Lizier Leading not leadership: rethinking leadership and leading in education contexts
14:00	14:15: Data Arena (repeat) 14:15: Health/Nursing Simulation Labs		Tal Jarus Professionals have disabilities? Theatre as a tool to disrupt the discourse on disabled health professionals	
14:30				
15:00	Afternoon tea			
15:30	Tone Dahl-Michelsen , Karen Groven The becoming of knowledge and the intra-acting in evidence-based practice	Ailsa Haxell , Julie Trafford The socio-materiality of a learning space: tangible and intangible influences that inhibit as well as enhance interprofessional health education and collaborative practice	Jinqi Xu Acquisition, transmission or constructivism, Does it matter? - A practice-based study of Chinese students learning at an Australian university	Amanda Lizier , Jacqui McManus Researching professional learning and complexity: more than a just method or a metaphor
16:00	Christine Ossenberg Are we missing something with feedback in the workplace? The disconnect between what the student and practitioner knows and does	Louise Everitt Professional development programs and training for health professionals providing integrated perinatal psychosocial care: a synthesis of the literature	Katja Vhsantanen , Eija Rikknen , Susanna Paloniemi & Päivi Hökkä A short measurement for professional agency at work	
16:30	Plenary: ProPEL – where next?			

3 Minute Presentations

3MT presentations
Renee Cunial Praxis and practice architectures of employment relations: transforming practice through critical praxis
Priscilla Daniels, Tracey-Ann Adonis, Jill Cupdio-Masters Facilitating the structured reflection through digital storytelling
Päivi Hökkä Emotional agency in organisational change
Anne Nguyen Enacting workplace learning: an actor-network theory analysis of solar electrical contractors' practices
Shaun Peter Qureshi Examining newly graduated doctors workplace learning about the approach to the end-of-life through the lens of Cultural Historical Activity Theory

Posters

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Renee Cunial Praxis and practice architectures of employment relations: transforming practice through critical praxis
Priscilla Daniels, Tracey-Ann Adonis, Jill Cupdio-Masters Facilitating the structured reflection through digital storytelling
Anneli Eteläpelto The role of emotions in learning at work (REAL): an overview of results from 2016-2019
Päivi Hökkä Emotional agency in organisational change
Christine Hughes, Theresa Schindel, Rene Breault Information matters: exploring pharmacist care planning services using a sociomaterial approach
Rosemary Lysaght, Alik Thomas, Cori Schmitz, Elizabeth Anne Kinsella, Margo Paterson Marshalling great minds: the evolution of a community of practice in educational research
Margo Paterson, Marta Straznicky, Heather Merla Expanding horizons for PhD students: unforeseen and unexpected outcomes working in community-based organisations
Shaun Peter Qureshi Examining newly graduated doctors workplace learning about the approach to the end-of-life through the lens of Cultural Historical Activity Theory
Sarah Stein From teaching on-campus to teaching at a distance: Wrestling with critical changes to understanding and practice
Jinqi Xu Beyond rote: re-viewing memorisation with a practice-based approach

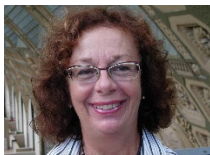
Abstracts

Day 1

Keynote: Professor Sylvia Gherardi

Shadow organizing and shadow learning as dwelling in the space of the 'not-yet'

In my presentation I shall accept the organizers' invitation 'to shine a light on the unspoken, unseen, unasked and intangible during this conference' and therefore I address the metaphor of 'the shadow' for exploring the entanglement of light and dark as a space of indeterminacy, a place for becoming and a sphere of transformation. Having in mind professional education and professionals in their everyday organizing, I wish to pose the question of how shadow organizing is done in practice, how professionals engage in shadow learning while working, and how they construct what count as 'data' and what is discarded as 'no-data'. What happens in the space of the 'not-yet data'? Can professional education contemplate the habit to indeterminacy (instead of dati-fication) and to what is in its becoming? Taking a post-qualitative approach to 'data', I wonder what we – as professionals doing research like other professionals - do to 'data' and what 'data' do to us. My aim is to invite to 'slow down' the quick framing of 'data' and the jump to evaluation and critique 'to find ways of approaching the complex and uncertain objects that fascinate because they literally hit us or exert a pull on us' (Stewart, 2007:4).



Silvia Gherardi is senior professor of sociology of work and organization at the Faculty of Sociology of the University of Trento, Italy, where she has been Director of the Research Unit on Communication, Organizational Learning, and Aesthetics (www.unitn.it/rucola) since 1993.

Her last book (*How to conduct a practice-based study: problems and methods*, Edward Elgar, 2019, 2nd edition) is devoted to the discussion of methodologies for the empirical study of learning and knowing in working practices. A companion to the book has been published, co-authored with Antonio Strati (*Learning and Knowing in Practice-based studies*, Edward Elgar, 2012), and it proposes a selection of empirical papers from RUCOLA.

Session 1

Papers

Harris room

Paul Hager – 25 years of professional practice standards in Australia: Lessons and issues

This paper outlines the findings of a recent small research project that investigated developments and trends in the usage of professional practice standards in Australasia across the more than 25 years since they were widely implemented. The main aim of the project, which was commissioned by the Optometry Council of Australia and New Zealand, was to review and document the latest relevant research and literature in order to recommend a best practice framework for the development of entry-to-health professional practice competencies. The integrated understanding of competence, which has been the basis of these professional standards, has enabled them to be adapted to a very wide range of uses. The growing experience of these diverse uses has been accompanied by a trend to more concise, holistic statements of the standards. Ongoing issues include the extent to which some competencies are generic across professional ‘families’, e.g. the health-related professions, and the appropriate number of categories within a standards framework.

Helen Bound - The invisible threads that enable design of learning in and across spaces for emergence

As curriculum, or any activity that is structured for learning is designed, there are many silent assumptions at work. Be they assumptions about learners, learning, the spaces of learning, beliefs and theoretical perspectives on all these things, these assumptions mediate the experience of learning for learners. Uncovering such assumptions, pulling them out into the light of day and offering them up for critique and examination can be a powerful learning experience that contributes to changing practices. In this paper, I draw on a number of Centre for Work and Learning (CWL), Institute for Adult Learning, Singapore, research projects that employ a semi-ethnographic case study approach, conducted between 2012-2019. Working from a socio-cultural perspective that firmly situates learners in their multiple contexts, understands that contexts are complex, dynamic and interconnected, mediating action and activity, I use a number of stories to examine the assumptions of individuals, institutions, policy and systems that mediate learning design decisions. These decisions in turn mediate individual trajectories, identities and capabilities. One story illustrates how assumptions were uncovered, named up, changing perspectives and practice a story of emergence. Other stories demonstrate the limited or negative outcomes when assumptions or traditional practices are taken for granted. The paper concludes with frameworks and some tools that enable examination of assumptions, changing practices and ways of thinking about design of learning.

Ray Smith, Sarojni Choy, and Darryl Dymock - Exploring the tensions of professional development practice

The nexus of work, learning and professional development is a site of occupational enactment and a conceptual terrain where understandings of practice and performance are sought. It is replete with tensions and reconciliations as people engage in the many activities, relationships and considerations that constitute work. For example, single tensions characterise the personal reflection of considering work requirements and understanding how to meet those requirements. Double tensions characterise the work of professional development staff, the learning leaders who support others - they cannot be assured of their own performance unless they are assured of others improvement. Triple tensions characterise the reconciliation of personal learning, others learning and organisational improvement as learning leaders practice responds to these numerous purposes and expectations. Some tensions become clear and visible while others remain hidden and unacknowledged as the work and learning of reconciling them continues in occupational practice. This paper explores these tensions and their reconciliation. It presents early findings of a qualitative research project that examines the self-reported learning experiences and outcomes of 16 learning leaders who developed practice-based learning interventions for the professional development of staff in their health sector organisations. The research is guided by the question: How do educators experience and reconcile the tensions of developing their own professional practice through supporting the professional development of others? The findings reported critically consider how the professional development program and its focus on learning in practice helped and hindered making more explicit the tensions and reconciliation-learning practices that support educator professional development.

Jones room

Cherie Lucas, Simon Buckingham Shum, and Ming Liu - Artificial intelligence and reflective practice: 24/7 feedback on pharmacy students' reflective writing

Background: Reflective practice, an important skill development for future pharmacists. Critiquing ones current practice through the reflective writing process may improve future practice. Objective: To enhance pharmacy students reflective writing capacity to critique their practice utilising a novel artificial intelligence tool (AcaWriter).^{1,2,}

Methods: The AcaWriter tool was developed for the purpose of enhancing students reflective writing skills by analysing elements of the reflective writing process. Using a model grounded in the pedagogy of reflective writing, it identifies certain textual features of good reflective writing. Feedback to students is two-fold: (i) colour highlighting and tagging of sentences; and (ii) feedback messages on how to improve. A participatory, co-design methodology enables the educator to work with the technical team to shape the tools feedback.

Results: AcaWriter has been embedded in the Master of Pharmacy degree at the University of Technology Sydney. Preliminary evidence from a pre-/post-test showed that following

usage, there was a significant increase in students ratings of the tools benefits as an aid to self-directed reflective learning. 2

Conclusion: Artificial Intelligence has substantial potential to assist pharmacy students in critiquing their own practice to improve future practice. Using this tool enables this skill development and prompts essential critical thinking processes. Students utilise AcaWriter to guide their learning, reflect on the areas for improvement in order to enhance future practice. As the elements of the reflective writing process are transferable, this tool can be utilised by diverse educational contexts to enhance students reflective capacity, thus developing the reflective practitioner.

References:

1. Gibson, A., Aitken, A., Sndor, ., Buckingham Shum, S., Tsingos-Lucas, C. and Knight, S. (2017). Reflective Writing Analytics for Actionable Feedback. Proceedings of LAK17: 7th International Conference on Learning Analytics & Knowledge, March 13-17, 2017, Vancouver, BC, Canada. (ACM Press). DOI: <http://dx.doi.org/10.1145/3027385.3027436>. [Preprint] [Replay]
2. Lucas C, Gibson A, Buckingham Shum S. Utilization of a novel online reflective learning tool for immediate formative feedback to assist pharmacy students reflective writing skills. American Journal of Pharmaceutical Education. (In Press)
<https://www.ajpe.org/doi/pdf/10.5688/ajpe6800>

Mim Fox and Ben Joseph - Social work podcasting: A technology disrupting professional teaching and learning

Podcasting has emerged as a disruptive force in social work education, providing the social work content to social work students, but also as forum for clinical supervision to support experienced social work practitioners. Universities are increasingly calling on social work academics to embrace online technologies and remote teaching. In turn students are increasingly requesting flexible, or blended, learning environments from their lecturers. Concurrently, a large number of social work services in the community are being provided online in order to cater to remote clients and geographically or professionally isolated practitioners, proving the need for todays social work graduates to be technologically proficient, or at least aware. Meeting this challenge has been difficult for social work academics who often report feeling ill equipped with technology platforms, and assert a bias towards face-to-face teaching. Podcasting is a unique contemporary example of grounding social work in adult education principles, while operating in a 'glocalisation' type practice, local ideas shared with a global reach. The Social Work Stories podcast is presented as a case study in which social work knowledge is co-constructed by the academic, the practitioner, and the social work student. Through the utilisation of this digital technology, the premise that social work service is primarily face-to-face and localised is challenged, and the geographical boundaries of social work education are reconstructed. A theoretical framing for social work education and digital technologies is presented that utilises decolonisation, marginalisation and intersectionality.

David Boud and Nick Hopwood - Writing for academic journals: Meet the editors

This session is for anyone who wants to get their work published in academic journals, specifically *Studies in Continuing Education*. Co-Editors David Boud and Nick Hopwood will share their insights into *Studies* including common reasons for rejection, and how to frame your paper so it fits the journal's aims and scope. They will also be available to clarify common questions around journal publishing vs conference papers and book chapters; selection of journals; and how to work through referee comments.

Broadway room

Anna Wilson - Learning to see, seeing to learn: Exploring the sociomateriality of digital images

Social media are awash with visual images, from selfies and memes to eye-witnessing and reportage; from the entertaining to the educational; from the mundane to the shocking. These images provide a freely-available, continuously renewing and rich resource for researchers attempting to trace flows of knowledge and affect in networked assemblages of heterogeneous actors. Social researchers have begun to explore them in, for example, studies of the London riots of 2011 (Vis et al., 2013) or of image-sharing practices in general (Thelwall et al., 2016). But they also pose a challenge: how should we understand the processes and hidden micro-practices involved when we and others read them? In this paper, I draw on research I conducted into the image-sharing practices of two groups of professionals (one of teachers, one of midwives) on Twitter (Wilson 2016). I draw on both the traditions of visual social semiotics (Kress and van Leeuwen 1996) and Laws (2006) notions of traduction and trahison to develop an approach to understanding responses to these images, both in myself as a researcher and in educator and student professionals who encountered the images in interviews which they were used as elicitation devices. I emphasise that these responses are effects not only of the image itself, but of a network of actors including the sociocultural resources that we bring to their analysis and the media via which they are encountered.

References

- Kress, G.R. and van Leeuwen, T. (1996) *Reading images: The Grammar of Visual Design*. London: Routledge.
- Law, J. (2006) Traduction/Trahisson: Notes on ANT. *Convergencia*, 42, pp. 32-57.
- Thelwall, M., Goriunova, O., Vis, F., Faulkner, S., Burns, A., Aulich, J., MasBleda, A., Stuart, E. and D'Orazio, F., 2016. Chatting through pictures? A classification of images tweeted in one week in the UK and USA. *Journal of the Association for Information Science and Technology*, 67(11), pp.2575-2586.
- Vis, F., Faulkner, S., Parry, K., Manyukhina, Y. and Evans, L. (2013) Twitpic-ing the riots: analysing images shared on Twitter during the 2011 UK riots. In: K. Weller et al., ed. *Twitter and Society*. New York: Peter Lang, pp. 385-397.

Wilson, A.N. (2016) What is, and what might be, learned from images shared during Twitter conversations among professionals? PhD thesis, University of Stirling.

Stine Rath Hansen - How to follow disrupted practices: a socio-material approach

The national political agenda in Denmark, concern transferring healthcare services from hospitals to citizens' homes (The Danish Digitization Strategy, 2016). Hence, new technologies increasingly both enter and transform healthcare practices, and the practice itself expands into patients homes. Accordingly, this paper frames an innovative approach of exploring the emerging field of Internet-based Cognitive Behavioral Therapy (iCBT). iCBT involves patients using a computer program at home to recover from anxiety or depression. During the treatment, technologies such as videoconferences, phone calls but primarily text messages mediate the contact between psychologist and patient. So far, the body of research within the field of iCBT are primarily characterized by randomized controlled trials, which focus on effect (See for example Andersson et. al, 2013). Thus, the field of research need new approaches to explore the ways technologies disrupt and change both psychologists' and patients' practices. In this regard, this paper introduces a socio-material approach that follows how new practices are consolidated, by merging different empirical methods such as document analysis, observations, field photos and interviews (Bramming et. al, 2012; Law, 2004; Star, 2000; Warren, 2012). Each method enable the researcher to follow different actors within the network; from the socio-technical imaginaries within policy papers, to the technical devices making their entry into patients' homes and the psychologists now sitting in front of a screen. The main argument of the paper is that, by juxtaposing these particular methods this sociomaterial approach follows disrupted connections between related practices.

Wattle room

Ursula Harrison - Empowering women: Learning in neighbourhood houses

This paper presents the findings of a qualitative narrative-based research study exploring women participants and women managers experiences of empowerment through their engagement in Neighbourhood Houses in Victoria, Australia. Community development and adult learning are two distinctive, strongly interwoven and interdependent fields of practice in Neighbourhood Houses. Learning in Neighbourhood Houses is embedded in the wide spectrum of activities, it resonates with the transformative intent of community development and can be experienced as empowering. It occurs formally, informally and incidentally, and as Foley (2001, 1993) noted, the resulting consciousness raising, growth in self confidence, and skill building constitutes a significant form of human learning. Semi-structured interviews were held with 15 women participants and 13 women managers in Neighbourhood Houses in urban and rural/regional areas of Victoria. Feminist and poststructural conceptions of power (hooks, 2014; Foucault, 1980, 1982) in womens everyday lives are applied to interpret the womens experiences. I argue that the learning practices of Neighbourhood Houses enable women to develop new and empowered

subjectivities as managers, tutors, and active and engaged citizens. This paper draws on the narratives of four women, two managers and two participants, identifying how engagement with learning practices and discourses that valued womens ways of knowing and enhanced their understanding of the micro and macro effects of power in their personal lives and the broader community, enabled them to develop an enhanced sense of self, agency, social connection, and control in their personal, working and civic lives.

Tracey Ollis, Ursula Harrison, Cheryl Ryan - Social spaces, relationships and shared learning in neighbourhood houses: 'keep learning and move with the world'

Neighbourhood Houses are complex sites of community-based adult learning that integrate and embody inclusive community development processes and adult learning practices that facilitate formal, informal, and incidental learning (Marsick and Watkins 2001). Integral to learning in Neighbourhood Houses are practices that establish social spaces, support relationships and shared learning. The relationships are multi-dimensional with learning occurring from and with others. For example, between learners and teachers and tutors, learners to learners, and with core staff and other significant people in the Neighbourhood House environment (Crossan & Gallacher 2009). The practices that support these learning relationships were a compelling feature of our qualitative case study research of the learning experiences of adult and life-long learners in neighbourhood houses in Victoria, Australia. We conducted in-depth, face-to-face interviews with 87 learners. The cohorts were diverse in age, backgrounds, motivation and aspirations. People came to the neighbourhood houses wanting to learn new skills for personal interest learning, to re-engage with learning for employment, seeking involvement in the community and reconnecting following periods of isolation and loneliness. Many were re-engaging with learning following negative and/or incomplete school education experiences from a formal education system that sorts, assess and ranks students according to their performance and many of the participants lacked confidence as learners. In this paper, we draw on case study research to show the significance of the practices, habits and dispositions in the houses, the impact of social capital on participants confidence as learners and active citizens within and beyond their own communities.

Gemma Piercy-Cameron - Food and body pedagogies: Non-formal and informal learning in cafés and roasteries

Cafés are a sensual space that people visit as part of their everyday life. These visits could be to engage in waged labour, feed an addiction, connect with important people, conduct business, enact a particular consumption identity, or to find a comfortable place to withdraw. This paper uses mystory and participant observation to describe the informal and non-formal purposeful teaching and learning that occurs in the elite craft context of third wave cafés and roasteries. Such learning allows customers to become regulars via their engagement in ritualistic practices and status games which, over time, shift their proximal participation from the periphery towards the centre, effectively changing customers' identities in the workplace. Regulars are acknowledged or interpellated by café insiders

(workers and other regulars) in a range of ways, notably on the surface by verbal exchanges. Food and body pedagogies offer frameworks to understand these learning practices beyond the level of verbal exchange. Food pedagogies are embodied, incidental and/or purposeful learning experiences grounded in our in everyday life (consumption and eating practices). While Shilling's concepts of body pedagogy and body pedagogies incorporate embodiment, along with food pedagogy they offer a way to understand how cultural practices are not only enacted but also transferred over time, space and place. My observations in cafés identified a range of affective and embodied learning practices that traverse the contexts of aesthetics, food, service, consumption and craft, each of which is considered in turn within the paper.

Symposium

Thomas room

Madeleine Abrandt Dahlgren, Maria Gustavsson, Pia Tingström, Anita Iversen, Tove Törnqvist, Annika Lindh Falk, Ann-Charlotte Bivall, Anita Carin Gudmundsen, Bente Norbye, and Aud Obstfelder - In between practices? Students' interprofessional learning and collaboration with patients across clinical placement arrangements in medical and health care

Public healthcare systems worldwide currently face profound challenges in the organization and delivery of their services. The need for health care services in the population is increasing while the recruitment of qualified health professionals is limited, and the conditions of work are often constrained. Interprofessional education and collaborative practice (IPECP) between staff as well as between students in the training of the next generation of health professionals have been proposed as a part of the solution (WHO 2010; Frenk et al. 2010). Embedded in the call for change are a number of dilemmas that health care providers and health care educators need to consider. Previous research have pointed at the inconsistencies in policy rhetoric and the practices of clinical everyday work and the delivering of person-centred care with delimited resources (Fox & Reeves 2015). In this symposium, we will present three case studies of arrangements for students' training of IPECP in clinical placements. The research is carried out in Sweden and in Norway respectively, comprising four different arrangements for interprofessional student learning. The sites differ in terms of social and material conditions for health care work, comprising a community based intermediate health centre, a student-led hospital ward, a medical emergency ward and a rural municipality health service. All three projects apply practice-oriented theories (Wenger, 1998; 2010, Schatzki, 2012, Gherardi et al 2017) and concepts and use ethnographic fieldwork as a means of generating data. We will explore if and how different social and material arrangements for students IPECP, established as a response to the call for change in health care education, enable collaboration, patient inclusion, and learning in clinical practices.

Paper 1. “When shall I do my thing?” or “I’m with the others”: Students preparing for interprofessional collaboration in practice

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This paper draws on preliminary data from two case studies how students’ during clinical placements in interprofessional groups prepare for collaboration with an authentic patient within geriatric care. One site is a community based intermediate health centre, the other site is a student-led hospital ward. Two handover situations for the morning or evening shift from each site were observed. Patients were presented to the student team e.g. via medical records, written hand-over notes, oral reports or authentic encounters. Data sources were field notes and informal interviews. Preliminary findings indicate that the ways of organising IPECP, e.g. how the patient is presented to the team seem to be critical for how the students carry out their interprofessional collaboration, as a kind of ‘betwixt and between’ (Gherardi et al., 2016) practice, or in fluid and full engagement with the surrounding clinical practice.

Paper 2. Students negotiating professional boundaries in interprofessional practice

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In this study, focus is on how students learn to collaborate in interprofessional teams through boundary work. The observed situation is an arranged one-day interprofessional activity at a hospital ward in Sweden. Students from different professional fields were collectively made responsible for the treatment of the patients and the ongoing work at the ward, while supervisors were present in the background and the regular staff were elsewhere. Data has been generated through field observations and focus group interviews with students. The student teams were constituted by physiotherapists, occupational therapists, nurses, and physicians with different practice experience, ranging from year two

to four in their education. Boundary negotiations occurred between students from different professionals as they planned for, coordinated and followed up patient examinations and assessments. Material objects relating to the patient's mobility need such as a walker aid functioned as catalysts for the students' collaborative acting in the patient care. They expressed their respective professional knowledge and collectively agreed on ways of moving forward.

Paper 3. Exploiting students' creativity in interprofessional education- development of interprofessional documentation

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Aud Obstfelder (Norwegian University of Science and Technology, Trondheim, Norway)

Interprofessional education put health professional students in the frontline of the development of new modes of professional work without exploiting the students' creativity as newcomers in the field of professional work and collaboration. In an educational intervention in Northern Norway, three student groups consisting one last year student from each of the nursing, medicine, physiotherapy and occupational therapy programme, were challenged self-organise their own interprofessional collaboration in treatment of two patients in rural municipality health services. A IP supervisor and a professional from each profession supported the students on the students' own request. The study has an ethnographic design where observation of the students work and conversations with the students have generated the empirical data. This presentation will focus on how joint documentation became a new way of working and how it was enacted by the students. The analysis of the field notes and audio recordings draws on practice theory, referring to Wenger (1998). We found that the students were able to cross traditional professional boundaries and develop new ways of collaboration by themselves; as negotiating and forming a new interprofessional patient record. In doing so, the students developed and consolidated a more complex picture of the patients' health situation and knowledge basis for the treatment.

Session 2

3 minute presentations

Harris room

Renee Cunial - Praxis and practice architectures of Employment Relations: Transforming practice through critical praxis

The decay of employment relations (ER) as a professional practice is cognisant with a growing neoliberal agenda, marginalisation of trade unions, and decentralised work

arrangements. Human Resource Management, as a discipline and profession has flourished in these conditions. It is argued however, that these shifts have constrained pluralist forms of employment relations practice. This research seeks to rejuvenate ER practice through critical praxis, and in doing so reshape the boundaries between ER and HR professionals and practice traditions. This research takes the position that practitioners have a responsibility, through their individual and collective practice/praxis to challenge practices that are socially and ethically unsustainable, unreasonable or unjust. International policies, such as the ILO (2015) Sustainable Development agenda offers new possibilities for HRM & ER professionals to take forms of action that transcends the interests of management, and adds value to the long term interests of workers and the world of work at large. The proposed research aims to examine the future of employment relations practice from a new perspective. Through a practice lens, I question how efforts to enact critical praxis in employment relations practice were enabled and constrained by the socio-political, cultural-discursive, and material-economic arrangements that hold practices in place. Drawing on the theory of practice architectures (Kemmis et al, 2014) I question how can enabling conditions be sustained, and constraining conditions be changed to bring about critical praxis in employment relations? In doing so, this research contributes to the possibilities of how reshaping the boundaries between HR and ER practice can produce more sustainable practices for the future.

Priscilla Daniels, Tracey-Ann Adonis and Jill Lauren Cupdio-Masters - Facilitating the structured reflection through digital storytelling

Structured reflection opportunities are integrated into professional learning as a learning activity of the Community Workers Substance Abuse Training Programme for Community Workers. A component of this training is developing a digital story using photostory (a computer software programme) which facilitates the opportunity for the training participants to reflect on the training. The storytelling methodology allows for the linking of theory and practice and these narratives become resources for social change. This qualitative study explored the reflective practice of a sample of 10 randomly selected participants. It was found that capacity building initiatives incorporating digital stories as an assessment tool provided participants with structured opportunities to engage in reflective practice that highlighted the transformational learning experience facilitated by the substance abuse training programme.

Päivi Hökkä - Emotional agency in organizational change

Although research on emotions in workplaces has expanded, there is still no comprehensive understanding of through which kinds of mechanisms and processes emotions affect in organizations and how the constructive emotions in organizational settings can be supported. Therefore, this research project aims to develop and study new kind of emotion intervention, which can simultaneously enhance organizational productivity and individuals well-being at work. The purpose of the intervention is to support emotional agency which refers to the kind of actions that takes advantage of perceiving and understanding the

meaning of emotions at work. The study questions are framed as follows: 1) What kind of emotional agency emerges through emotion intervention? 2) What kind of practices and processes supporting emotional agency are enhanced via emotion intervention? The emotion intervention aims to support both leaders and employees in recognizing, encountering and utilizing emotions in organizational changes. The intervention is implemented in two middle-sized organizations representing health care organization (117 participants) and real estate services (210 participants). The research is being conducted within a mixed method framework utilizing various data collection methods (questionnaires, observations, field notes, video-recordings, interviews, and documents). Longitudinal ethnographic strategy is used in studying the processes and the mechanisms of the changes. In the analysis, we draw on multi-method approaches, utilising statistical analysis, narrative analysis and discourse analysis. The project will produce innovative theorising on emotional agency at work, and provide empirical evidence concerning mechanisms and processes for enhancing emotional agency in various organisational settings undergoing organizational transformations.

Anne Nguyen - Enacting Workplace Learning: An Actor-Network Theory Analysis of Solar Electrical Contractors' Practices

How is learning in contract work enacted? Despite the increasing prevalence of contract work, existing literature on learning in contract work is limited, often focusing on training programs and exploring learning either as an individual acquisition or as sociocultural participation. However, significant learning is enacted on work sites, intricately involving both humans and non-humans. This research examines how learning in contract work is enacted in practice, in the solar industry, a dynamic learning environment characterised by technological changes, evolving policies, a growing demand for renewable energy, and a skill shortage. Through the lens of Actor-Network Theory, this study uses qualitative methods – observation, interview and document review – to analyse solar electrical contractors' practices across 35 days of solar installation. Empirical evidence shows how learning in contract work involves continual attuning to connections and disconnections of emerging and stabilising worknets. This study reconceptualises workplace learning as worknet learning, arguing that such attuning and connecting enable contractors to learn, beyond individual acquisition and sociocultural participation, in order to build success amid the dynamic demands of contract work.

Shaun Peter Qureshi - Examining newly graduated doctors workplace learning about the approach to the end-of-life through the lens of Cultural Historical Activity Theory

Introduction Clinical guidance promotes anticipating the end-of-life (EOL) therefore it is insufficient for physicians to know how to care for patients already identified as dying. This thesis investigates current workplace influences on newly graduated doctors in understanding the approach to EOL. It is grounded in sociomateriality: considering knowledge as co-constructed between individuals in interactions between bodies and

materials. Cultural Historical Activity Theory (CHAT) provides a corresponding analytical framework.

Methods Data were generated through complementary qualitative methods. UK medical literature informing doctors about EOL care was analysed using Qualitative Content Analysis. Empirical data generated through fifteen semi-structured interviews with newly graduated UK doctors was analysed using inductive Thematic Analysis. Findings were examined through the lens of CHAT.

Results The approach to EOL is not understood as a discrete entity but linked to practice and judgements about patients and treatments. Newly graduated doctors are ostensibly the most junior within the multi-disciplinary community but are frequently responsible for assessing deteriorating patients. Development of understandings occur in dynamic ways, mediated by cultural artefacts: tools (e.g. DNACPR, nurses input); internally orientated signs (e.g. age). Contradictions in the system provided barriers to workplace learning, e.g. organisational rules that hospitals prolong life by default.

Discussion Understandings of the approach to EOL are learned about by doctors through practice. System-based contradictions could be focuses for intervention to improve workplace learning, potentially incorporating a change laboratory model. Future research should investigate activity of other MDT members, and consider how contradictions between interacting systems influence understandings of patients approaching EOL.

Jones room

Margaret Robertson - Knowledge and Ignorance: Late career stage doctoral candidates and supervision experiences

Recent Australian data from Review of Australia's Research Training Scheme (McGagh et al., 2016) indicates that 54 percent of HDR candidates are female. Of the cohort of HDR candidates 18 percent are over 50. The review further states that 'a large number of candidates coming to HDR training already possess a wide range of skills and work experience' (p. 5). The acknowledgement of the existing capabilities of the growing cohort of late career stage candidates is long overdue. However, we know little of the experiences of supervision of those who successfully complete their doctorates towards the end of their careers. The data for this article was obtained through semi-structured interviews with 20 women who commenced and completed their doctorates after they turned 50. The focus for the paper is on the experience of supervision for this cohort. They have a wealth of professional knowledge at their disposal, amplified by life experience. Their thesis topics draw on their experiences – professional or life – and will transcend the knowledge of their almost invariably younger (ignorant) supervisors. Yet these women have little knowledge of research and their skills are much less well-developed (ignorant) than their more knowledgeable and experienced supervisors. The research is framed by Bandura's socio-cognitive theories, and addresses research questions about how the knowledge/ignorance balance works in these supervisions. How can it be made to work productively for

supervisors and late career research students? There are enormous potentials but so too are there risks.

Lois Meyer - Navigating across space and time: Professional re-formation in a work-based doctorate

Professional formation is usually associated with a linear trajectory from an initial context in an educational institution to the workplace and taking up a particular professional field. Such unitary notions ignore how individuals might engage in a series of career transitions over time and how broader occupational structures might shape the re-formation of professional identity. This paper outlines a longitudinal study investigating the professional identity dynamics of students navigating their initial careers in clinical roles to shifting across to becoming advanced public health professionals through a work-based doctorate. Conducted as a real-time study and for over a decade, biographical methods and focus groups trace individual and collective perceptions of changing professional self-conceptions as students undertake the doctorate and seek to navigate the complex spaces in and across the university and their own workplaces. The focus in this presentation is on the analytical multifaceted conceptual framework employed in the study to seek to illuminate in-depth understandings of professional re-formation across time and space. The three conceptual approaches in the analytical framework: a 'life course perspective', a 'personal trajectories of participation perspective', and a 'boundary crossing perspective', and their intersection and interplay are detailed. It has been found that this multidimensional analytical approach strongly illuminates the students' rich ambiguities and complexities of identity negotiations in re-forming a professional identity in undertaking the doctorate across time and space across multiple sites of practice. The analytical approach used in this study that acknowledges complexity, dynamism and nested multifold contexts within which professional formation occurs and reoccurs may have implications for others' professional practice research.

Broadway room

Glenda Raven, Eureka Rosenberg - A realist(ic) evaluation of costs and benefits of work-based learning: The intangible becoming tangible

Questions of costs and benefits in work-based learning often arise in post-apartheid South Africa, where the skills base is widely regarded as inadequate, despite a significant portion of fiscal budgets being allocated to skills training and development. Are we spending enough to make a real difference? Or are we spending too much, for less? To answer these questions we embarked on developing a resource for analysing costs and benefits associated with work-based learning. Drawing on theory-based, realist evaluation, literature on professional education and learning and an engagement with SETAs, we mapped a programme theory of our work-based learning initiatives, focusing on the mechanisms that appear essential for ensuring the desired outcomes of increased employability and employment for young South Africans. While the development of the

resource is still underway, we reflect on findings that point to the value of theory-based, realist evaluation of work-based learning. The methodology of building programme theory with SETA stakeholders surfaced mechanisms not immediately visible, which allowed us to determine the actual cost of work-based learning with more accuracy and confidence. In mapping these mechanisms (inputs and costs) to immediate, intermediate and long term outcomes and impacts, we were also able to identify a wider suite of benefits envisioned in the South African policy framework for work-based learning. Several non-linear and iterative relationships between multiple levels of mechanisms and outcomes were identified allowing us to expand an absolute economic analysis of costs in relation to benefits to also include more qualitative, less tangible benefits to the individual, the economy and society through investing in work-based learning.

Xiaofang Bi and Helen Bound - Moving from fragmented to seamless learning experience in blended learning environments: Two cases from ICT and HR industry

This paper offers a comparative look at the different types of blended learning and their impact on learners' sense-making to aid instructional and curriculum designers to make decisions on how to design blended learning to improve the quality of adult learners' sense-making. Taking IAL's expanded definition of blended learning, we consider blended learning to be any combination of classroom, tech-enabled learning and workplace learning.

Weick (1995) describes sense-making as the process by which people give meaning to experience. This process includes the following features in an ongoing and dynamic way: noticing, recalling, labelling, connecting abstract with concrete, systemic understanding, communicating, taking actions. Deep understanding is developed through opportunities to experience different theories and practices in integrated ways (Bound, et al., 2019). By structuring in opportunities for the different aspects of sense-making - noticing, recalling, labelling, connecting abstract with concrete, systemic understanding, and communicating – learning can be effectively scaffolded. In addition, this process also involved many other dynamics involved in these processes. More specifically, we need to understand the processes of sense-making and how the contexts – the affordances of different learning environments, the inhabited pedagogical practices and curriculum design – mediate learners' sense-making.

Our findings from different courses with blended learning surface that the interrelations of different contexts affect the curriculum design of the courses and thus the learners' sense-making. The degree to which learners' sense-making is fragmented or seamless is impacted by the degree and nature of scaffolding of learning provide in and across different learning environments. The findings are expected to make a significant contribution to the curriculum design in blended learning and inform practitioners of effective pedagogical approaches to better facilitate adult learners' sense-making in blended learning environments.

Wattle room

Anne Melles - The emergence of academic librarians within the spacetime mattering of the university library

Changes to the ways in which scholarly sources are accessed and used have transformed the work of academic librarians and the function of the university library building, unsettling the relationship between the two. Rejecting links to the large print collections of the past, librarians have sought legitimacy by aligning their role with information technology and a digital future. This alignment has contributed to the polarisation of the library building and the digital library in library literature (Gourlay, Lanclos, & Oliver, 2015), thus obscuring how the spatial, the social, and the material are mutually constituted. This paper applies Karen Barads (2007) concept of spacetime mattering to understand the relationship between librarians and the library building. Barads agential realism conceives the world as an ongoing becoming, emerging within intra-activity. In this understanding space is a product of practices, trajectories, [and] interrelations (Massey, 2004, p. 5), and the library building is not static, but iteratively reconfigured. In this paper I use data from PhD fieldwork in a university library, including observations of librarians teaching, plus interviews with librarians, academics and managers. I examine the spacetime mattering of the library space and librarians, and how this mattering is entangled with, and disrupts, notions of the invisibility of the work of librarians and the monolithic materiality of the library building. I also discuss how these entanglements constrain or enable future librarian roles, and what we can learn about larger institutional changes, in particular changing understandings of academic research.

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Kaela Jubas - Using popular culture to foster critical curiosity in professional education

This paper outlines my inquiry into how incorporating popular culture (e.g. television, film, novels, music) into professional education can help students become more receptive to and engaged with theory. Committed to a pedagogy of critical curiosity, which I maintain is vital to developing responsive, respectful, ethical professional practice, I borrow from Enloes (2004) concept of feminist curiosity and Freires (1998) ideas about curiosity to study how popular culture can contribute to fostering such curiosity among students. Immersed in a

discourse of meritocracy and competency, many students view theory as abstract, confusing or irrelevant (Donovan, 2009; Kreber, 2016; Livingstone, 2013). Used purposefully, popular culture texts illustrate concepts and invite students to apply ideas to their own practices. I build on public pedagogy's idea that popular culture is always educational (Giroux, 2000; Luke, 1996). Instructors in fields such as education, medicine, and leadership have provided accounts of their use of popular culture (Baker & Brown, 2016; Darbyshire & Baker, 2012; Jones & Hughes-Decatur 2012; Jule, 2010; Strauman & Goodier, 2011; Tisdell, 2008). In that literature, students' views on the value of popular culture remain largely absent. I discuss focus groups and interviews with students from two graduate courses that I delivered. Findings illustrate how concepts such as intersectionality, transformative learning, habitus, doxa, and symbolic capital became more interesting and clearer as students engaged with cultural texts in a scholarly manner to provoke critical learning and extend awareness of the possibilities for professionally relevant learning, teaching, and knowledge.

Symposium

Thomas room

Jennifer Weller-Newton, Marie Gerdtz, Robyn Woodward-Kron, and Luke Molloy - Clinical placements across the professions: Sites of contribution and learning

Introduction Clinical placements form an essential component of entry to practice learning. Through engagement in authentic practice environments students observe and participate in work-based activities that enhance the translation of theory to practice (Newton et al., 2009; Newton et al., 2011a). Importantly, in learning in practice is the quality of the placements as this is critical to the development of work ready graduates. Yet, it is difficult to capture the quality and type of learning that takes place in clinical settings as clinical education occurs in informal ways due to variability of learning environments, learning stimuli and resourcing (Kilminster et al. 2007; Newton et al., 2011b; Buchanan et al., 2014). Indeed, within the health care workplace learners need to take time to understand not only how to apply their clinical knowledge to patient care, but also time to orientate to the clinical ward and understand the ward routine. Further, clinical placements can also be perceived as a burden as clinical supervision can be time consuming, thus impacting on supervisors' primary role of providing patient care. Conversely, there is very little literature on the contributions students make to health services while on clinical placements.

Aim This symposium's aim is threefold. Firstly, it raises awareness of the role of clinical placements for learning across the health settings of nursing and medicine. Secondly, it outlines a methodology for investigating students' learning and contributions to health services during clinical placements. Thirdly, research findings will be presented from the contexts of nursing and medicine, detailing students learning and contributions while on clinical placements. The studies were informed by the theoretical frameworks of Communities of Practice (Lave & Wenger, 1991) and Practices of Community (Gherardi, 2009) to better understand the intersections and impact of both context, culture and practices on clinical placements. The focus of the projects was on the multi-directional benefits and values of learning in practice placements. The projects have utilised a mixed-method approach underpinned by ethnography incorporating fieldwork observations of students, interviews and surveys.

Three papers

Paper 1: What is known about bi-directional benefits of clinical placements in the health professions?

A recent Australian pilot study framed in a sociocultural lens highlighted the bi-directional benefits that medical students' clinical placements can afford (Molloy et al., 2018). These benefits ranged from attending to the humanistic needs of care, acting as "bridges" between patients and specialists and freeing up experienced members of the team to undertake more complex tasks (Molloy et al., 2018 p7). Internationally, work has also been undertaken exploring how medical students' roles can be combined with their learning and meaningful patient care (Gonzalo et al., 2017). With an increasing demand for clinical placements innovative approaches to entry to practice students' placements in nursing has

occurred, ranging from developing community partnership arrangements and reviewing placement scheduling within curricula, to having students and mental health consumers participate together in a recovery program (Perlman et al., 2017). Yet, the full benefit and potential of such practicum experiences is still to be realised. Does learning in clinical practice need to be re-conceptualised to better accommodate the role of context in learning, and the ways in which learners shape the context through their engagement?

Paper 2: A study of medical student learning and contribution

Using ethnographic methods of observation and interviews, and quantitative methods of surveys and activity profiling, we chartered medical students' activities on clinical placements at an outer metropolitan health service in Melbourne, Australia. The approach was also informed by the concept of legitimate peripheral participation. From the pilot study, we developed the Clinical Placement Research Framework. The multiple data collection methods helped to identify how students learn through work as their expertise develops. The activity logs, surveys, and interviews prior to the observation phase helped sensitise researchers to the less visible student contributions. The multi-year level approach allowed us to map the trajectory of contributions as students' skills and autonomy increased. Multiple data collection methods and variety of stakeholder participants allowed for crystallisation of the findings. A multi-phased, mixed methods approach can identify bi-directional benefits, mapping student contributions along a number of dimensions. The Clinical Placement Research Framework provides a means of establishing evidence of the bi-directional impact of clinical placements.

Paper 3: A study of nursing student learning and contribution

Replicating and expanding on the medical students' pilot project, this study aimed to explore the influence and perceived impacts of entry to practice nursing student clinical placements on health services, patients, students, education providers, and the wider community in three Australian health services. A mixed-methods design of survey, observations (ethnographic), interviews including activity profiling to identify learning and contribution activities, frequency of activities and who is involved in these activities was undertaken. The project was framed in the Clinical Placement Research Framework and further informed by Billett et al.'s work on pedagogically rich activities (PRA) and Gheradi's (2009) theoretical positioning of practices of community (PoC). Initial findings across the data collection points will be presented through the lens of Gheradi's practice of community. Given the emphasises that practice of community places on practices or activities, particularly on the practical knowledge carried out in the performance of activities, the interconnection of those activities, and the technologies and social relations involved in the performance of those activities, to elicit student learning and contribution in practice placements.

Shared discussion (bringing together findings from the three papers)

Implications for workplace curriculum design, resourcing along with recommendations on how to support practices of community for clinician educators and students will be explored.

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Poster viewing

Open area near Harris room

Renee Cunial - Praxis and practice architectures of Employment Relations: Transforming practice through critical praxis

The decay of employment relations (ER) as a professional practice is cognisant with a growing neoliberal agenda, marginalisation of trade unions, and decentralised work arrangements. Human Resource Management, as a discipline and profession has flourished in these conditions. It is argued however, that these shifts have constrained pluralist forms of employment relations practice. This research seeks to rejuvenate ER practice through critical praxis, and in doing so reshape the boundaries between ER and HR professionals and practice traditions.

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The proposed research aims to examine the future of employment relations practice from a new perspective. Through a practice lens, I question how efforts to enact critical praxis in employment relations practice were enabled and constrained by the socio-political, cultural-discursive, and material-economic arrangements that hold practices in place. Drawing on the theory of practice architectures (Kemmis et al, 2014) I question how can enabling conditions be sustained, and constraining conditions be changed to bring about critical praxis in employment relations? In doing so, this research contributes to the possibilities of how reshaping the boundaries between HR and ER practice can produce more sustainable practices for the future.

Priscilla Daniels, Tracey-Ann Adonis, Jill Lauren Cupdio-Masters - Facilitating the structured reflection through digital storytelling

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Anneli Eteläpelto - The role of emotions in learning at work: An overview of results from 2016-2019

The aim of this poster is to present major findings of the Role of Emotions in Agentic Learning at Work (REAL) project funded by the Academy of Finland (2016-2019) and investigating how emotions are related to the quality and outcomes of professional and practice-based learning at work. Emotions were understood as individual responses to personally meaningful events and situations. Emotions are manifested as a dynamic phenomenon of dimensional and multi-componential nature, comprising self-assessments, physiological responses and action sequences. Within the REAL project, we have theorized agentic learning at work from a subject-centered sociocultural perspective (Eteläpelto, 2017). In addition, we have widely discussed with researchers approaching agentic learning from other theoretical perspectives and using different analytical lenses (Paloniemi & Goller, 2017). The role of emotions in agentic learning was elaborated in different adult learning contexts, including a leadership coaching program (Hkk et al, 2019), identity workshops of university teachers, physicians, and nurses (Vhsantanen et al, 2017) and CLIL teachers work (Pappa et al, 2017). Emotions in agentic learning were further elaborated in laboratory conditions using multiple methods. These included online self-reports, physiological indicators of the autonomous nervous system (EDA and HRV), and behavioral changes (eye tracking and gestures). Based on our findings, we have also developed Emotion Circle, an on-line application for measuring emotions during the learning processes. The poster presents the most important results of the REAL project. Based on these results, it addresses some implications of emotions being involved in professional learning for workplace and research alike.

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Päivi Hökkä - Emotional agency in organizational change

Although research on emotions in workplaces has expanded, there is still no comprehensive understanding of through which kinds of mechanisms and processes emotions affect in organizations and how the constructive emotions in organizational settings can be supported. Therefore, this research project aims to develop and study new kind of emotion intervention, which can simultaneously enhance organizational productivity and individuals well-being at work. The purpose of the intervention is to support emotional agency which refers to the kind of actions that takes advantage of perceiving and understanding the meaning of emotions at work. The study questions are framed as follows: 1) What kind of emotional agency emerges through emotion intervention? 2) What kind of practices and processes supporting emotional agency are enhanced via emotion intervention? The emotion intervention aims to support both leaders and employees in recognizing, encountering and utilizing emotions in organizational changes. The intervention is implemented in two middle-sized organizations representing health care organization (117 participants) and real estate services (210 participants). The research is being conducted within a mixed method framework utilizing various data collection methods (questionnaires, observations, field notes, video-recordings, interviews, and documents). Longitudinal ethnographic strategy is used in studying the processes and the mechanisms of the changes. In the analysis, we draw on multi-method approaches, utilising statistical analysis, narrative analysis and discourse analysis. The project will produce innovative theorising on emotional agency at work, and provide empirical evidence concerning mechanisms and processes for enhancing emotional agency in various organisational settings undergoing organizational transformations.

Christine Hughes, Theresa J. Schindel, Rene R. Breault - Information Matters: Exploring pharmacist care planning services using a sociomaterial approach

Governments and public look to community pharmacists to provide expanded primary health care services, such as care plans with follow-up. A sociomaterial approach was used to explore the relationships and interactions between human and non-human 'things' that contributed to pharmacist care planning services in Alberta, Canada. A longitudinal comparative case study methodology facilitated an in-depth investigation of 4 community pharmacy sites engaged with care planning services. Methods of data collection included semi-structured interviews (patients, physicians, nurses, pharmacists and pharmacy technicians), direct observation, and document review focused on care planning activities, or practice. Data were analyzed using a constant-comparison method. The sociomaterial approach highlighted information sharing that occurred through social and material (e.g. care plan document) interactions. Social interactions changed relationships and promoted collaboration and teamwork, both internal and external to the community pharmacy. Care

plans represented material artefacts that rearranged work, placed the patient at the centre of care, and supported decision making. Social and material interactions as a result of the care planning service made the professional practice of pharmacists more visible and sparked insights regarding pharmacists' expertise and boundaries with respect to primary health care. Applying a sociomaterial approach to study care planning services highlights the importance of information in pharmacy practice and how the material elements of practice- such as care plan documents- matter to practice. This study also draws attention to care planning as an active, material, and situated practice.

Rosemary Lysaght, Alik Thomas, Cori Schmitz, Elizabeth Anne Kinsella, Margo Paterson - The Evolution of a Community of Practice in Educational Research: Advancing Practiced-Based Knowledge

This poster presents an ongoing case study examining the evolution of a Canadian community of practice (COP) supporting research on occupational therapy (OT) education. OT educators, like those in other professions, must build knowledge for education practice that attends to theoretical, empirical and practice-based dimensions. Participants in the COP comprise academic researchers, educators and professional practice co-ordinators with diverse interests ranging from theory-based empirical projects to evaluation of discrete educational initiatives. The national membership includes a mailing list of over 40 educators spread across 4 time zones. Methods: The project began with a review of literature on the use of COPs in education and professional fields. Data for this study examined longitudinal change through review of attendance records, meeting minutes, quarterly reports, and project development and outcomes, as well as organizers' insights about the affordances and challenges of developing the COP. Results: Early findings show that the community has experienced continued growth over the first three years. Consistent with COP theory, more intense engagement has been observed around the shared project of a subset of members. Observed features of the COP contributing to social and professional capital of members include: sharing of resources, raising the profile of educational research, building a sense of community, and participating in education/research collaborations. Challenges have involved logistical issues, including sharing/archiving of materials, enlisting administrative services, and creating common ground across a diverse membership. Sustainability has been secured through the financial and technical support of a national organization and an oversight committee.

Anne Nguyen - Enacting Workplace Learning: An Actor-Network Theory Analysis of Solar Electrical Contractors' Practices

How is learning in contract work enacted? Despite the increasing prevalence of contract work, existing literature on learning in contract work is limited, often focusing on training programs and exploring learning either as an individual acquisition or as sociocultural participation. However, significant learning is enacted on work sites, intricately involving both humans and non-humans. This research examines how learning in contract work is enacted in practice, in the solar industry, a dynamic learning environment characterised by

technological changes, evolving policies, a growing demand for renewable energy, and a skill shortage. Through the lens of Actor-Network Theory, this study uses qualitative methods – observation, interview and document review – to analyse solar electrical contractors’ practices across 35 days of solar installation. Empirical evidence shows how learning in contract work involves continual attuning to connections and disconnections of emerging and stabilising worknets. This study reconceptualises workplace learning as worknet learning, arguing that such attuning and connecting enable contractors to learn, beyond individual acquisition and sociocultural participation, in order to build success amid the dynamic demands of contract work.

Margo Paterson, Marta Straznicky and Heather Merla - Expanding horizons for PhD students: Unforeseen and unexpected outcomes working in community-based organizations

This provocative presentation will foreground a PhD-Community Initiative (PhD-CI) which is an institutional-level experiential learning program for doctoral students at a Canadian university. The focus will be on outcomes and lessons learned about designing effective experiential learning activities specifically for graduate students. The PhD-CI launched in the autumn of 2016 as a means of fostering mutually beneficial collaborations between community-based organizations and interdisciplinary teams of PhD students mentored by university alumni and retirees. To date, 59 students and 14 local organizations have participated in the initiative, providing valuable insight into the benefits and challenges of translating the unique skills doctoral students bring to community-engaged research beyond their disciplinary training. Students gain experience working as part of an interdisciplinary team and build their professional skills (e.g., project management, leadership, interpersonal and inter-professional networking). Organizations leverage PhD students' talent, energy, and advanced research skills to help them meet a strategic goal. The program has had overwhelmingly positive results, including the identification of areas that pose unique challenges for graduate-level experiential learning activities: targeted preparatory workshops/training, integration with formal program requirements, partnership agreements, learning outcomes, self-reflection, and the impact of the program on students' diverse professional and career goals. We will share our findings of unexpected, unseen and intangible outcomes around the issue of intercultural awareness which has been a tremendous learning opportunity for students and mentors. We will encourage participants to focus on how learning in practice can result in unexpected knowledge outcomes applicable in a variety of international settings.

Shaun Peter Qureshi - Examining newly graduated doctors workplace learning about the approach to the end-of-life through the lens of Cultural Historical Activity Theory

Introduction Clinical guidance promotes anticipating the end-of-life (EOL) therefore it is insufficient for physicians to know how to care for patients already identified as dying. This thesis investigates current workplace influences on newly graduated doctors in understanding the approach to EOL. It is grounded in sociomateriality: considering

knowledge as co-constructed between individuals in interactions between bodies and materials. Cultural Historical Activity Theory (CHAT) provides a corresponding analytical framework.

Methods Data were generated through complementary qualitative methods. UK medical literature informing doctors about EOL care was analysed using Qualitative Content Analysis. Empirical data generated through fifteen semi-structured interviews with newly graduated UK doctors was analysed using inductive Thematic Analysis. Findings were examined through the lens of CHAT.

Results The approach to EOL is not understood as a discrete entity but linked to practice and judgements about patients and treatments. Newly graduated doctors are ostensibly the most junior within the multi-disciplinary community but are frequently responsible for assessing deteriorating patients. Development of understandings occur in dynamic ways, mediated by cultural artefacts: tools (e.g. DNACPR, nurses input); internally orientated signs (e.g. age). Contradictions in the system provided barriers to workplace learning, e.g. organisational rules that hospitals prolong life by default.

Discussion Understandings of the approach to EOL are learned about by doctors through practice. System-based contradictions could be focuses for intervention to improve workplace learning, potentially incorporating a change laboratory model. Future research should investigate activity of other MDT members, and consider how contradictions between interacting systems influence understandings of patients approaching EOL.

Sarah Stein - From teaching on-campus to teaching at a distance: Wrestling with critical changes to understanding and practice

Challenges to understanding the changing nature of teaching and learning is often confronting for teachers I work with. My university is campus/contact focussed, with a strong commitment to distance education in predominantly, but not exclusively, postgraduate, professionally-oriented, areas where the university has particular expertise and where offering distance programmes makes sense for potential students.

Jinqi Xu - Beyond rote learning: Re-viewing memorisation with a practice-based approach

The paper aims to contribute to the discussion about the importance of memorisation as part of the learning repertoire used by Chinese business students, who are more likely to become future accountants or financial professionals in their areas. Despite the existence of many critiques of views that categorize and simplify Chinese students use of memorisation as deficient, rote learning, these views persist. This paper adds to the growing body of literature that rejects oversimplified views of memorisation and argues that the sociocultural and educational embedded memorising is the performance of a complex bundle of practices of the bodily doings, sayings, materially mediated (Schatzki, 2012). More importantly, memorising is emergent to the students bodily repertoire that was learned through practices since their childhood (Reich and Hager 2014). The embodied relational

understanding (Tordes 2010) connects with the body, mind and materiality, and through the practices allows students to form authentic sensemaking that goes beyond the cognitive activities, such as writing, summarizing, translating and is emergent in the learning and knowing in practices (Nicolini, 2012, Ghehardi 2009, Hopwood, 2014). Ethnographic methods were used to collect data over 18 months identifying the practices used by students and how these practices relate to their learning experience at a foreign university. A practice-based theoretical framework was used to analyse the data and presented to illustrate students utilising memorisation in the embodied bundles of practices to help them to understand the difficult concepts in a foreign language. Through the practice lens, what do students do and say, the materials students use, and their existing repertoire of sociocultural and educational practices are presented and become visible.

Session 3

Harris room

Tove Törnqvist, Mattias Ekstedt, Sally Wiggins, and Madeleine Abrandt Dahlgren - Promoting and/or demoting professional perspectives in an interprofessional tutorial group

Interprofessional collaboration (IPC) is considered an important aspect of future health care. Universities must therefore arrange interprofessional education (IPE) to increase students' abilities to work together across professional borders. Following that, there is an ongoing debate when IPE activities are most suited in the educational program. During early stages, to prevent the establishment of professional silos, or during later stages of their education, when students are equipped to express professional perspectives. However, there is limited research supporting either of these arguments. The aim of the study was to identify if, when and how different professional perspectives are expressed in interprofessional tutorial groups during the early stages of the students' undergraduate education. Four groups were video-recorded during 7 tutorials, making a total number of 50 hours of recorded data. First year students in a problem-based learning setting, comprising medicine, nursing, occupational therapy, physiotherapy and, speech and language pathology participated. Each group consisted of 7-9 students and 1 supervisor. The video-recordings were analysed qualitatively with a practice-oriented approach. Findings show that students express professional perspectives depending on different material and social aspects that promote or demote them to do it. These aspects also affect when and how students express professional perspectives. Overall, they express professional perspectives although few, and when doing so the perspectives tend to be briefly mentioned rather than thoroughly discussed. The efforts of the supervisor have shown to be one way of promoting or demoting professional perspectives, another one is the assignments and scenarios being used during the tutorials.

Soili Paananen - The entangling of the social and the material: Interprofessional and networked knowledge co-construction in practice

The article examines the dynamic microprocesses underlying a practice aimed at fostering interprofessional knowledge co-construction. The study's theoretical underpinnings are linked to sociomateriality, and especially to the way in which a practice is constituted through sociomaterial processes and how the social and the material become entangled in that processualization. These unfolding processes occur between people in different positions and teams who possess various types of expert information and professional experience. The sociomaterial actions advance the way in which knowledge creation is organized in a networked way. The findings are based on ethnographic research that was conducted during international crisis management exercises between 2014 and 2019. The specific aim is to uncover the sociomaterial processes through which situational awareness is constructed, with a special emphasis on collaborative professional knowledge. The research site was the operation centre, whose task is to monitor the crisis situation closely and to construct an up-to-date situational picture that provides relevant information based on the contribution of experts from various fields. It is through this practice, and its sociomaterial entanglement in particular, that knowledge collected from different professional teams is constructed in order to achieve an overall picture that is as realistic and as collectively agreed upon as possible. These related teams form a network that produces information from different competence areas to meet the situational need. The article contributes to the theoretical discussion by demonstrating how these entanglements constitute sociomaterial processes through which the organizing of interprofessional knowledge co-construction is performed.

Sally Wiggins, Madeleine Abrandt Dahlgren, Mattias Ekstedt, Eva Hammar Chiriack, and Tove Törnqvist - Breaking the ice: How students present themselves to the group in an interprofessional problem-based learning context

In health care organizations, interprofessional teamwork is becoming a common way to organize health care services. In medical education, interprofessional education (IPE), is also gaining momentum. Combined with Problem Based Learning (PBL) students learn not only to become socialized into their own profession, but also to be able to understand the perspectives of another profession and combine this effectively for the tasks in hand. The first time that students meet for a PBL-tutorial is important for setting the framework for the rest of the PBL process. When students are working in interprofessional groups there is the additional complexity of establishing common ground while maintaining one's own professional focus. We provide an analysis of the early moments of the first tutorial in which students introduce themselves to their fellow group members, asking how do students present themselves in a new IPE group? Data are taken from 50 hours of video-recorded problem-based IPE tutorials. First year students comprising medicine, nursing, occupational therapy, physiotherapy, and speech and pathology therapy are involved. In total, four groups of students, each with between 7 and 9 students were video-recorded for 6 weeks, containing seven tutorials. Results show that while each of the groups demonstrated different ways of structuring the introductions, a common pattern was that the students'

responses closely followed those of the tutor's ways of introducing themselves. The students presented themselves, therefore, in a manner which maintained a fairly normative pattern to not overtly position oneself in a professional identity over an academic identity.

Jones room

Sarah Stewart, Kitty te Riele, and Elaine Stratford - A spatial approach to understanding teachers' 'classroom readiness' for teaching literacy

Initial teacher education (ITE) has been subject to substantial scrutiny over the two decades, both locally and internationally. Fuelled by concerns about teacher 'quality', the 'effectiveness' of teacher education has been repeatedly called into question, spawning over 40 inquiries into different aspects of teacher preparation in Australia. Among the key concepts central to the debates surrounding teacher education, is the notion of 'classroom readiness'. Mandated by policy-makers, assessed by teacher educators and struggled with by novice teachers, the concept of classroom readiness looks different for stakeholders in various spaces. Drawing on qualitative data from a research project reviewing literacy teaching, training and practice in Tasmanian Government schools, this presentation will use a spatial approach to explore disconnects and disjunctions in understandings of what it means to be 'classroom-ready'. Our findings suggest that, despite a tightened regulatory environment, intended to assure teacher quality, and the best efforts of teacher educators to produce competent and capable graduates, most pre-service teachers emerged from their degrees feeling seriously under-prepared for the demands of 'teaching literacy' in 21st century classrooms. We suggest that taking a spatial lens to the concept of classroom readiness invites a more nuanced understanding and an examination of the multiple perspectives at play. Reconceptualising classroom readiness, not as an endpoint achieved on graduation, but rather as a non-linear ongoing process of 'becoming', opens up possibilities for stakeholders to take collective responsibility for career-long teacher development.

Alexis Anja Kallio - Interrogating intercultural competences: Towards relational professionalism in music teacher

Internationally, teacher education programs are facing challenges as to how to engage with diversity and prepare graduates to teach in a fast-changing world. Intercultural competences have been seen as essential skills and dispositions to cultivate amongst future education professionals, aiming beyond interpersonal respect and recognition to larger societal issues such as social cohesion and integration. However, acknowledging that pluralism does not always result in shared values, just what intercultural competencies are, and how they can be supported in teacher education warrants critical attention. In this presentation, we consider the ways in which intercultural competencies function as part of a broader relational professionalism, requiring an ethical readiness to engage with difference and to step outside of ones comfort zones. We draw upon Finnish student-teachers reflections as part of two intercultural learning experiences. In unfamiliar socio-

cultural contexts, student-teachers described their experiences as requiring complex metacognitive and emotional work. These learning processes exceeded those depicted through existing models of intercultural competence that are reliant on visions of best practice or the mastery of pedagogical skills, as student-teachers faced paradoxes and tensions that demanded patience, tolerance and compassion - not only towards the Other, but towards themselves. Such opportunities for student-teachers to exercise critical reflexivity in relation to their own values and professional acculturation may be essential for developing intercultural competencies as part of an education for social change. Thus we argue that teacher education needs to offer opportunities for student-teachers to embrace politicised and uncomfortable situations, in situating their own professionalism as always in-relation.

Broadway room

Jacqueline Larkin, Ros Cameron, Ingy Shafei, and Aaron Wijeratne - Portfolio careers of online learning facilitators: What can we learn?

As the gig economy grows, and the nature and future of work is rapidly changing, portfolio working can be a way to stay agile. Portfolio working is how an individual organises their work and career, and entails multi-faceted employment, multiple streams of income, and flexible forms of self-employment. One of the fastest growing group of portfolio workers are highly skilled self-employed independent professionals (IPros), variously referred to as freelancers, sole traders and contractors. The rise of IPros marks a distinctive shift to a more collaborative way of working and demands policy makers and client organisations to devise customised initiatives to support IPros, yet, IPros are virtually invisible in the academic literature (Leighton and Brown, 2016). In Australia, over 1 million people work as independent contractors (ABS, 2018) and it is vitally important to understand the challenges and opportunities associated with the rise of this contemporary group of workers (McKeown and Cochrane, 2017). This paper presents the findings from an Australian case study of IPros employed as online learning facilitators (OLFs) at a private higher education provider. The study explored the careers of OLFs in terms of motivations, choices, satisfaction levels and organisational support. The study adopted a sequential mixed methods research design and involved two sequential phases of data collection with semi-structured interviews in Phase one that informed the survey design in Phase two. This study contributes to the dearth of literature on IPros in Australia, particularly in fully online teaching environments.

Päivi Hökkä - The development and validation of emotional agency at work measure

Agency has proven to be a fruitful concept in understanding and enhancing professional learning and change in work organisations. However, despite fairly intensive recent research on agency at work, professional agency has been mainly understood to be rational and goal-oriented action, and the importance of emotions has been neglected. Therefore, we aim to elaborate the connection between emotions and agency and to develop and validate a

quantitative measure to explore emotional agency in working life. Empirical data (N = 200) was collected via a web-based, theoretically informed questionnaire within the professional domains of healthcare and real estate services. The questionnaire items were developed based on a theoretical construct of emotional agency in which emotions and agency are understood through a subject-centred sociocultural approach that emphasises the integration of the individual and social perspectives of these phenomena. The structure of emotional agency was initially analysed via an exploratory factor analysis. Then, using exploratory structural equation modelling, the structure of emotional agency was investigated with a view to confirmation and validation. The results indicated that the structure of emotional agency included two dimensions: emotional competence at work and influencing emotions at work. These dimensions were separate but positively and closely linked to other emotion and work-related constructs specifically, work engagement and psychological safety. The study enriches the current theory of professional agency and emotions by recognising their connection. This novel emotional agency measure could also be useful in researching professional learning and change in organisational contexts.

Wattle room

Tim Fawns, Tamara Mulherin, Dai Hounsel, and Gill Aitken – Seamful learning in professional postgraduate education

Workplaces are complex, dynamic, interdisciplinary spaces, where practices are emergent and cannot, therefore, be predetermined. Somewhere between developing predetermined, base skills and knowledge, and adapting “on the fly” to situated, contextualised conditions, there must be a capacity for the dynamic learning of things that do not yet exist. This, we argue, should be an important focus of professional education. In order to understand how higher education can support the development of this capacity, we explored convergences and divergences of learning, teaching and assessment at university, with learning and performance in the workplace. We interviewed a total of 14 teachers and professionals studying part-time, across a range of disciplines, including medicine, architecture, law and allied health professions, about what is important within the workplace and how that is, or is not, supported through higher educational practices. Using a sociomaterial lens, we have produced an account of seamfulness across educational and professional settings, manifested through forms of assessment, regulatory bodies, technology and materials. Each theme represents ways of patching contexts together (e.g. accreditation stitches requirements of professional practice into educational approaches). We discuss how such seams can reveal the limitations and possibilities of classrooms and workplaces as sites of professional learning, and how fluidity and transparency – often sought after in curricula – may be counterproductive to the development of the adaptive capacity required for successful integration into successive, dynamic practice settings.

Symposia

Thomas room

Margaret Bearman, David Boud, Rola Ajjawi, Sue Bennett, Joanna Tai, Rachelle Esterhazy, Michael Henderson, and Elizabeth Molloy - Examining the taken-for-granted in assessment and feedback

Assessment and feedback are vital components of higher and professional education but research is often dominated by either measurement theorists or cognitive perspectives, where objectivity can be valued over meaningfulness. This overlooks the complex social arrangements that underpin our higher education systems, and doesn't take account of the texts, objects, relationships and spaces that sustain and constitute assessment and feedback practices. This symposium questions the assumptions that assessment research is only about teachers making judgements about students' knowledge and skills and that feedback concerns communication of these judgements. What happens if we shift our thinking about assessment and feedback towards dynamic interactions between social and material arrangements? Standards then become performances; assessment design becomes enmeshed in statistical processes; and feedback is about power, time and space as much as it is about comments upon work.

Paper 1 A sociomaterial perspective on assessment standards in higher education: productive spaces and emergent design (Rola Ajjawi, Margaret Bearman and David Boud)

In this presentation, we offer a critical reading of two dominant discourses of the contemporary use of standards in assessment in higher education representation and participation. We introduce a third discourse that of performativity of standards using a sociomaterial framing. Each perspective foregrounds particular realities and backgrounds others and so influences practice in particular taken-for-granted ways. The dominant perspective prompts educators to make standards transparent for students inferring stability through a written explication. The sociocultural perspective highlights a tacit and more dynamic view of standards suggesting that standards are built by expert consensus and students must learn to meet this community expectation. The third, less discussed, sociomaterial perspective also infers a dynamic view but one that is co-produced through social and material assemblages. Adding a sociomaterial lens offers a view of students enacting and transforming standards which is radically different to meeting a standard, whether an explicit and stable expression or a tacit notion built by a community of practice. Thinking about standards as performance, a dynamic and shifting human-material activity, encourages a focus on emergent activity in design. This opens up a space to think about how assessment designs might invite students to show for themselves how they can meet a represented standard within a particular context rather than the process being overly specified and unnecessarily standardised for them. Student diversity then becomes valued and teachers might meaningfully adapt their feedback practices to support students understandings of the standard and the associated work.

Paper 2 A Practice Theory examination of the grading processes within the Objective Structured Clinical Examination (OSCE) (Margaret Bearman, Rola Ajjawi, David Boud and Sue Bennett)

The Objective Structured Clinical Examination (OSCE) is a familiar and stable feature in medical education. Across the world, students demonstrate competency by rotating through short directly observed performances of clinical skills. We investigated how OSCE design and implementation unfolds across a global network of practices as represented by three medical schools in Canada, Australia and the United Kingdom. We analysed transcripts of 15 interviews with academic and professional staff, drawing from Schatzkis Practice Theory. An analysis of one particular sub-practice, OSCE grading processes, identifies particular social and material arrangements associated with finely grained numerical data and psychometric manipulation, often framed by statistical language, and with limited connections outside of medical education. While academics, examiners and statisticians worked with templates, checklists and statistical software, little reference was made to students or the content of the examinations. Statistical processes were tightly bundled with grading to the point where they were co-constructed; fractures in this bundling produced anxiety that the assessment was invalid. This close examination suggests the stability of the global network of practice and illustrates how the OSCE as a whole is tightly bound with a psychometric view of assessment and a strong medical education focus. The OSCE therefore may be both a consequence and a promoter of a particular worldview. Offering more holistic views of the examination may afford improvements; however these improvements may in its turn dismantle the entire OSCE machine.

Paper 3: Feedback practices in doctoral supervision: a qualitative synthesis (Joanna Tai, Margaret Bearman, Rachelle Esterhazy, Michael Henderson and Elizabeth Molloy)

Feedback is a mainstay of doctoral supervision practice. While there is a substantial literature on the role of doctoral supervisors, there has been a relative paucity of investigations specifically concerning feedback. This study aimed to uncover the feedback practices of doctoral supervision. We applied a framework synthesis approach, based on a sociomaterial conception of feedback. 56 papers containing rich qualitative data about feedback in doctoral supervision were identified through a systematic search of the published literature. Primary authors were from 14 countries predominantly the United Kingdom (17), Australia (15), New Zealand (8), USA (4) and Hong Kong (3). Feedback practices were framed by: broader socio-politico-economical contexts; academic and institutional cultures; and staff and student prior experiences of feedback. Feedback enactments encompassed talk, writing, written comments, progress reporting, space, and in some cases, the absence of supervisor input. Emotional states were part of these enactments: in some cases it was confidence boosting, in others, demoralising. Moreover, the enactments happened over time; so relationships and practices shifted over the trajectory of supervision. Supervisors were often aware of the power they held over students but seemingly less aware that students might be learning how to tell them what they wanted to hear. Traditional conceptions of feedback as information, or even processes

to improve work, ignore the dynamic interaction between feedback, identities and practices.

Day 2

Keynote: Professor Margaret Sommerville

Making the invisible visible: learning for planetary wellbeing

This keynote will begin by making visible the invisible of the Indigenous presences in this land by presenting aspects of a collaborative performance of song and artworks with Darug Artists and Songwriters performed at the Overseas Passenger terminal in 2017, the site of first contact. This leads into a current research project that continues a lifelong interest in planetary wellbeing. *Naming the World* addresses human entanglement in the fate of the planet in collaboration with practitioners and young children in early learning Centres in NSW, Queensland, Victoria and Finland. The presentation will highlight the ways professional practitioners learnt from young children in Djaralinghi, a long daycare in Kingswood. After 12 months of deep hanging out with young children we presented 7 discrete categories of the simultaneous emergence of literacy and sustainability, inviting practitioners to develop pedagogies to further enhance this learning. After a scary and difficult transition, the most powerful and amazing projects evolved, two of which will be presented in detail, 'Becoming bird' with 0-3 year olds and 'The Finland Project' with 4-5 year old children.



Professor of Education at Western Sydney University with a background in adult and professional education and learning. Her ways of being and knowing have been fundamentally shaped by the onto-epistemological challenges of deep engagement with Aboriginal Country, Communities and Concepts over a lifetime. She is interested in alternative and creative approaches to research and writing, and has led a large number of externally funded research projects with a focus on relationship to place and planetary wellbeing.

Session 1

Papers

Harris room

Fiona Wahr - Collecting human data in learning contexts: a changing ethical landscape for educators

Collecting information from others to inform or drive a learning experience is common in adult learning contexts. Examples include photographs, samples of student work for teacher training, patient histories in medical settings and gathering examples of workplace practices. Collection and handling of personal information is governed by privacy legislation and expectations of ethical conduct. Ensuring students are aware of their responsibilities in this regard, including asking them to consider values of respect and fairness, and apply skills of discretion and conducting oneself ethically, is valuable for preparing them for professional life. Typically adult educators are not required to teach the ethics of human data collection associated with learning and teaching activities, excepting in courses requiring formal research training skills. Any ethical concerns in these contexts are dealt with by teacher judgement, where it is assumed the educator is equipped to determine and mitigate the risks. Yet adult educators indicate they not fully aware of the ethical and legal implications, nor approaches to support students to develop their own awareness in this regard. This presentation problematises issues of human data collection associated with learning and teaching activities. It then presents a practical guide to assist educator with identifying the responsibilities and risks of human data collection, how to mitigate these and contribute to the development of students literacy regarding collecting and using human data. This guide, referred to as the Responsible Community Engagement Decision Tree, presents a data collection risk taxonomy and measures to manage these risks ethically and responsibly.

Jinqi Xu - Beyond Rote Learning: Re-viewing Memorisation with a Practice-based Approach

The paper aims to contribute to the discussion about the importance of memorisation as part of the learning repertoire used by Chinese international students when studying in the West. Despite the existence of many critiques of views that categorise and simplify Chinese students use of memorisation as deficient, rote learning, these views persist. This paper adds to the growing body of literature that rejects oversimplified views of memorisation and argues that the sociocultural and educational embedded memorising is the performance of a complex bundle of practices of the bodily doings, sayings, materially mediated (Schatzki, 2012) and is emergent to the students bodily repertoire that learned through practice since childhood (Reich and Hager 2014). The embodied relational understanding (Tordes 2010) connects with the body, mind and materiality, and through the practices allows students form authentic sense-making that goes beyond the cognitive activities, such as writing, summarising, translating but emergent in the learning and knowing in practices (Nicolini, 2012, Ghehardi 2009, Hopwood, 2014). Ethnographic methods were used to collect data over 18 months identifying the practices used by students and how these practices relate to

their learning experience at a foreign university. A practice-based theoretical framework was used to analyse the data and presented to illustrate students utilising memorisation in the embodied bundles of practices to help them to understand the difficult concepts in a foreign language. Through the practice lens, what do students do and say, the materials students use, and their existing repertoire of sociocultural and educational practices are presented and become visible.

Theresa Schindel -Pharmacist prescribing and responsibility: Limitations and possibilities

Recent changes in pharmacists scope of practice permits pharmacist prescribing in some jurisdictions around the world. This qualitative study examined how practicing pharmacists enact and make sense of their emerging roles as prescribers. Using a social constructionist inspired approach to discourse analysis (Potter and Wetherell, 1987) and grounded theory (Charmaz, 2006) , documents describing pharmacist prescribing and interviews with 20 pharmacists authorized as prescribers in Alberta, Canada, were analyzed. Discourses associated with pharmacists prescribing functioned to reinforce the understanding that prescribing roles already existed based on drug therapy expertise and experience with prescribing activities. Yet, discourses revealed tensions between the ideas of prescribing authority as legitimizing an existing role and prescribing as a new role requiring different expertise and experiences. Interview data indicated that, in practice, responsibility associated with the prescribing role following authorization was not as imagined by pharmacists. Responsibility became real through an iterative process of active engagement with information, artifacts, people, and activities as authorized prescribers, revealing a previously unknown tension. As pharmacists gained experience, they created boundaries on prescribing based on their perceived ability to take responsibility, access patient information, and preserve relationships with physicians and patients. Such self-imposed limits on prescribing by pharmacists have ethical implications for contributions to patient care, development as prescribers, and advancing the profession. Ethical considerations include responsibility for therapy decisions to patients not receiving full services and risks to professional autonomy. This presentation will examine how these self-imposed limits restrict the possibilities open to pharmacists that prescribing authority provides.

Jones room

Oriana Milani Price, Lynnaire Sheridan, Renee Cunial, and Melinda Plumb - Revisiting 'praca' and 'demic': shifting practices of the academic profession

Today many academics express concerns with the academe—is this a sign of its decay? Using a practice lens, informed by Kemmis' et al. (2014) theorisation of practice architectures and drawing on the boundaries literature, we question what currently constitutes the professional practices of academic work via an investigation of the phenomenon of Work Integrated Learning (WIL). As a recent imperative in higher education in Australia, we examine how WIL may be enacted in academic work, potentially reconfiguring aspects of academic practice and boundaries in this profession. The 2017 Australian Government

Higher Education Reform package (Australian Government, 2017), and subsequent performance-based funding, requires that WIL be embedded into degrees (Australian Government, 2019). Traditionally, however, WIL has been enacted in “practical” industry-accredited degrees (i.e. nursing, teaching) or only championed to achieve a specific learning objective or to enhance the marketability of degrees (ACEN, 2014; Patrick, Peach, & Pocknee, 2009). How do the traditional professional practices of academic work fit within these new agendas?

By focusing on the practices of academics already engaged in WIL in a higher education institution, we re-visit the concept of ‘pracademic’ to consider how ‘praca’ and ‘demi’ practices are enacted and performed. Our research findings suggest that the various enactments of WIL, embedded, constrained or enabled by the practice architectures of Higher Education sector, have implications for both decay and reformation of academic practice and academic profession. This examination of WIL in Higher Education is a conduit to thinking around the boundaries of academia and what might be emerging academic profession(s).

Mary Dyer - Practitioners with degrees or graduate professionals: Early childhood education and care practitioners’ engagement with HE study and workforce professionalization in England

Workforce reform strategies in the English ECEC (early childhood education and care) sector intended to professionalise the workforce have introduced higher-level qualifications including degrees, but have not included a mandate for graduate-led practice. This paper draws on narrative data from semi-structured interviews with 23 graduate ECEC practitioners, asking the previously unasked questions – what does it mean to them to be an early years practitioner, and has increasing human capital alone (Hargreaves and Fullan, 2012) professionalised this workforce? Previous research argues that their vocational habitus, in combining class, education and gender, restricts their access to social capital (Colley et al, 2003), limiting their level of professional agency. Osgood (2012) challenges this gender and class inflected perception of the workforce, problematizing instead how professionalism, and the contribution of practical and relational knowledge, is understood.

Data analysis using the Listening Guide (Doucet and Mauthner, 2008) foregrounds practitioners’ voices, exploring their understanding and articulation of their role and status. Findings indicate that although specialist knowledge has increased, academic knowledge and practical skill remain separated, and practitioners’ constructions of identity continue to privilege the interactions and relationships of their immediate practice. Transformative professional education, that raises awareness of the impact of social and political ECEC policy drivers, and challenges their naïve articulation of identity, is required to develop the social and decisional capital needed to support a stronger claim to professional status (Hargreaves and Fullan, 2012).

Broadway room

Karin Valeskog, Hans Miller, Hans Rystedt, Samuel Edelbring, Johan Creutzfeldt, Madeleine Abrandt Dahlgren and Li Fellinder-Tsai - Virtual goes embodied: Students learning through visualization of trauma biomechanics in a virtual patient case

The aim of this study was to explore how interprofessional learning and collaborative problem-solving can be supported with computerised virtual patients. Learning the basics of human structures and functioning is the foundation for all healthcare education programs. New visualization techniques and virtual environments may provide possible means of designing for this learning in new ways. In this study, ten interprofessional groups of three students enrolled in different programs, (medical-, nursing and physiotherapy-/occupational therapy students) were video-recorded while interacting with a virtual patient case. The recordings were transcribed and analyzed according to established principles for video-analysis. Subsequent focus group interviews with students were undertaken, transcribed and analyzed thematically. The findings indicate that the visualization of how the cervical spine fractures seems to stimulate the students affective and embodied understandings of anatomy, biomechanics and pain related to the specific case. The affective and embodied understandings were demonstrated through the students facial expressions, reasoning and gestures as they watched the visualization, using their own bodies to locate anatomical structures and explore limits of movement in the cervical spine. In addition, the findings indicate that the visualization program induces interprofessional clinical reasoning among the students by making different professional knowledges relevant in the discussion of the virtual patient case. This study contributes a fragment to the understanding of how learning with visualization can be developed. Further research and development are needed in order to explore the full potential of the visualization technology for educational practice.

Torben Nordahl Amore, Paulin Andrill, Lena Oxelmark, Peter Dieckmann, and Hans Rystedt - Exploring complexity in interprofessional simulation-based learning

At the core of professionalism in healthcare is to assure patient safety through efficient interprofessional teamwork. The use of simulations is acknowledged as an educational tool for training teamwork, usually with an emphasis on following pre-established guidelines and algorithms. A problem, however, is that such an approach does not take into account the complex and emergent nature of everyday care and needs for team members to adapt to a variety of unpredictable events. On this background, a set of design principles for post-simulation feedback were developed aimed at going beyond mere rule-following. A design-based research methodology was applied to develop, test and refine principles for post-simulation feedback for nurse and medical students. Through a series of focus groups with facilitators a set of design principles were elaborated and tried out in subsequent debriefings. The focus groups were video recorded and the entire data set was subjected to content analysis. The first, design principle, unpacking complexity, aims at helping students to explore situations perceived as messy and to discover different potential solutions. The objective of the second, learning from success, is to preserve the complexity of simulated events as a basis for focusing on solutions and reframing potential

shortcomings into actionable strategies. Finally, deepening reflection, points to needs for addressing, on a concrete level, triggers of problems, how they unfold and their consequences. A major conclusion is that these principles may help to prepare students for the complex nature of real-life team-work, which will be further explored in upcoming studies.

Symposium

Thomas room

Ann Reich, Terrie-Lynn Thompson, Arda Oosterhoff, Ineke Oenema-Mostert, Alexander Minnaert, Jordan Maclean, Anne Nguyen, and Aileen Ireland - Lightbulbs and blackouts: Sociomaterial and more-than-human approaches for attuning to and analysing practices

Research interest in sociomaterial practice-based approaches to work and learning are increasingly making rich contributions to a growing base of theoretical and empirical scholarship. However, these perspectives raise important methodological challenges: how researchers question what practice is, unpick the learning and knowings entangled in practices, and position the human vis-a-vis other actors. Such research draws from diverse theoretical constructs, not yet well-reflected in standard research methodology texts. In what new innovative ways are researchers approaching the sociomaterial? How does one ethically embrace the fluid and often shadowy materially-saturated spaces of work-learning practices? These research practices are often black boxed (seemingly hidden and unknowable) with glimpses afforded only by careful reading of empirical studies. Drawing on several theoretical perspectives, this symposium peers into these black boxes. Given the strides forward in materiality focused research, it is timely to also critically debate what makes a good more-than-human research account and examine how this research embraces traditional qualitative ideals while also pushing into new terrain. We aim to spark lively discussion on the complexities of research conducted with sociomaterial and more-than-human sensibilities to attune to and analyse practice, knowings, and pedagogies at work.

Paper 1 Meeting ontologies (Arda Oosterhoff, Terrie Lynn Thompson, Ineke Oenema-Mostert, Alexander Minnaert)

Mixed method designs are increasingly prevalent. Theory on mixed method research designs often focus on the combination of two broad categories: qualitative approaches and quantitative techniques. In my PhD study, focusing on the professional practice in Dutch early childhood education, I applied an open, exploratory, mixed method research design. In the run of the research process I was inspired by scholars that work with Actor-Network Theory (ANT), highlighting how people and things, assembled in networks, co-constitute practice. Once travelling in this sociomaterial landscape, this particular orientation to the world not only offered fresh answers to my research questions, but also affected my way of 'seeing' (professional) practice. Practice-oriented methodologies, like ANT, may add fresh insights into the purpose and usage of mixed method designs, insights that transcend traditional distinctions between qualitative and quantitative methods. I will use my empirical work to help illuminate that a multi-methodological approach could be an attempt

to accomplish the methodological heterogeneity as well as the methodological humility which are needed to capture the emerging multiplicity of professional practice.

Paper 2 Unravelling the translations of the Fitbit as a centre of digital self-tracking calculation (Jordan Maclean)

One might assume sport coaches are *experts* in thinking relationally as they do, after all, have to consider how their 'lieutenants' (Latour 1992) work together in any given practice. If true, then coach developers who coach the coaches might be thought of as *superior* experts in relational provision. If also true, then a relational inquiry into coach education programmes is necessary for conceptualising learning. But, previous conceptualisations of learning have neither considered relational analyses nor viewed learning as something that is not derivative from the coach. In this paper, I aim to reconceptualise learning in coach education programmes informed from the relational materialism of actor-network theory. I conclude with implications on rethinking coaching as a relational practice where objects are taken as a serious *matter* of methodological concern.

Paper 3 Revealing the silent implements: Enrolling the sensibility of allegory to uncover hidden practices in performing doctoral research (Aileen Ireland)

Humanist qualitative research evolved amidst a desire to understand peoples lived experiences and to address many of the injustices effected by Enlightenment and imperialist epistemologies. Sociomaterial research methodologies go further in asserting that the complexity and uncertainty of experimentation that is required in qualitative research cannot be contained within the strict boundaries that often limit such methodologies and serve as facsimiles of positivism. Allegory, as a sociomaterial sensibility and analytical tool, can make manifest that which might be hidden, or that which is silent (Law & Ruppert, 2016). As such, its use can be seen as an act of resistance: allegory challenges the ways in which knowledge is valued and the ways in which some modes of knowing are dismissed and othered. Using examples from my doctoral research experiences in simulation education in nursing, this paper explores how allegory can surface unspoken, taken-for-granted practices, to open up new possibilities for understanding the research methodologies we choose and their mediation in our research practices.

Paper 4 Attuning data gathering and analysis to humans and non-humans in socio-material research: ANT study of solar electrical contractors learning. (Anne Nguyen)

This paper explores how data gathering and data analysis processes can attune closely to connections and disconnections between humans and non-humans. Through examples from a study using actor-network theory to examine solar electrical contractors' learning, the paper argues that such attuning in sociomaterial based research makes visible the previously invisible, yet important, relations in intertwined practices. Analysing data generated from praxiography methods of observation and interview, this paper presents how these processes open up to close scrutiny the entanglements of these contractors with complex networks of human and non-human actors.

Session 2

Papers

Harris room

Punyanit Rungnava, Lina Markauskaite, and Peter Goodyear - Embodied learning in a technology-enhanced dental simulation laboratory: An ethnographic exploration of enablers and constraints

Background: Simulation-based practice is a constructivist learning approach that aims to develop students professional knowledge and skills by creating for them opportunities to practice those skills in a (close to) real working environment such as a pilot training or a nurse and medical education. Dental education also uses a simulation-based practice to develop students competency in clinical skills. This includes not just learning to prepare the teeth, but also all other aspects of practice, such as body and hand posture. As the growth of technology used in education, DentSim system a technology-enhanced dental simulator, has been developed for pre-clinical dental education. Its purpose is to enable students to practice clinical skills in a laboratory setting that simulates (close to) authentic clinical situations (Judith A Buchanan, 2004; Kikuchi et al., 2013). In addition, students are able to receive real-time feedback from the system.. These features of DentSim system suggest that the students should be able to practice clinical skills independently without teacher assistance. Literature has shown that this kind of dental simulators has advantages compared with traditional simulators (an artificial arch and teeth in a mannequins oral cavity without simulation of full situation and augmented feedback) (Judith A Buchanan, 2004; Kikuchi et al., 2013; LeBlanc, Urbankova, Hadavi, & Lichtenthai, 2004; Quinn, Keogh, McDonald, & Hussey, 2003). However, there is little research on how students actually learn with the technology-enhanced simulators and how to implement this technology into pre-clinical practice courses effectively (Schleyer at al., 2012).

Theoretical and analytical framework: Activity-Centered Analysis and Design (ACAD) framework (Goodyear and Carvalho, 2014) was used to analyse students learning during simulation-based practice. Three main components of design were classified which are; 1) task or epistemic design, 2) set or physical design, and 3) social design (Goodyear and Carvalho, 2014). It is necessary for educators and designers to have a clear structure of the design components situated in the settings. This makes them easily to figure out which components influence the students learning activities at learntime (Goodyear and Dimitriadis, 2013). The understanding of learning activity makes teachers/ educators know what is going on and be able to help students learn (Goodyear and Dimitriadis, 2013). Regarding to the design practice, it is necessary to know the influences of materials and social interaction that are entangled in students learning in order to improve course design and practice. As Markauskaite and Goodyear (2017) argue that professional practice is not just an ordinary practice, but it is also influenced by materials situated in particular practice settings. In summary, an analysis of learning environment is necessary for professional practice to understand the current structure and the relationships between the learning elements.

Aims: This paper aims to; 1) present the influences of technology-enhanced dental simulators in simulation-based embodied practice, and 2) suggest the use of an Activity-Centered Analysis and Design framework in order to (re)design simulation-based practice.

Method: This study was conducted in one dental school in Thailand. The DentSim system is a technological device used in simulation-based embodied practice. Ethnographic research methodology was used to investigate the issues occurred in the current settings, the problematic areas and good things of the DentSim system in a pre-clinical laboratory course that are related to students' learning. Participant observations and ethnographic interviews were conducted to collect the data with thirteen dental students who enrolled in a preclinical Fixed Prosthodontics course. Activity-Centered Analysis and Design (ACAD) framework was used as an analytical framework to analyze the existing learning environment and three main components of design: epistemic, physical (both materials and digital resources), and social design.

Results: Findings show that the students, by practicing with the DentSim alone, were not able to reach the required level of competency. The students' learning processes were influenced by the entanglement of epistemic, social and physical resources situated in the setting. Embodied presence of the dental educators, such as teachers' demonstrations of how to position hands and body, helps students to know what they should correct their hand and body position. Whilst, the discussion between peers enhances their learning experiences.

Discussion: Findings claim the term of epistemic practice, which was mentioned by Markauskaite and Goodyear (2017), that knowledge work in professional practice is rarely separated from the design components - which are situated in particular practice settings. Hence, the design for simulation-based embodied practice should be considered about three main components - personal epistemic resources, materials and social interaction, which are inextricably intertwined in the development of knowledge and skills. The understanding of current structure of design components helps dental educators know how to improve instructional approaches in simulation-based practice such as embedding social interaction and communication between dental educators and peers that gives an opportunity for students to share knowledge and knowing in prosthodontics.

Glynnis Vergotine - South African dental professions: Possibilities and provocations in labour and education

Dental therapists and dental hygienists are midlevel professionals that supplement dentists by offering basic dental services. Over the past two decades legislative advances have sanctioned new possibilities for these professions in South Africa, allowing practitioners independence with additional procedures. This has initiated provocations for the implementation of their work and training. The aim of the study is to examine the extent to which policy amendments have influenced work practices and training of midlevel dental professionals. In this qualitative study, data collection involved the collation and analysis of relevant regulations as well as undertaking semi-structured interviews with various stakeholders. This paper will explore how the expanded scope and autonomy to practice of midlevel dental professions have affected lecturers' perceptions regarding the daily work

practices of therapists and hygienists, and their education and training. This is discussed by way of covering the following themes; First, a description of relevant policy changes for midlevel dental professions is presented, specifically their scope and autonomy to practice. Second, queries of common expanded scope (e.g. local anaesthesia and restorations) are revealed, to illustrate how these are perceived by the university lecturers. Third, the effect of policy changes on the education and training of midlevel dental professions is described. This paper provides an overview of how policy can influence the labour market and professional education. The study reveals provocations amongst dental professions in South Africa which affect work relations, identities and curricula.

Adeline Yuen Sze Goh and Alistair Daniel Lim - Using a practice perspective to understand dentists' professional learning

The practice of dentistry has experienced significant changes over the past decades. In many countries, there is a shift in the trend of how dentists practice due to changes in health care systems, patient expectations, funding and emerging dental technologies, which require adapting to new skills sets. Dentists are also leaders of a dental team, which requires them to be involved in interprofessional collaborations aimed at providing excellent comprehensive dental care for patients. These challenges signal a need to draw on different approaches to understand how dentists learn and work.

In many countries including Brunei, continuing professional development (CPD) has been made mandatory for all dentists, as one of the ways to ensure the standards of dentistry remain high and related to the continued registration with a regulatory body. However, as Reich, Rooney and Boud (2015) argue, most CPD professional frameworks and practices adopt a narrow conception of learning where it fails to take into account the contemporary workplace learning research, where the work context is of paramount importance. As a result, the CPD framework appears to exist independent of the contexts in which practitioners operate. That is, it fails to see that learning is inherently embedded within the everyday work practices. Put simply, CPD should be located within the practice of professionals. Given this is the case, we need to understand how professionals actually learn through everyday practices in the workplaces and how these workplaces in which they practice influence their learning.

There is a continual growth in the number of research which look at how professionals learn in workplaces. However, we contend with Malloch et al (2011) and Hager, Lee and Reich (2012) that these recent research in workplace and professional learning provide limited understanding on the complexity, socio-materiality in practice and collective nature of professionals' practice. A practice perspective could then provide a holistic way of thinking which integrates what dentists do, the context, with whom and for what purpose. In this paper, we seek to offer insights on how practice perspectives could unveil the everyday practices of dentists in the workplaces and the learning that occurs through their practice, through reviewing the recent literature on dentists' professional learning.

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Jones room

Nick Hopwood, Chris Elliott, Khadeejah Moraby, and Ann Dadich - Bridging the gap between clinical practice and everyday life: co-producing care with parents of tube-fed children

Between 20 and 50 percent of young children experience feeding difficulties, and a significant proportion of these require extra support from a range of health professionals (paediatricians, speech pathologists, dieticians, nurses etc.). Plastic tubes are used in cases where children are otherwise unable to feed sufficiently to stay alive. This is called enteral feeding. The Supporting Children with Complex Feeding Difficulties (SuCCEED) study is a collaboration between health practitioners, academics, and parents. This paper focuses on the development of an arm of the study aiming to address gaps between clinical care and the challenges arising in everyday family practices for parents of tube-fed children. The findings *provoke* practitioners into recognising previously unnoticed family needs, and elucidates *possibilities* for coping and for empowering parents to play a stronger role in co-producing better clinical care. It directly addresses the sub-theme of knowledge and ignorance, revealing parents' emergent knowledge and explaining how this can be activated to address gaps in professionals' understanding, and to help parents who are struggling. This further raises questions about practices where responsibilities for care are diffuse (professionals, parents and indeed the wider community). Analysing data from focus groups and interviews with parents of tube-fed children, the paper takes a cultural-historical approach to foreground what matters to parents, understand the mediational means they adopt to 'get on' with everyday practices, and explain production of a web-based resource that bridges the gap between clinical practice and family life.

Eileen McKinlay, Sonya Morgan, Sue Garrett, Jonathan Kennedy, Bruce Watson, and Sue Pullon - Space and time: the influence of the built environment on collaborative practice in primary care health facilities

Quality patient care in primary care settings, especially for patients with complex long-term health needs, is known to be improved by effective interprofessional collaborative practice. Yet remarkably, little is known about how the spatial configuration and interior design of primary care practices might facilitate or hinder collaboration between nurses, doctors, receptionists and other staff. It is known that co-location alone does not ensure

collaborative, integrated care. Staff need to be easily able to engage in timely, frequent, 'on-the-fly' communication which enables ready exchange of immediate, time sensitive information, and is also key in building trust between team members over time.

This presentation explores the influence of spatial configuration and building design on critical 'on-the fly communication' for collaborative care. Using a comprehensive case study approach in three diverse NZ primary care practices, multiple mixed methods of data collection were utilised, including floor plan review, direct observation over time of interactions between staff, and subsequent interviews.

Results revealed that staff frequently engaged, or tried to engage, in many brief micro-conversations in whatever shared spaces were available, despite these often being cramped and/or less than ideal in other ways.

The spatial configuration and interior design of primary care practices has considerable potential to impact positively (or negatively) on staff interaction and their subsequent ability to work effectively in community-based patient-care teams. Although more research is needed, this initial study indicates that close attention should be paid to maximising opportunity for brief frequent 'on the fly' communication between staff in appropriately private spaces.

Isabel Paton - Preparing allied health students for collaborative healthcare practice

Background/rationale Collaborative healthcare practice has been identified as the future of health care due to the potential it offers to mitigate many of the challenges faced by health systems around the world (World Health Organisation, 2010). It is therefore integral higher education ensures healthcare students are adequately prepared for these practice contexts. This oral presentation reports on findings from doctoral research providing insight drawn from the literature as well as research participants, illuminating understandings of collaborative healthcare practice. New knowledge will be presented around collaborative healthcare practice and underpinning individual abilities and qualities key to collaborative healthcare practice. How these abilities and qualities may be best developed in allied health higher education will be described.

Purpose/goal This presentation will challenge and provoke health educators and clinicians to interrogate and expand their current perceptions of collaborative healthcare practice and the preparation of allied healthcare students for this context. New understandings of collaborative healthcare practice and underpinning key individual abilities and qualities will be presented.

Significance/importance to the field The evolution of today's healthcare systems calls on healthcare professionals to practice in a more collaborative, integrated manner across multiple settings (Sebastian, Breslin, Trautman, Cary, Rosseter & Vlahov, 2017). Despite the clear need, uptake of collaborative practice approaches in healthcare settings is slow and inconsistent. Higher education allied health programs also are generally deficient in preparing students for collaborative healthcare practice settings. Clearer articulation of

underpinning collaborative healthcare practice abilities and qualities and how pedagogy may be positioned to best develop these abilities and qualities may improve allied health higher education preparation for these clinical contexts.

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Broadway room

Anne Nguyen - Enacting workplace learning: An actor-network theory analysis of solar electrical contractors' practices

How is learning in contract work enacted? Despite the increasing prevalence of contract work, existing literature on learning in contract work is limited, often focusing on training programs and exploring learning either as an individual acquisition or as sociocultural participation. However, significant learning is enacted on work sites, intricately involving both humans and non-humans. This research examines how learning in contract work is enacted in practice, in the solar industry, a dynamic learning environment characterised by technological changes, evolving policies, a growing demand for renewable energy, and a skill shortage. Through the lens of Actor-Network Theory, this study uses qualitative methods – observation, interview and document review – to analyse solar electrical contractors' practices across 35 days of solar installation. Empirical evidence shows how learning in contract work involves continual attuning to connections and disconnections of emerging and stabilising worknets. This study reconceptualises workplace learning as worknet learning, arguing that such attuning and connecting enable contractors to learn, beyond individual acquisition and sociocultural participation, in order to build success amid the dynamic demands of contract work.

Catherine Raffaele - Questioning mentorship in supporting emerging professional pathways

There is substantial evidence of the value of mentorship in supporting the professional development of novices entering traditional trades and professions. However, the value of mentorship is less understood for novices embarking on non-traditional and emerging professional pathways. As professional pathways are being disrupted by technological and social change, it is imperative that we undertake research to better understand any potential differences in support needs. This paper focuses on entrepreneurship as a non-

traditional professional pathway, with mentoring frequently featuring in entrepreneurial education programs at universities. It draws on findings from a larger study of how new entrepreneurs develop skills and identity, comprising ethnographic participant observation, key informant interviews and individual case studies. Novice entrepreneurs reported mixed experiences with mentoring from more experienced entrepreneurs. While some valued mentorship, others reported mentorship as potentially detrimental. A common issue was that the advice provided did not fit the novices particular needs. Unlike traditional fields where professional learning needs are more established and have less variability, entrepreneurship is an emergent practice with diverse pathways and thus diverse needs. Novice entrepreneurs who reported positive mentoring experiences were more likely to have mentors who could recognise when they lacked expertise in the mentees particular situation and adapt accordingly. Positive experiences were also linked with mentors providing pastoral care and sponsorship. While mentorship can still provide value for non-traditional professional pathways, it is critical to understand how these needs differ from more established pathways if we are to better support emerging professional learning and development.

Emma Scholz and Franziska Trede - Professional voice: A dialogical model for professional identity development

The contemporary world has been described as supercomplex, a state characterised by change, contestation and uncertainty. In such conditions there is a need for models of professional learning that will prepare learners to engage with an unknowable future. The first year of professional practice is a critical developmental period, shaping graduates' future practices to the extent that it has been described as "make or break." With this study we explored how new graduates develop their own professional identity during that first year of practice. We adopted a sociocultural orientation to professional identity as a dialogical and developmental phenomenon, shaped by learner agency as well as by situated practice conditions and contexts. This study adopted a blended dialogic narrative research approach including a series of in-depth interviews and integrated workplace observations with eleven new graduate veterinarians in Australia.

A conceptual model was developed, in which new graduate professional identity development can be represented as a process of striving for a professional voice. Through storytelling, and inward and outward facing dialogues, participants described how they struggled and strived for a sense of practice capability and moral authenticity. In making their engagement with professional practice explicit and meaningful, they purposefully trained and strengthened their own professional voices, creating a dialogic space of reflexive inquiry and agency in which they could enact pragmatic professionalism and envisage future practice wisdom.

Symposium
Thomas room

**Jade Kennedy, Julia Avena, Alisa Percy, Grant White, Leonie Miller, and Teresa Treweek -
An Aboriginal way towards curriculum reconciliation: Professional learning in practice**

This symposium represents an approach to professional learning in higher education related to the notion of build knowledge based relationships between institutional ways of working and disciplinary Knowledges with the relevant Aboriginal Knowledges and perspectives in university context. The presenters are all members of an educational development grants program Jindaola at the University of Wollongong. This program led by the academic development unit, in collaboration with a local Traditional Knowledge Holder and selected elders from community engages participants in an Aboriginal way towards Curriculum Reconciliation. Curriculum Reconciliation is a term we use provocatively in the professional learning context to describe a process of journeying participants across Country to decolonise and deconstruct their approaches to knowledge, learning and teaching, while engaging them in the negotiation of establishing authentic knowledge-based relationships between Aboriginal Knowledges and the relevant disciplinary knowledges. At the heart of this journey, the participants grapple with their reflections on knowledge and ignorance as they attempt to reconcile the intersection between multiple worldviews. As a University, this Aboriginal way has led to a deep questioning of how professional learning is conceptualised in the academy. The way privileges the values of respect, responsibility and reciprocity, and the method of routine, regularity and relevance. In contrast to the neo-liberal emphasis on efficiency, individualism, and the mass consumption of pre-packaged knowledge as the primary means for learning and engagement with knowledge, Jindaola emphasises the importance of investing in time, relationships, experience, and reflection in the learning process while sitting comfortably in the awkwardness of the unknown.

Paper 1: - Discovery and other colonial euphemisms: embedding Aboriginal Knowledges at UOW Library with Jindaola (Grant White (Cohort 3: Library Team))

The award winning Jindaola programme aims to embed Aboriginal knowledges and perspectives into the teaching and research activities at UOW. The Library, as a central entity in the information landscape at UOW, has engaged with the programme to develop a deeper understanding of our place in the landscape and our role in demonstrating and encouraging the way of doing things across the campus. Central to our journey was the exploration of our ignorance of culture, place and the potential impacts on scholarship intrinsic in our reliance upon the “pale, male” hierarchical classification systems that privilege a historical worldview and other practices increasingly at odds with modern learning and the Libraries vision of “transforming the way people discover and engage with information”.

This transformation must come from within, and begins with awareness. We do not so much “discover” new things, but recognise our ignorance of what always has been. Our experience of Jindaola is individual and frequently dissonant. The right way within the context of our landscape, is not always obvious or free from frustration and fear but as we engage with it we move closer to a place where our ignorance sits comfortably upon us and we are ready to learn.

This presentation will describe the process the UOW Library has taken in embedding Aboriginal Knowledges and perspectives into the Library's practise..

Paper 2: - Extending the Assessment Base for Critical Reflexivity: Embracing Learnings from an Aboriginal Way (Leonie Miller & Jade Kennedy (Jindaola Cohort 2: Psychology Team))

An important prerequisite for cultural competence is the development of critical reflexivity, namely a critical questioning of the influences our own worldview has on the judgements we make about our own cultural environment and others', and the consequent meanings and derivatives we often ascribe to cultural difference. Necessarily, the process of decoupling from a single worldview requires that an individual be prepared to be vulnerable and not default to dominant cultural positions as a means of securing a sense of safety. Accordingly, how educators structure learning activities and assess them will directly influence the degree of threat students can experience when engaging in the process of developing capacities like critical reflexivity. Western methods of assessment contain cultural elements (e.g. a deficit focus, competitive ranking, a hierarchical power relationship, and a desire for instant, uncomplicated assessment measures) that are problematic, in that they can motivate inauthentic engagement from students, who adopt self-protective, avoidant strategies in their 'learning'. This conceptual presentation is drawn from the experiences of the second Jindaola cohort, who completed the program six months ago, and examines a learning philosophy and assessment practice drawn from an Aboriginal perspective. Specifically we draw on the Yuin Nation Knowledges, as a means of broadening the learning and assessment space for educators and students alike. We argue that these methods are a valuable complement to existing practices, particularly in the context of developing deep, meta-cognitive capacities that demand the appraisal of fundamental, implicit beliefs and attitudes.

Paper 3: - Jindaola: Embedding Indigenous Knowledges into mainstream medical and health science curricula (Teresa Treweek & Jade Kennedy (Jindaola Cohort 1: SMAH Team))

Significant risks exist in the process of embedding Aboriginal Knowledges - protocols to avoid tokenism and cultural knowledge appropriation were developed to preserve the 'cultural capital' that Aboriginal Knowledges and perspectives represent. However, for our team of medical, science and health academics, that was the easy part. An authentic approach to embedding traditional Knowledges into curriculum, and one that reduces the risks identified above, is heavily reliant on non-Aboriginal academics becoming students of the process themselves. This meant engaging in whole days of learning throughout the year in order to better understand the way. Put simply, this meant that experts in their respective fields had to become 'comfortable in the discomfort' of having no expertise at all - in fact, of not knowing anything. Upon entering the yarning circle, team members learned to cast off their titles and positions, to be humble rather than proud, to listen rather than to speak, to be open rather than guarded, and to give of themselves in order to fully commit to the personal transformation that is Jindaola. Perhaps the most challenging aspect of the journey - in the increasingly corporate environment of higher education - centred around our growing trust in the process of investing in the intangible (time) and being rewarded with the invaluable (knowledge). Almost a year after the conclusion of our formal Jindaola journey, we have come to know that it is the change in perspective and the 'ripple effect' of this on others that is the ultimate reward.

Session 3

Papers

Harris room

Niels Christian Mossfeldt Nickelsen - Developing good care pathways for vulnerable citizens: Telecare as collaborative practice

Citizens with chronic diseases need hospital services, services from GPs, and municipal health services. Thus, they are exposed to complex care pathways and many different healthcare professionals. This paper draws on 'empirical ethics' that involves how to think about care when it embraces, not only various groups of people seeking for good, but also technology (Pols, 2016). I argue, the methods and notions of technography (Woolgar, 1998) and tinkering (Winance, 2010) are useful in exploring and understanding how technologies are involved in creating cross-sector collaborative practices in healthcare. Thus, this paper's scope is methodological. The aim is to discuss innovative methods, to make visible how different professional groups develop collaborative practices in relation to complex care pathways as different ways of seeking good.

Margo Turnbull - Exploring spaces and places of care: using Foucault to investigate localisation in primary health care

Drawing on Foucault's work on political genealogy and using his reflections on place, space and heterotopia (Foucault 2000), this paper will explore how changes in thinking about chronic disease have influenced health policy and daily practices of care. Integrated care, comprehensive and shared care and self-management have been prominent policy objectives in Canada, New Zealand, the UK and Australia in recent decades. Although definitions differ, the premise of these approaches to care draws on the idea that the greatest efficiency and effectiveness of care for people with chronic diseases can be achieved through individualised interventions delivered outside the hospital or clinic. An extensive body of work has explored the associated organisational changes and developments. Limited research, however, has explored the effects of such changes from a spatial perspective. This paper contributes novel insights to the study of care practices through the analysis of a rich body of empirical and documentary data collected in a metropolitan area of Australia. Findings of this analysis suggest that the localisation of programs targeting chronic disease management at level of the individual have opened up new and different spaces in which care is enacted. These spaces of care are not limited by the physical boundaries of the hospital, clinic, home or other social sites. Instead these spaces of care are activated through the (re)production of ideas of responsibility and citizenship. Although these spaces of care are socially assembled rather than physically located, they draw on socio-material processes of referral, assessment and enrolment that assemble a unique architecture that can be usefully analysed.

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Jones room

Jane Hunter, Abbey MacDonald, Kit Wise, and Sharon Fraser - STEM and STEAM education as spaces for disruption and rejuvenation in schools: An overview of professional possibilities for 'disciplinarity' across three Australian states

This paper presents an overview of how interdisciplinary education agendas are being interpreted and enacted within three Australian states: New South Wales, Tasmania and Victoria. It offers new understanding of the impact, interpretation and enactment of interdisciplinary education in STEM and STEAM on teacher professionalism. Consideration is given to the priorities espoused in current State and Federal policy agendas for disruption and rejuvenation. The paper explores how disciplinary acronyms such as STEM and STEAM are being mobilised to maintain, erode or reform particular disciplines, and how this impacts enactment of teacher professionalism in Australian schools. By focusing on the boundaries between these disciplines, the distinctiveness and potential of various interdisciplinary agendas can be reframed and better understood. In turn, ways of recognising, embracing and prioritising different forms of disciplinary knowledge of education professionals can be

identified in the spaces between disciplinary curriculum and pedagogy. In NSW the teaching professional is thwarted by endgame assessments that maintain distinct approaches to the STEM disciplines in education in secondary schools, while in Tasmania the possibilities for more professional collaboration between the disciplines are yet to be realized. Furthermore, in Victoria there is a misalignment between interdisciplinary learning outcomes desired by the tertiary sector from STEAM and other discipline combinations, and the pedagogies employed. Finding diverse ways of knowing, of further questioning and transgressing boundaries are posited as possible tools for provoking and preparing teachers, communities and young people for uncertain futures.

Rita Prestigiacomo – Higher education language teachers adopting augmented reality through joint design

Teachers in higher education strive for innovation and for producing highly qualified students with digital skills. Concurrent to this, universities aim to support teachers teaching practice by providing Professional Development (PD) programs. Yet, when involving emerging technologies, external technology experts are engaged to provide pre-packaged solutions to defined problems. This means, PDs tend to scratch the surface of teachers skill development. Among emerging technologies, Augmented Reality (AR) has been chosen since it offers multiple strengths and affordances motivating its use in the classroom environment. Yet, it imposes new demands on teachers skills, it disrupts and challenges teaching and learning practice. In the field of Second Language Acquisition (SLA), the use of AR is still maturing. This means little is known about what skills Higher Education language teachers need to develop (a) to effectively design learning activities (that flexibly accommodate AR and pedagogy); (b) to use classroom evidence to understand what works and what does not work in the complex learning environment of a language classroom. This presentation will focus on three key components of a co-design PD activity built on the principles of design thinking and expansive learning (Sannino & Engeström, 2017). We will explore how (a) shared learning artefacts; (b) classroom evidence; (c) an online community of practice can facilitate knowledge co-construction and advancement. These three components preserve coherence of knowledge co-construction throughout the PD activity. Although they are not new in educational research, their intertwined presence makes this study innovative. The questions to be addressed are: - How does the material and intangible environment during a co-design workshop trigger an ongoing process of expansive learning that is observable and documentable? - To what extent might classroom evidence produce significant changes to the learning design activities in relation to defined learning outcomes? - How can an online community of practice be a space for support and learning expansion? In the following lines some key concepts are discussed. Design thinking is a solution-focused methodology, that is particularly useful for addressing complex problems. Understanding the needs of people, suggesting ideas, and offering practical and creative solutions to solving problems are key principles. Expansive learning designates learning as an activity involving collaboration and partnership within a community of practice. Arising problems and contradictions allow problem-solving and the advancement of learning. A co-design PD can allow collegiality among teachers who can inclusively and collaboratively

discuss shared problems, suggest solutions and harness their individual capacities and expertise. This can create favorable conditions that enable teachers to reflect on their current practice, question it, and unlearn what they already know. Thus, through a process of adaptation and appropriation of new practices, teachers are able to link their learning with their teaching practice. Design artefacts are refined and shared products (Morris & Hiebert, 2011), whose content encapsulates teachers knowledge co-construction and advancement. Building educators profession around artefacts allows teachers (a) to stay co-present, (b) to level the hierarchy in a cultural shift valuing the contributions of all participants and (c) to document teachers accountability and agency. Classroom evidence, collected during a classroom intervention, is an invaluable tool for language teachers who can use it to gain insight into students learning and their individual reaction in relation to technology. Embedding the general methodology of a single case design method, it can help identify what works and what does not, refine the design activity and reduce teachers resistance to change. Often PD programs are single events with little ongoing support or opportunity to extend the programs learning. This justifies the introduction of an online community of practice. It preserves engagement of the participants and the sustainability of a co-design project. Thus, this is an opportunity for teachers to keep expanding their learning in practice. A co-design thinking workshop is the first stage of the research project. Subsequent phases include classroom interventions and data analysis. The project seeks to shine a light on how the unspoken use of teachers observations may co-generate transformation and improve teachers practice. The study also contributes to the current research around PD. I argue that a co-design PD should be embedded into teachers practice, rather than being a rare and privileged opportunity. Finally, the research will contribute to the construction of a more solid basis for a cultural evolution towards evidence informed design and it will also provide insights on how to optimize implementation of AR.

Broadway room

Jordan Maclean - Coaching the beautiful game: to be seduced or not to be seduced

Coach learning and coaching practice research have been, hitherto, conceptualised as two separate research streams (i.e. North 2017). This has led to what I have termed an impasse due to the juxtaposition between learning and practice, potentially widening the gap between coaching theory and practice (Abrahams and Collins 2011), and subsequently, leading to further ambiguity surrounding how coaches accomplish their work. As a way through the impasse, I make a case for reconciling the link between learning and practice through a socio-material anecdote, *To be seduced or not to be seduced*. Methodologically, the anecdote was guided from an actor-network theory lens (Harman 2009; Latour 2005). The anecdote derives from my doctoral project which is exploring the learning-practices of community sport coaches in football contexts, consisting of following the practices of two community youth sport coaches, coaching children aged between 8 to 12 years over a nine-month period across Scotland. In the passages of play redescribed, humans (coaches, players) and non-humans (balls, bibs, goals, and pitches) become entangled in surprising and unexpected ways. From tracing the ebbs and flows of coaching practices, I present the

relational effects of how bodies become seduced or not to be seduced. The socio-material anecdote, To be seduced or not to be seduced, provides novel insights into the processes and practices of coaching, acting as a mediator between coaching research and coaching practitioners.

Cheryl Ryan and Tracey Ollis - Police, their professional practice and learning: Telling and doing it like it was and still is

This paper examines the findings of a qualitative narrative research project investigating the professional practice and learning of police in an Australian police jurisdiction. Conceptions of policing as a craft or trade, learned on-the-job, dominate police training with a focus on the micro-objectives of adult learning (i.e., content, behaviour and practice) incorporating imitation and reproduction, and leaving little or no opportunity for theoretical knowledge, contestation and change. The past decade has seen a 'new' focus on the professionalisation of policing. These conceptions of learning are incongruent with this focus, reinforcing the technical aspects of practice, positioning police officers as good technicians, and good employees.

Semi-structured interviews were conducted with 36 police officers from a range of ranks, including senior management. Many police officers' understanding of professional practice and learning centred on technique, technical knowledge, image, uniform, and reputation. This paper draws on Bourdieu's theory of practice to interpret the police officers' narratives of their perceptions of policing practices, and the learning and identity formation that is required to be a police officer in the new era of policing. We argue that the prevailing conceptions of policing, and how learning occurs, need to be scrutinised and critiqued with the current move towards the professionalisation of policing. In doing so, to enable change that supports contemporary notions of professional practice and learning through the provision of rigorous continuous professional learning incorporating critical reflection, deep and meta-learning processes validated by a strong theoretical base.

Ila Rosmilawati - No one left behind: The educational experiences of Indonesian young inmates during imprisonment

Young people in the Indonesian prison system lose access to numerous rights and privileges when imprisoned. One of the most powerful tools in breaking the monotony of prison life and providing opportunities for an enhanced life post-imprisonment, is access to quality education. This paper discusses how the right to education is being realised in Indonesian prisons by providing stories of young Indonesian inmates who access upper secondary school while in prison. Using qualitative interviews, this study investigates inmate students pathways through upper secondary school, their motivation to participate in these programs and the feelings of self-worth that result. This research indicates that while participation in prison school is voluntary, those inmates who do participate soon realize the value of the experience and the benefits of maintaining it, for themselves and others. However, the research also reveals that inmates face significant challenges while learning

while imprisoned. Despite such difficulties the study asserts the benefits of prison education for the individuals able to access the experience and the society that makes the experience available to them.

Symposium

Thomas room

Kerry Harman; Donna Rooney; Nick Hopwood, Ann Dadich, Chris Elliott, and Khadeejah Moraby - Directing attention to the unspoken, unseen, unasked and intangible: methods and effects

This symposium engages with the conference theme of Provocations and Possibilities through questioning: whose learning and what experiences at work are able to exist in the knowledge domain of professional learning? While we have chosen to locate the symposium in the methodologies and methods strand of the conference, it could also easily sit in learning in practice or questioning professions and professionals or knowledge and ignorance strands, thus highlighting the overlapping concerns raised in the papers. The symposium raises questions such as: Who and what is able to speak in accounts of professional learning at work? Who and what is able to be heard? Who and what is visible and not visible; and what gets to count as experience and learning? How might we produce more democratic accounts of knowledge and learning that take into account not only different knowledges but different ways of understanding knowledge and its relationship to experience? These questions fit with the broader call in the social sciences for more democratic modes of knowledge production (Latour 2013). We discuss the methods and methodologies we are using/have used in current and past research projects which aim to shine a light on the unspoken, unseen, unasked and intangible when examining learning in and through everyday practices at work. While the research and methods presented are underpinned by different theoretical perspectives, we are all interested in visibility and what it contributes to theorising learning at work. Furthermore, the papers are all concerned with the effects of making particular experiences, learning and knowledges at work visible.

Paper 1. Paid homecare work in London: Invisible work, invisible knowledges? project

Kerry Harman (Birkbeck, University of London)

This paper provides a work in progress account of a project examining the everyday learning of paid homecare workers in London. The aim of the project is to examine the relationship between sensory ways of knowing (Pink, Morgan et al. 2014) and the provision of skilled care in a community homecare context. The materialities of care (Buse, Martin et al. 2018), which directs attention to the neglected things which contribute to making up care, provides a theoretical frame for the research. The rationale for the project is the continued understanding of this work as unskilled by some stakeholders in the provision of homecare in the UK as well as the ongoing hierarchical organisation of aged care services in the sector. Preliminary meetings have been conducted with 12 homecare workers working in two boroughs in London, prior to the development of larger funding proposal, as well as other

key stakeholders in the sector. The main issues discussed in these meetings will be presented but the focus is on the methods used in the preliminary work and the proposed project. A collaborative research approach, which is underpinned by the notion of an equality of intelligence (Rancire 2014), has guided the development of this project. The challenges associated with applying these principles will be discussed as well as the opportunities provided for the ongoing development of the project.

Paper 2. Transforming healthcare by making brilliance in practice, and everyday expertise visible

Nick Hopwood (University of Technology Sydney)

Ann Dadich (Western Sydney University)

Chris Elliott (St George Hospital)

Khadeejah Moraby (Sydney Children's Hospital Network)

This paper explains strategies used to render visible aspects of practice, and demonstrates the effects of doing so in terms of transforming health care from 'done at' families, to a resourced network of mutual knowledge exchanges. The context is care for families of children with complex feeding difficulties that mean they need to feed through a plastic tube. Specifically we address ways to highlight forms of brilliance that are already possible in existing practices, but rarely recognised as such. The methodology for this was Video Reflexive Ethnography, involving both practitioners and parents attending multi-disciplinary feeding clinics. This has the effect of enabling clinicians to enhance their practices without the need for major structural change, additional time/funding, or retraining. It also makes explicit, and therefore available for working with as a resource, features of brilliant practice that involve or even depend on parents' contributions, thus strengthening a co-productive model of care. We also reveal how particular approaches to interviewing were effective in surfacing the everyday expertise that parents use to adapt, innovate and invent in their daily parenting practices. This was a challenge because parents typically discount or dismiss their own knowledge. The effects of this will be discussed through illustrations drawn from a new website that was produced, curating and 'holding' parents' knowledge and practices so that other families benefit, and clinicians can learn from the experiences of families beyond those work with. We conceptualise this transformation from uni-directional care given by clinicians to children and parents, to an interconnected assemblage of reciprocal relations and knowledge exchanges between clinicians, families attending particular clinics, and families of tube-fed children in general. This presents a methodological exemplar of how research, grounded in making the invisible visible, can support professional learning and improvements in complex practices.

Paper 3. Making visible the injustice of making the invisible visible

Donna Rooney (University of Technology Sydney)

Over the last 2 decades the idea of making the invisible visible has become a rather popular pursuit of scholars in all manner of disciplines (myself included). For instance, in workplace

learning and professional practice scholarship making invisible learning visible has been a popular pursuit. But what does it actually mean when we make claims of having done so? What are the consequences for organisations, for worker-learners or even for researchers ourselves? This paper seeks to pose more questions than it answers. Assuming the possibility of making the invisible visible in the first instance (itself a problematic endeavour) it then considers the consequences of such an enterprise. Drawing illustrative examples from a number of research projects that sought to make the invisible workplace learning visible, it asks the associated question of be visible to whom and for what purposes? Drawing for Lyotard and others, the issue of justice is implicated. This line of questioning leads to unresolved contention. Despite having no final and definitive conclusion, the paper finishes by suggesting that there is value in asking these questions all the same because not asking constitutes further injustice.

Day 3

Keynote: Professor Stephen Kemmis

A Practice Theory Perspective on Learning: Beyond a 'conventional' view

In this talk, I will explore issues related to the ProPEL 2019 Conference Theme 9: 'Learning in practice'. In particular, I explore a disagreement my co-authors and I have with our friend Ted Schatzki about learning. Schatzki thinks practice theory can accept the "conventional" view of learning as the acquisition of knowledge. In this talk, I will try to secure an alternative view, namely, that practice theory offers a different conception of learning as happening in the production, reproduction and transformation of practices - but the argument leads me to conclude that learning itself is not a practice.



Stephen Kemmis is Professor Emeritus, School of Education, Charles Sturt University, Wagga Wagga campus. He co-founded the 'Pedagogy, Education and Praxis' international network of researchers from Australia, Sweden, Norway, Finland, the Netherlands, Colombia and the Caribbean. His principal interest is educational practice, and he is co-developer of the theory of practice architectures. He has published widely on educational research, especially critical participatory action research.

Session 1

Papers

Harris room

Tim Beaumont - Shining a light on practices of formal higher education teaching development

Historical understandings of higher education teaching development have been framed largely as informal learning on the job. However, the increasing professionalisation of teaching in higher education has brought increased provision of formal professional development designed to enhance academic teaching. For academics new to teaching in higher education institutions, foundational university learning and teaching programs have become a more common means to support development of their teaching skills and confidence; engagement with theories and practices of higher education learning and teaching; and collegial and ongoing scholarly engagement with higher education teaching. These are programs that vary widely in their designs, content, locations and availability, and, for varied reasons, are widely subject to ongoing instability and change. However, practices of designing, developing and enacting such higher education learning and teaching professional development have arguably remained problematically under-represented and under-theorised.

This presentation reports on research conducted for a PhD study that uses a practice lens to explore practices of developing and enacting two foundational university learning and teaching programs. The presentation shares some representations and theorisations focussed on this area of professional education, informed by sensitising concepts associated with models of practice and ontological and epistemological implications of particular practice lenses. The presentation also invites reflection on the affordances of theories of practices themselves as means to extend our thinking about complexities, challenges and further possibilities in higher education teaching development.

Gun Sparrhoff - Developing a professional practice of academic teachership: tensions and possibilities at the intersection between two perspectives on teaching and learning within higher education

This paper focuses on the professional practice of education and training of academic teachers within higher education. This educational practice has become an emerging arena for professionalization as well as a research field on 'academic teachership', often in the name of Scholarship of Teaching and Learning (SoTL). In this paper two different perspectives on professional development of teachers within higher education are explored and challenged in order to problematize tensions and possibilities for future development of the educational staff – academic teachers – in higher education. The perspectives represent two distinctively different views on teacher role(s), identities and what academic teachership might be and can contribute with in higher education. One perspective targets teachers' individual improvement of knowledge and teaching skills in relation to students'

learning. This perspective is rooted in theories and methods focusing on teaching and learning in school practices, mainly in classroom situations. The other perspective focuses on organizational learning and development including a development of collaboration and co-workership. This perspective is rooted in theories and methods on workplace learning and professional development. The contribution of this paper is mainly conceptual as it focuses on the underlying assumptions and logics that are governing a professional practice that so far has had little research attention. The analysis draws on examples from Swedish higher education policy as well textbooks and other literature used in the education and training of academic teachership in higher education. Besides describing and analyzing the two different perspectives, the paper provides a discussion of possible intersection between the two, suggesting an alternative approach to developing 'academic teachership'.

John Hannon - Claiming an ethical space for professional education of academics in a culture of performativity: reviving the idea of the university

Professional education, whether occurring through formal programs or informal learning from everyday practice, has increasingly been called to respond to institutional change agendas that materialise the shift to the neoliberal university. Professional development programs become informed by an 'audit culture' (Shore & Wright, 2000) where they are closely aligned with strategic plans and tailored to outcomes measured in numbers. In a culture of performativity, professional education competes with the collegial culture that is particular to the idea of the university.

In this reflective inquiry into the ethical space of academic work, I first draw on a distinction made by Barnett (2016) between the university in its form as an 'institution' and an 'idea' of the university founded on its legacy of scholarly inquiry towards knowledge development and production. The university, then, resides in 'the space between its actual form and its possibilities' (p. 7). In its organisational function, professional education of academics is located between the competing cultures of performativity and collegiality, yet it is arguably remiss in drawing on the legacy of scholarly inquiry embodied in the idea of the university.

Next I adopt a sociomaterial lens to explore the conflicting logics enacted in professional development during a university change agenda, and propose a critical approach that works with both the institutional 'form' and the 'idea' of the university and its possibilities, to develop strategies that help sustain an ethical space of professional education.

Jones room

David Beckett - Confronting the seduction of reduction: How complexity thinking helps the social sciences maintain a proper focus on less-reductive approaches to agency, skills and expertise, competence, practices, and even learning

In contrast to popular anxieties about automation (e.g. robotics), learning (e.g. algorithmic searching) and assessment (e.g. PISA) reducing humans skills, expertise and sense of achievements through daily work and life, our new book (Hager and Beckett, forthcoming)

identifies ubiquitous and helpfully complex group-based activities that have always been present in human experiences. The mid-2018 rescue of the Wild Boars and their coach from the cave in Thailand is an example of just these activities. So are four examples of groups which may not, at first glance, seem to have much in common: the jury, the staff of part of a school, the mother-baby dyad, and the string quartet. Indeed, we claim that these very activities are overlooked because of their ubiquity. Rather than give in to reductive (that is, increasingly atomized, finely-granulated) accounts of agency, skills and expertise, competence, practices and even learning, we give these phenomena greater prominence, through the conceptual lens of complexity theorizing (cf Cilliers on complexity theory). Our ontological claim throughout this book is that the emergence of relationality is the main contribution of complexity theory to the social sciences. We maintain that the world is primarily constituted in and through relations, from which groups, entities and individuality emerges. Our resistance to the seduction of reduction gives ontological priority to groups (not to individuals, and not to aggregations of individuals). Reference Hager, Paul, and Beckett, David (forthcoming: 2019) *The Emergence of Complexity: Rethinking Education as a Social Science*. Springer, The Netherlands. Series: *Perspectives on Rethinking and Reforming Education*.

Lynne Keevers - Practising social justice: Practice-based studies and theorisations disrupting and re-orientating concepts central to the social work profession

Practice-based studies comprise a diverse body of work that has developed explanations of social, cultural and material phenomena based on the notion of practices. Although the turn to practice is prominent in fields such as organisation studies, healthcare and education, practice theory and studies are scarce in social work. For social work practitioners, educators and researchers, practice theory disrupts and invites a reframing of concepts key to the social work profession such as social justice. In the literature social justice is conceptualised as a desirable end-state, as claims to be achieved or as a set of principles. Yet, the practices of social justice themselves have been overlooked. An orientation to practices warns against conceptualising social justice as a state that can be achieved once and for all. Instead, there are no definitive solutions, and struggles over recognition, redistribution, representation and belonging continue unabated. Social justice is recast as situated, practical, ongoing processes made and remade in relations with one another rather than as theoretical and end-state oriented. A practice-based approach provokes social work practitioners, educators and researchers to pay attention to the dimensions of knowing which are not primarily about representing but about affecting. It brings into view the affective and sociomaterial dimensions of social justice. This paper draws on an empirical investigation of the practice knowledge of practitioners working in community organisations. It argues that a shift towards practice offers a valuable means to disrupt and rethink approaches and concepts within the changing sites of social work professional practice.

Anna Wilson - The logic practitioners use when they decide: paramedicine students developing understandings of paramedical practice as evidence-based

The logic practitioners use when they decide: paramedicine students developing understandings of paramedical practice as evidence-based Anna Wilson, University of Stirling, UK Susan Howitt and Denise Higgins, Australian National University, Australia Adele Holloway and Anne-Marie Williams, University of Tasmania Paramedicine is perhaps the most recent of several health- and medicine-related vocations to have undergone the shift towards becoming, and becoming seen as, a profession. While definitions of what constitutes a profession (and related notions such as professionalism) are contested, fluid and multiple, the translation to a profession confers rights and responsibilities that come about through the interaction core characteristics (Wilson et al., 2013): (1) The practice of a profession requires the exercise of specialist knowledge and skills, most often acquired through participation in programmes of higher education, with judgement. (2) Acceptable practice and values are determined within the community of practitioners. (3) Practitioners have a sense of responsibility and service, based on a belief in the value of the profession. Like other emerging health-related professions, paramedicine in part justifies its claim to this status through a strong emphasis on the use of evidence-based practice (see, for example, Simpson et al. 2012; Woollard, 2009). The notion of practice as grounded in a robust evidence base generated through rigorous research carried out by expert researchers, however, may be somewhat in tension with the idea of practitioners as those who should be trusted to make their own professional judgements and decisions about practice. We report on ongoing research into the impact of a research-based module in a paramedicine degree, intended to increase students understandings of evidence-based practice. The module is carried out in parallel with on-road student placements, and one question asked in the research was what kinds of connections and relationships students saw between their research activities and their placement experiences. The research reveals many aspects of students understandings of all three of the core characteristics listed above, but in particular highlights variation in the degree to which students recognise both a tension between the practice- and evidence-based knowledge (what one student described as best practice versus evidence-based practice) and recognitions that guidelines informed by evidence inform but may not remove the need for the exercise of judgement in decisions about care.

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Broadway room

Anne Roosipold, K. Loogma, and M. Kurvits - Apprenticeship in Vocational Educational Training (VET) and Higher Education (HE) in comparison: Estonia and Finland

The apprenticeship training is expanding from VET to HE level. Apprenticeship learning at HE level involves many new challenges (as compared to VET level) for all parties. Most intriguing question is about supporting apprentices and sharing responsibilities in assuring the quality of apprenticeship learning. Particular attention will be paid on workplace supervision. This has risen the questions: whether the supervisors at HE level can assure the quality of learning by the HE standards and integrate theoretical studies and practical training? We apply the concept of workplace learning (Tynjälä, 2008, Billett 2014). In the new pragmatic university there is a need to redefine the aims, goals, and ethics of research and instruction from a perspective of relationship between society, business and the academy. (Tynjälä, Vlimaa, Sarja, 2013). We use a phenomenological approach to understand, what meanings the parties involved into the VET/HE apprenticeship training and how all parties perceive the sharing of responsibilities for learning. Expecting results: to identify the learning and supervision patterns and as well, the main differences and similarities in apprenticeship training at VET and HE level in both countries.

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Gillian Nisbet, Tanya Thompson, Bernadette Brady, Lauren Christie, Justine Dougherty, Christina Eagleton, Matthew Jennings, Belinda Kenny, Sue McAllister, Merrolee Penman, Lily To, and Maria Quinlivan - I would never believe that you could convince an educator that they would rather have 4 students compared with 2: Challenging assumptions about student placement learning through the lens of Activity Theory and Expansive Learning

Student placements are essential for preparing the future professional workforce. However, many practitioners perceive students as burdens i.e. supporting student learning is another responsibility in addition to their everyday work responsibilities, students offer little or no value in return and therefore additional remuneration is required to compensate for the apparent drain on placement provider resources. We have used Activity Theory and Expansive Learning to investigate if students can be effectively integrated into one area of professional practice, acute care hospital services to positively contribute to service delivery, patient outcomes and student learning. Activity Theory focuses on the complex dynamic nature of work activity from an organisational perspective. It allows us to illuminate the context of learning and unpack the complexities and interactions between the underlying educational and work processes. Our study used an embedded multiple case-

study design methodology under-pinned by Activity Theory and Expansive Learning. To date, we have conducted 21 case studies across six workplace contexts. Preliminary analysis of focus group and interview data suggests two intersecting activity systems; one related to student learning, the other related to service delivery. We have identified that students can positively contribute to patient outcomes and workplace culture when the ways of structuring placement learning are reframed. This has resulted in transformational change by many participants regarding placement models and attitudes towards students. Activity Theory and Expansive Learning has provided a useful lens in which to challenge the often held assumption of students as burdens and to consider student placements as 'as opportunities.

Teena Clerke, Natalie Lloyd, Megan Paull, and Sally A. Male – Work integrated learning placements in engineering: sites of professional learning and work that perpetuate inequities?

Work integrated learning (WIL) placements are sites of professional learning at work within an ecology of engineering practices that prepare students for vocations during university study. Quality WIL placements enhance the development of technical skills and knowledge, and transferable interpersonal and professional skills and attributes, building students' confidence and professional identity prior to graduation. Accredited Australian engineering programs respond to Engineers Australia's endorsement of engagement with professional practice, commonly by requiring students to undertake a specified number of hours in WIL placements, in addition to curriculum-embedded engagement, as a graduation requirement. Many WIL placements in engineering are self-sourced by students and unpaid or underpaid, exacerbating the barriers students from equity groups face in completing requirements for graduation. This is despite these students often benefiting from institutional schemes that assist them in gaining entry to university.

This paper presents the outcomes of analysing data generated through semi-structured interviews with engineering staff and students in four Australian universities. Framed through the theory of practice architectures, the research found that three student key practices interact with university WIL practices and employer hiring practices to produce WIL placements as sites of professional learning for some students and not others and hence represent and also reproduce social inequities.

Symposium
Thomas room

Susanne Francisco, Julie Watson, Rosalie Goldsmith, and Franziska Trede - Learning in the workplace: through the lens of practice architectures

This symposium focuses on learning in the workplace. It addresses issues associated with learning through undertaking substantive work practices, as well as learning practices undertaken specifically for developing knowledge, understanding and skills related to work-

related substantive practices. The papers in this symposium use the theory of practice architectures as a theoretical framework as well as an analytical approach to understanding and illuminating particular practices related to learning in the workplace, and the arrangements that enable and constrain those practices.

Paper 1: Building a trellis of practices to support the workplace learning of Vocational Education and Training teachers (Susanne Francisco, Charles Sturt University)

Much of the learning that Vocational Education and Training (VET) teachers do to become a teacher is undertaken in the workplace. Earlier research found that in sites where there was a trellis of practices that support learning, novice teachers more quickly learnt to undertake their teaching role. Such a trellis might include (but is not limited to) mentoring; team teaching; co-development of teaching resources, teaching approaches and assessment tasks; and a regularly scheduled shared morning tea. This paper discusses initial findings from a research project investigating a number of instances where a trellis of practices to support the learning of VET teachers was deliberately established. The theory of practice architectures is used to analyse the arrangements in place in each site that enabled and constrained the development of a trellis of practices that support learning.

Paper 2: Professional Learning of experienced primary school teachers in NSW: A practice architectures approach (Julie Watson, University of Technology, Sydney)

Teachers, and their professional learning have become a focus internationally of contemporary education reforms in schools. However, there are contested understandings of how teachers learn best to meet these changing conditions in current school reform initiatives. This doctoral research project takes a practice view of learning to investigate the learning practices of experienced primary teachers embedded in their day-to-day practices in NSW state and independent primary schools. The study is informed by the theory of practice architectures that provides a theoretical and analytical resource to investigate the social-political, cultural-discursive and material-economic arrangements in school sites that support, enable or constrain experienced teachers' learning. This study has adopted unstructured interviews and ethnographic shadowing observations to follow eight experienced teachers' everyday work-related practices. It aims to better understand the situated learning that unfolds from participation in their work activities, discourses and interactions in the site conditions in different schools. Fieldwork data is being analysed through the lens of practice architectures and early findings will be presented at this symposium.

Paper 3: Mentoring students or supervising workers? Engineering supervisors' perceptions of student interns' learning and work (Rosalie Goldsmith & Franziska Trede, Institute for Interactive Media and Learning, University of Technology Sydney)

Engineering students undertake internships or work-integrated learning (WIL) as part of their degree programs. The heart of a productive WIL program is the relationship between the workplace supervisor and the student, yet there are significant gaps in the knowledge about the nature and type of workplace learning which the students are experiencing. For example, interactions and professional relationships between industry practitioners and

student interns are mostly invisible to the university. The aim of this research was thus to understand better industry student supervisors' practices and perceptions of their student supervision. This study was conducted with industry supervisors of students from the Faculty of Engineering and IT in an Australian university. It adopted a qualitative research approach using semi-structured interviews and an online survey. The data were analysed through the lens of practice theory perspectives. Our results show that learning is often referred to primarily in the context of acquiring technical skills and procedural knowledge, and that contact, shared understanding and dialogue between the university and the supervisors are next to non-existent. However, supervisors also have insight about the complexity of student supervision. The deeper understanding gained from this study can make more visible the imperative of purposeful and thoughtful learning practices in supervisor-student interactions.

Session 2

Tours

Option A: UTS Building 2 learning spaces tour + Data Arena

UTS Building 2 Learning Spaces (45 minutes)

- Meet Student Volunteer on Aerial Balcony at 1:30pm

UTS Central (Building 2) is UTS' newest building. It officially opened its doors to students, staff and the community this year and is the final building to be delivered as part of UTS' 10-year campus redevelopment program. From its double helix staircase to its modernist glass façade, world-leading collaborative learning spaces and scholarly reading room, the 17-storey UTS Central has been designed and configured for a contemporary education and learning. This tour will cover the double helix staircase, collaborative classrooms, UTS Reading Rooms, UTS Library terrace, an amazing 'Superlab' (think 350 students in one collaborative classroom). You'll also hear about the green rating of the building and other related points about these learning spaces.

UTS Data Arena (45 minutes)

- Meet Student Volunteer on Aerial Balcony at 1:30pm
- Maximum of 20 people.

The UTS Data Arena is a 360-degree interactive data visualisation facility set to change the way we view and interact with data. You will stand in the middle of a large cylindrical screen, four metres high and ten metres in diameter and wearing 3-D glasses. A high-performance computer graphics system drives six 3D-stereo video projectors, edge-blended to create a seamless three-dimensional panorama. Prepare to be amazed!

Option B: Data Arena + Simulation lab tour

UTS Data Arena (45 minutes)

- Meet Student Volunteer on Aerial Balcony at 1:30pm
- Maximum of 20 people.

The UTS Data Arena is a 360-degree interactive data visualisation facility set to change the way we view and interact with data. You will stand in the middle of a large cylindrical screen, four metres high and ten metres in diameter and wearing 3-D glasses. A high-performance computer graphics system drives six 3D-stereo video projectors, edge-blended to create a seamless three-dimensional panorama. Prepare to be amazed!

UTS Simulation Health/Nursing Labs (45 minutes)

- Meet Student Volunteer outside Building 10 at 2:15pm.

UTS Health/Nursing has invested heavily in simulation technologies and boasts some impressive simulation facilities. This includes large laboratories where, during 'Simulation week', over 500 students are involved. It also includes smaller specialist facilities. Join this tour and talk to our Health/Nursing academics about the facilities, and how simulation is used to promote students develop clinical skills and interprofessional communication

Papers

Jones room

Madeleine Abrandt Dahlgren, Nick Hopwood, Johanna Dahlberg, and Marie Blomberg - From I to We: Promoting agile, collective work in medical emergencies by reorganizing, reframing and recontextualizing practice

Situations abound in healthcare when professionals need to respond collectively to emergencies. Shoulder dystocia, when a baby gets stuck during birth, is one such situation, requiring the birthing team to act – together – quickly and effectively. Like in many medical emergencies, the stakes are high. Attempts to secure effective practices have focused on protocols (usually articulated as mnemonics that prescribe a particular sequence of actions) and simulation-based training for health professionals. However, across diverse international settings, hoped-for outcomes have proved elusive. A common explanation for this holds that the relational aspect of practices around shoulder dystocia has been neglected, prompting approaches that focus on communication between the birthing team. In Linköping (Sweden), a longstanding simulation program (PROBE) has been associated with sustained improvements in outcomes for mothers and infants. This paper examines in detail what happens during simulation scenarios and subsequent debriefs to reveal how PROBE delivers these outcomes. At its heart is a transformation from a situation in which individuals rely on private memory tools to follow set actions, to one in which professionals attune to one another in agile, collective practices. The debriefing unfolds through multiple re-tellings of what happened in the scenario, promoting relational understandings of practice, and the capacity to anticipate the future in flexible, beyond-individual terms.

Tal Jarus - Professionals have disabilities? Theatre as a tool to disrupt the discourse on disabled health professionals

Healthcare has among the lowest representation of workers with disabilities, suggesting that unaccommodating systems may be more prevalent in this sector than in others. While there are compelling equity and patient care arguments to support diversifying participation in medical education, the main barriers disabled students and clinicians are facing, are attitudes towards disability, stigma, lack of appropriate policies, and lack of knowledge of how to appropriately accommodate in the healthcare system. In our recent work, we used Research-Based-Theatre (RBT), as an educational tool to facilitate discussion around disability and disrupt the current attitudinal barriers existing in health professions. A theatrical production is an accessible form of knowledge translation that allows on-stage presentation of barriers to inclusion based on lived experience. We have assembled a team of 10 researchers, artists, and participants with lived experience to create a 20-minute play, based on interviews we conducted with 80 students and clinicians with disabilities. This play, called *Alone in the Ring*, displays their stories and experiences. Within this presentation we will describe how RBT can be used as an innovative educational tool in the health profession education and practice to facilitate discussion on sensitive and difficult topics and provoke new questions around accessibility and diversity in the professions. We will discuss issues related to ethical, educational, and professional dilemmas. This innovative

educational approach to promote social change, inclusion, and equity for people with disabilities is meant to catalyze much needed discussions in response to societal challenges.

Broadway room

Anneli Eteläpelto - A multi-componential methodology for exploring emotions in learning: using self-reports, behaviour registration, and physiological indicators as complementary data

Studies on emotions in learning are often based on interviews conducted after the learning. These do not capture the multi-componential nature of emotions, nor how emotions are related to the processes of learning. We see emotions as dimensional, multi-componential responses to personally meaningful events and situations. In this methodologically advanced pilot study, we developed a multi-componential methodology, capable of providing complementary information on emotions in professional learning. For this purpose, we used a within-subject design applied to a single individual, with a focus on emotions during professional learning. Within a laboratory setting, the subject was shown personally meaningful video extracts from a learning situation in which she had previously participated. The data were gathered through (i) self-reports of emotions via the Emotion Circle (EC) online assessment tool, (ii) measures of autonomic nervous system (ANS) activity obtained via Electrodermal Activity (EDA) and Heart Rate Variability (HRV), (iii) behavioural registration of facial expression and gaze, and (iv) the Stimulated Recall Interview (SRI). Self-reports of emotions via EC, and also the emotion-driven SRI, were found to be productive not only in detailing and explaining emotions experienced during the viewing of the videos, but also in bringing about reflective learning and novel insights. EDA and HRV provided complementary information on the subjects ANS activity during the learning process. We present conclusions and future challenges in applying a multi-componential methodology to research emotions within professional learning.

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Eteläpelto & al. (2018) A multi-componential methodology for exploring emotions in learning: using self-reports, behaviour registration, and physiological indicators as complementary data. *Frontline Learning Research*, 6(3), <https://journals.sfu.ca/flr/index.php/journal/article/view/379>

Belinda Gottschalk - Knowledge practices in clinical supervision: expanding possibilities - a qualitative study with psychologists

It is well recognised that professionals should continue to learn throughout their working lives. One commonly undertaken practice designed to achieve this in many professions is clinical supervision. Supervision occurs within a context of rapidly changing professional life, where widely available and ever-changing knowledge has led to a bombardment of information that is both empowering and confusing to professionals and their clients. Research that explores how professionals work with knowledge through supervision sheds

light in this area. This is particularly relevant in psychology, where the regulatory body prescribes that professionals meet regularly with colleagues to discuss their practice.

A focus on how professionals relate to and access knowledge through supervision practice is largely absent in the supervision literature, despite commonplace views that understand supervision as involving knowledge work. Much existing supervision literature conceptualises the practice in an individualised, decontextualised and reductionistic fashion. This is influenced by recent drives in the profession towards competency-based approaches and evidence-based practice.

This research adopts a qualitative approach informed by practice theory to examine and understand clinical supervision for psychologists using an epistemic perspective. This practice-based study involved three pairs of experienced psychologists who audio-recorded five consecutive supervision sessions and were interviewed twice over that time.

Findings focus on what was discussed in supervision sessions (from an epistemic perspective) and how the psychologists worked with knowledge. Findings identify how problems were framed epistemically and what knowledge objects emerged in supervision conversations. The centrality of knowledge objects in supervision is identified and the way in which objects are approached and worked with is explored, drawing on Knorr Cetina's concept of epistemic objects. Epistemic practices that served to expand knowledge objects and make knowledge actionable are identified and explored. These include the recontextualisation of theoretical and practice knowledge, reframing, wondering, storytelling and asking expansive questions. Supervisors and supervisees activated these practices in an entangled fashion to grow knowledge within a context of collaboration.

Viewing supervision through an epistemic lens allows for an understanding that identifies and analyses how knowledge work expands possibilities for psychologists. This in turn opens up possibilities for practitioners who want to develop their practice, as well as for future training of supervisors. Illuminating the role of knowledge practices in clinical supervision contributes to a novel conceptualisation of supervision practice as emergent, complex, collaborative and involving the mutually constitutive engagement of practitioners and practice. In so doing, it addresses gaps and contributes to the field of professional practice and learning as well as to the clinical supervision literature.

Symposium

Thomas room

Christine Grice, Peter Grootenboer, Virginia Moller, Ann Reich, and Amanda Lizier - Leading not leadership: Rethinking leadership and leading in education contexts

This symposium focuses on issues associated with leadership and leading in education. In particular the papers presented explore leading practices of middle leaders and principals and the arrangements that enable and constrain particular practices, as well as how to engage practitioners who are also university students in challenging their understandings of

leadership and developing new ways of leading learning. Using the theory of practice architectures, issues of trust, the flawed notion of best practice, practice changing practices and decentring the leader are explored.

Paper 1: Practicing Educational Leading in and from the Middle (Peter Grootenboer, Griffith University)

For many years there has been substantial valorising of leadership as the key to educational development. This history usually points to a charismatic and heroic leader who through best practice leadership moves the school community onwards and upwards in search of educational excellence. However, this fails to acknowledge the site-based nature of educational development and the leading of others across a school. In this paper an ontological practice approach is taken to understand how educational development can be realised through the practices of middle leaders those who exercise their leading between the principal and the teaching staff (e.g., a Curriculum Leader). Specifically, the discussion will focus on how middle leaders practices are enabled and constrained by practice architectures, and how their leading is ecologically arranged with other educational practices in the site. Through this it is argued that notions of best practice are a damaged myth that causes educational development to be practiced in homogenized and pre-packaged ways that do not necessarily serve the needs and interests of those within the school site, and it should be better conceptualized as site-based and uniquely realised in response to local issues and concerns.

Paper 2: Professional Practice of Middle Leaders (Christine Grice, University of Sydney)

This paper analysis the professional practices of middle leaders. Practice theory sees leading as practice, rather than a titled role, or a human attribute. Using the Theory of Practice Architectures this paper explores how current leadership and professional learning practice in two primary school contexts enables or constrains pedagogical change, building toward a theory of pedagogical change. Based on empirical research in two school contexts this paper examines the positionality of middle leaders within two schools and the social-political, material-economic and cultural discursive practices that defined their roles in their sites. Specifically, the paper explores their role as pedagogical leaders and the factors that enable and constrain their practices. This study emphasise the critical role of trust that is developed through the sayings, doings and relatings of middle leaders in the intersubjective spaces in which leading functions, building toward a theory of pedagogical change, grounded in the data, where trust is central. Seven drivers of pedagogical change are outlined where the resultant permeating action from pedagogical change is either the trust of teachers in leadership and trust of leadership in their teachers, or mistrust of leaders in their teachers and mistrust of teachers in their leadership.

Paper 3: Sitting in the fire: Leading practices of a primary school Principal (Virginia Moller, University of Sydney)

My doctoral research explored the nature of my leading practices as Steiner Principal in a volatile school context where I sat in the fire of whole school upheaval over a sustained period of time. The inquiry was informed by the research tradition of autoethnography as

methodology and employed the theory of practice architectures as a framing and an analytic tool. This paper focuses on how employing the combination of autoethnography and theory of practice architectures provides a window into complex conditions related to power, authority and influence in my site of practice a Steiner primary school. I show how my research became a praxis itself, intertwining the professional and the personal, fostering deep understanding of my situation and was a key enabler in a growing empowerment which was needed for organisational change. To highlight my research journey using autoethnography and the theory of practice architectures, I focus on the torrid process of creating conditions for wise and ethical decision-making protocols in the school. The main argument presented is that orchestrating practice architectures which can engender practice changing practices towards wise, ethical and inclusive decision making involves leading practices which move beyond a hierarchy/non hierarchy duality towards developing a community of practice with a shared language, clarity of roles, authority, identity and development of trust at its core. Finally I make the case that more research is needed on leading practices from an insider perspective which includes use of Principals narratives of lived experience in combination with theory of practice architectures to more effectively research the complex dynamics between leading practices and identity, context, ideology and power relations in Steiner schools.

Paper 4: Decentring the leader: Using practice architecture to engage with students about leading learning (Ann Reich and Amanda Lizier, University of Technology Sydney)

Much of the literature and theoretical approaches to leadership across management and professional fields, such as education, have centred on the heroic leader. Even in the more recent approaches moving away from trait and behavioural theories, still centre on the individual leader. Similarly, the teaching of leadership in universities emphasises theories centred around the individual leader, often a widely held view by students. Recent practice perspectives have shifted the focus from leadership as an individual activity of a leader, to leading practices of the collective in the organisation. This paper discusses how a practice perspective, specifically a practice architecture approach, has been used in the teaching of leadership in an Australian Master of Education subject. It explores the use of the practice architecture approach to engage students around examining the leading learning practices in workplaces as well as a way of challenging their often deeply held traditional beliefs and practices around leadership. With students drawn from a range of professional work contexts such as school teaching, corporate learning and development, higher education, nurse educators, and higher education, as well as students from a wide variety of cultural backgrounds, practice architecture also offers a way in which to examine the diversity of practices and arrangements around leading learning across different work and cultural contexts. In so doing, such an approach de-centres the leader and provides a lens through which to see leading as webs of interactions of practices rather than the actions of an individual leader.

Session 3

Papers

Harris room

Tone Dahl-Michelsen and Karen Groven - The becoming of knowledge and the intra-acting in evidence-based practice

Higher education concerns knowledge and learning, however, what count as knowledge and how students' best learn are contested issues. In later years, evidence-based practice has gained increasingly attention in higher education. On a political level, educational programmes deem to be evidence-based, although the intended meaning of evidence-based varies and can be blurry, which points back to the question; what counts as knowledge in higher education and how do students best learn that actual knowledge. The aim of this paper is to enhance the understanding of the evidence-based practice model and critically to discuss the provocations/limitations and the possibilities offered from the evidence-based practice model as a guide for knowledge and learning in health care educational programmes in higher education (e.g. medicine, physiotherapy and nursing). Inspired by Karen Barad's theory of agential realism we argue that the model of evidence-based practice understood as a process of becoming offers a fruitful approach to knowledge and learning in higher educational programmes (e.g. medicine, physiotherapy and nursing). In this paper we are drawing solely on theory and literature. First, we present the three concepts of knowledge within the evidence-based practice model; evidence-based knowledge, (scientific research/external evidence), clinical expertise and patient's values and needs/circumstance, and link these concepts back to knowledge forms as presented by Aristoteles. Second, we discuss how these concepts of knowledge relate to one another within different understandings of the evidence-based model (e.g. within a hierarchical vs a harmonic understanding). Third, based on Karen Barad's theory of agential realism, drawing on her concepts of intra-action, apparatus and space-time-mattering, we discuss the provocations and possibilities of evidence-based practice. Put differently, we discuss how evidence-based practice matters in health care programmes in higher education.

Christine Ossenberg - Are we missing something with feedback in the workplace? The disconnect between what the student and practitioner knows and does

Feedback is positioned as a crucial and potentially powerful strategy that can influence learning. The complexities of workplace-based learning regularly challenge feedback strategies. Added to this complexity is the difficulty practitioners experience in communicating their tacit knowledge and attitudes, leading to bewildering or irrelevant feedback. As part of a larger quasi-experimental study focused on the impact of a program to develop feedback literacy for students and practitioners in the workplace, a feedback quality inventory was developed and validated. The inventory contained 45 comparable items and distributed to participants over four months at a control and intervention site; 239 nursing students and 186 nurses completed the inventory. Results of the factor analysis elicited a marked difference in the strength of item correlations observed in the

initial comparable items of each group. Item correlations were notably lower and more diffuse in the practitioner group than the student group, intimating separate inventories were required. Consequently, differing factor solutions also resulted: a 23-item, three-factor solution for students and 23-item, four-factor solution for practitioners. The difference in the way the items come together highlight disparity in perceptions of feedback in the workplace setting. These results raise some timely questions for understanding feedback in the workplace. Particularly, are current strategies to develop feedback literacy hitting the mark for practitioners who support student learning in the workplace? And, are students more feedback literate than what we think?

Jones room

Ailsa Haxell and Julie Trafford - The socio-materiality of a learning space: Tangible and intangible influences that inhibit as well as enhance interprofessional health education and collaborative practice

Our practices do not occur in the abstract, and they do not occur just anywhere. Interprofessional practices similarly so. This paper reports on an ethnographic study of a recently developed, and purpose designed, student-staffed health centre. While specifically designed to foster the interprofessional education of students studying a variety of health disciplines, intentions and anticipated outcomes differ from what occurs in practice. What was designed as an interprofessional education space for developing health practitioners, provides a fascinating exploration of what is both expected, unexpected, tangible and intangible. Drawing on visual ethnography, this paper provides insights into the socio-material terrain of interprofessional educative practices as they are performed. Informed by actor-network theory, the analysis maps the associations of myriad actors, human and otherwise, in the planning and navigation of a purpose built interprofessional health facility. Provided is a novel and rich description of interprofessional education not so much as espoused, but as done, and in doing so prompts consideration for what might also be done 'other'-wise.

Louise Everitt - Professional development programs and training for health professionals providing integrated perinatal psychosocial care: A synthesis of the literature

The aim of this paper is to discuss the literature review part of a research project to develop, implement and evaluate a state of the art, comprehensive psychosocial professional practice education program for maternity health professionals working as clinicians. The key to building this inter-professional education package will be to draw on the literature focusing on the three main areas of concern in perinatal period of domestic violence, mental health and drug and alcohol misuse and combine the best practice principles to develop a sustainable education program. The background and literature review using electronic databases for systematic evaluation will be discussed. The literature and national guidelines support the need for maternity health professional education and capacity building, however most focus on only one aspect of psychosocial concerns and not the

continuum of maternity care. A key focus of the educational package will be to engage learners in simulated environments where they are required to practice skills. A case study demonstrating the use of simulated experiences with midwives and early childhood nurses will be discussed including outcomes of the training day which provided a contextual idea for the current study. The literature review is an essential component to identify what is known about a topic and noticeable gaps to understand the current knowledge base. The foundational design and implementation this inter-professional education package will developed through critic and synthesis of recent evidence based literature. Enabling maternity health professionals to increase confidence identify and appropriately refer women with complex psychosocial health issues.

Broadway room

Jinqi Xu - Acquisition, transmission or constructivism, does it matter? - A practice-based study of Chinese students learning at an Australian university

A growing number of Chinese business professional students in Western universities prompts academics to explore different pedagogical practices suitable for diverse classrooms. Some persisting contradictions between Western and Eastern conceptions of professional education exist within and between the practices and institutional structures that students encounter daily. Chinese pedagogy is often labelled as a transmission model, whereas the Western teaching method is mostly categorised as constructivism. However, teaching and learning is much more complex than the simplistic stereotyping of pedagogical approaches, and learning is complex and becoming as an ongoing process (Hager and Hodgkinson 2011).

This ethnographic study explores the complexities of Chinese business professional students' learning experience in an Australian university. Through the practice-based lens, the examination of Chinese business students' everyday "doings and saying and the relatings" (Kemmis et al. 2012) in the context of Chinese Commerce Academic Development (CCAD) model has gained some insight into understanding Chinese business students' learning in an Australian university. The CCAD model uses a hybrid pedagogy that combines acquisition, transmission and constructivism to facilitate students' learning. Ethnographic methods were used to collect data for 18 months (two-third of their degree) identifying the practices used by students and CCAD leaders in their learning and teaching. This paper advocates going beyond the traditional view of constructivism against transmission and exploring alternative pedagogical practices in teaching Chinese business students, who are more likely to become the future accountants and financial professionals in their areas. This paper also provides some insight into curriculum designing for academic and institutional practices in order to improve Chinese business students experience in the West.

Katja Vhsantanen, Eija Rikknen, Susanna Paloniemi and Päivi Hökkä - A short measurement for professional agency at work

Although there is increasing research on professional agency and its importance for professionals learning (Goller & Paloniemi, 2017), this topic remains underexplored via quantitative methods in working life (for exceptions, see Goller, 2017; Vhsantanen et al., 2018). The latter introduced the Professional Agency Measurement (PAM) for investigating the dimensions of professional agency. The research further suggested the need to explore the functionality of some items in different contexts and to validate the dimensions of professional agency relative to other relevant phenomena with validated measurements. This study reports on the development of a short measurement to explore professional agency. The study aimed at shortening the original 17-item PAM via exploring its usability for cross-validating datasets and the relationship between professional agency and work engagement. Datasets from the healthcare, real estate service and information technology industries were analysed via confirmatory factor analysis and structural equation modelling. Consequently, three dimensions of professional agency emerged: Influencing at Work, Participation at Work and Negotiating Professional Identity. The structure was similar across all three professional domains. The results showed that the three shortened dimensions of professional agency appeared to be separate but closely and positively linked to work engagement. From both the methodological and pragmatic perspectives, the study concludes that the 9-item short version of PAM is more functional in exploring professional agency at work than the original PAM. This measurement benefits scholars and practitioners who are engaged in working life, professional learning and career research.

Symposium

Thomas room

Amanda Lizier and Jacqui McManus - Researching professional learning and complexity: More than a just method or a metaphor

Shifts in the structure and nature of work, influenced by increasing globalisation and greater use of technology (Billett & Choy, 2013; Dicken, 2015; Hodgson, 2016; Walton, 2016), have brought about heightened demands on professionals to learn and adapt to the increasingly complex nature of work. According to Tsoukas (2017), to better understand organisational complexity, more complex theorisations of organisational contexts are required. Taking up Tsoukas challenge, this symposium presents complexity approaches as a lens through which to consider work and learning in contemporary organisations.

Complexity approaches have been identified as being an effective theoretical and conceptual framework for understanding organisations within contexts of rapid change and uncertainty (see Stacey & Griffin, 2005; Tsoukas & Dooley, 2011; Uhl-Bien & Arena, 2017). In addition, complexity approaches have also been used to highlight new understandings of learning and practice at work within changing and challenging contexts (see C. Davis, 2012; Fenwick, 2012a; Fenwick & Dahlgren, 2015; Johnsson & Boud, 2010; Lancaster, 2012; Reich & Hager, 2014).

This symposium adopts an interactive approach, asking participants to experience complexity before considering examples of how it can be used in researching professional learning and practice. Opening with experiential activities where participants will become embodied actors in a complex adaptive system, the presenters will then provide an opportunity for participants to see how complexity approaches can be used and the insights that complexity approaches offer in studies of work and learning.

Paper 1 - Jacqui McManus (University of Technology Sydney)

A Different Way of Seeing Research: A complexity approach to professional learning In the current landscape of organisations, arguably the dominant worldview and approach to work is based on a rationalist, reductionist understanding of the world. This is supported by science; a view that there are universal laws that explain nature and by extension, human nature. We have become so familiar this view we are barely aware of it yet are perplexed about the inability of these laws to explain or address the (increasing) messiness of reality. In order to address the complex problems we have created by ignoring this messy reality, we need to return to it, we need a different way of seeing. This is more than a research method or methodology; it is a more akin to a worldview. This paper presents a complexity approach as a different, indeed a dynamic, way of seeing. According to Bortoft (2012), who draws on Goethe and related ideas from Heidegger and Deleuze, this dynamic way of seeing and making meaning was described by philosophers as early as Aristotle. In the process of connecting what we have described as complexity approaches to these philosophical foundations, not only are some of the historical events leading to the dominance of science unraveled, but the possibility for professional learning as a result are also highlighted.

Paper 2 - Amanda Lizier (University of Technology Sydney)

This paper outlines a conceptual framework that provides a way in which to use a complex adaptive systems approach rigorously rather than metaphorically, together with unique insights into work and learning generated from a study that employed the framework. The *complex adaptive organisation conceptual framework* (CAOCF) (Lizier, 2017) was used to investigate experiences of work and learning for fourteen Australian professionals. The CAOCF provided a way in which to emphasise adaptation and learning on the part of individuals within organisations while also considering the influence of broader, system-level complexity, in particular, emergence. Adopting a complex adaptive system approach not only provided a fuller picture of how work and learning were experienced within complex adaptive organisations, it also opened up possible explanations as to why professionals tend to learn through work in contexts of high work fluidity.

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Final plenary

ProPEL – Where next?

A discussion of the key themes of the 4th ProPEL conference and discussion about where future research may take us.