

Submissions Abstract Book - All Papers (All Submissions)

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Chaired by catherine Jones

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Creating spaces to share Creativity - Nurturing a community of expertise in simulation

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Research Domain: Learning, teaching and assessment (LTA)

Abstract: One of the biggest challenges to creativity is having the space and opportunity to meet, share ideas and look at things from different perspectives. This panel captures the reflections of a community of expertise in simulation at the University of South Wales. The community brought together academics from across disciplines to share their approaches in providing authentic learning experiences for learners in higher education (Hopwood, N, D Rooney, D Boud, and M Kelly. 2016) . Subject areas represented included education, policing, marketing, creative industries, nursing and law.

A primary aim for setting up the community was to provide space to talk across disciplines and create relationships that support creativity and the formation of new ideas and interpretations(Lee and Dunston. 2011). The panel provides the opportunity to discuss varied approaches to simulation in different academic contexts and the experience of belonging to community of expertise

Paper: This panel discussion contributes to knowledge on the use of simulation across a range of subject areas in higher education and considers the importance of creating a community for collaboration. The panel is a multidisciplinary community of expertise established to provide space, scaffolding and opportunity for the creative sharing of work. Each panellist discusses the ways in which professional learning and simulation is built into courses.

The panel will reflect on their experiences and encourage dialogue and interaction. They would like to welcome participants to be members of their community of expertise for the panel discussion.

Creating a community of expertise

One of the biggest challenges to creativity is having the space and opportunity to meet, share ideas

and look at things from different perspectives. A community of expertise was set up to bring together academics from across disciplines to discuss their approaches in simulation. Subject areas represented included education, policing, marketing, creative industries, nursing, forensics and law.

A primary aim for setting up the community was to provide space to talk across disciplines and create relationships that support creativity and the formation of new ideas and interpretations. Lave and Wenger (1991) Wenger (1998) stress of the importance of significance of social context and the importance of an environment to learn from and with others. The community is a 'safe' space to consider what is working and the challenges of developing, designing and managing such learning opportunities. The community was launched in November 2018 and staff with a known interest and expertise in approaches to simulation were invited to attend. The session began with a series of Pecha Kuchas to share approaches and experiences and what this revealed was exciting, diverse approaches that have students at the centre. The creativity in the room needed to be captured and supported and from this launch a series of scaffolded workshops were set up over the academic year. The workshops developed ideas further and provided support for sharing and disseminating findings within and outside the University and encouraged learning in the academic workplace (Jawitz 2009). The group discovered shared motives, approaches and challenges in their own contexts while working towards a shared goal of developing authentic learning experiences.

Simulation and authentic learning across subject disciplines

All of the subject disciplines in this panel are using simulation as a link to professional learning. Hopwood, Rooney, Boud and Kelly M (2016) address the important questions about relationships between university education and professional practices, the role of simulation and question the limited theoretical underpinnings of simulation pedagogy. Dahlgren, Fenwick, T. & Hopwood, N. (2016) focus on the particular aspect of 'difficultly' confronted by students in the use of simulation.

The panel provides the opportunity to discuss with the panellists their approaches to simulation in different academic contexts and moving towards a shared understanding of simulation pedagogy.

Theme 1: Using Hydra Minerva across subject disciplines

The Hydra Immersive Simulation System is a computer simulation learning environment that enables the monitoring of real-time leadership and decision-making during critical incidents. The decision making element is key to all the examples. The panellists will discuss how this is being used across in a range of social sciences areas and public relations designing creative solutions for the assessment experience and the impact it is having on student learning, engagement and the development of professional practice (Hager, Lee and Reich 2012). There has been an impact on designing authentic assessment and providing students with a safe environment to critically reflect on their practice as developing professionals and working collaboratively to solve problems.

Theme 2: Clinical Legal Education: Legal Advice Clinic

This approach to simulated/authentic learning focuses on the experience of providing live client work in a controlled environment combined with reflection on the experience. The clinic has closely supervised casework but is student led supported by mentors who are professional experts. The

feedback from students is that it gives them responsibility and experience with the safety of a mentor.

Theme 3: Using simulation in the creative industries

Two of the panellists work in the creative industries and use simulation to develop their professional practice. In example 1, students are given the opportunity to run a Professional radio station in which they must work to schedules, meet authentic briefs, managing time and achieving targets. The radio station gives the students the opportunity to connect with the student and local community and have a realistic expectation of the needs of the industry. In example 2, performance students engage in a professional practice that allows them to create and perform 'characters' to a strict brief and a script, whilst engaging with clients who require performers for time-sensitive and tightly controlled scenario simulation. Collaboration takes place with other courses/disciplines/faculties as well as with external clients.

Theme 4: Co-production: students, professionals and staff creating interdisciplinary child protection conference.

The final panellist provides insight into a simulated event which addresses the challenges of multi-disciplinary work in safeguarding and brings together all the professional areas who are significant. Developing knowledge and understanding in practice areas that are complex, sensitive and emotive. This can be overwhelming for novice practitioners and continually challenging for experienced practitioners. The simulation facilitates peer learning between disciplines and agencies, sharing ideas, worries, anxieties, experiences including identifying and building upon prior knowledge.

Questions to be explored in the session:

- What does simulation/authentic learning look like in different subject areas?
- What is the impact on students?
- Does a multidisciplinary community of expertise support creativity and innovation?
- What is next in terms of practice, pedagogy and research?

Wenger, McDermott, and Snyder (2002) stress the importance of cultivating communities that developing meaningful and rich knowledge. The panel discussion will be of interest to those who are thinking about or who are already engaged with simulation or authentic learning and wish to see approaches across a range of subject areas. It will also be of interest to those considering setting up communities of expertise to support innovation and creativity.

References

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