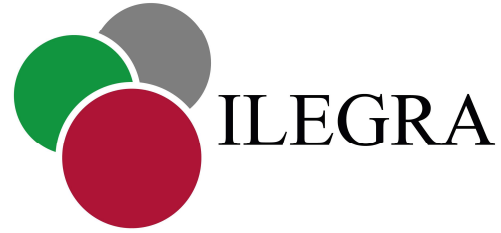


Potential of synchronous digital teaching & learning scenarios for interprofessional learning



Analysing the interaction of part-time, working students from nursing care, physiotherapy, occupational therapy and speech therapy in interprofessional virtual case discussions

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Background/current state of research

In order to achieve **better interprofessional collaboration** in practice, made necessary by more complex tasks [1], **interprofessional teaching** must be established as early as **in the education and training of healthcare professionals** [2]. Interprofessional learning (IPL) requires interaction of learners from different professions [3]. Learner-centred methods that promote interaction, such as case-based learning, problem-based learning (PBL), peer-to-peer learning, as well as reflection on IP learning processes are recommended methods for IPL [4,5]. At the same time, **digital teaching and learning formats** are becoming increasingly important in training healthcare professionals and have evolved significantly since the outbreak of the Covid-19 pandemic in early 2020 [6]. They are also suitable for **interprofessional case-based learning** in both synchronous and asynchronous digital learning environments with a view to promoting interaction in the process of jointly solving problems and to moving towards shared decision-making and building knowledge through communication, collaboration, and the activation of prior knowledge [7,12].

Research goal

To date, research has mainly focused on asynchronous digital teaching/ learning environments for interprofessional learning, rarely synchronous settings. This is why it remains largely unexplored **how interaction for interprofessional learning takes place in synchronous digital learning scenarios** [6]. This research project aims to gather knowledge for designing interprofessional synchronous digital teaching and learning environments.

Research questions

Which learning activities described as important for interprofessional learning can be identified in synchronous digital interprofessional case discussions?

Sub-questions:

- What change in learning activities can be observed over the course of eight weeks (six case discussions) in a learning group?
- Which characteristics can be identified in the synchronous digital learning environment in parallel verbal interaction and in chat communication?

Method

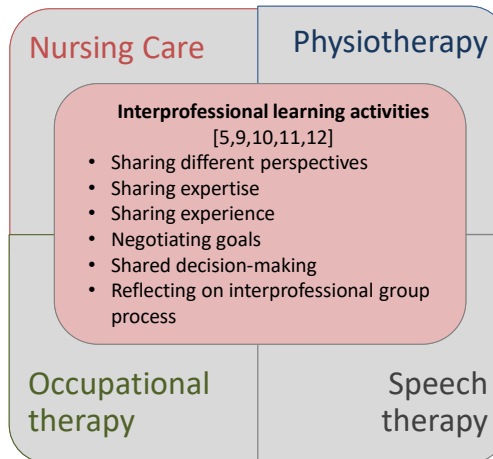
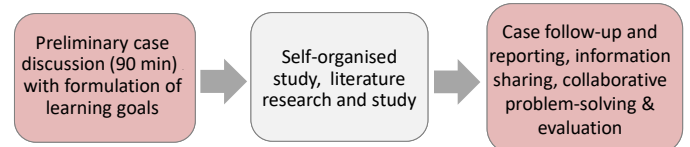
Exploratory qualitative research

- Analysis of secondary data: 16-20 interprofessional synchronous virtual case discussions in small interprofessional groups.
- Qualitative analysis of content according to Kuckartz & Rädiker [5].

Sample description / field access

- Natural field (digital learning environment)
- Recorded online conferences (video & audio)
- 34 part-time, working students in online interprofessional bachelor course, 2nd semester
- Students with prior vocational qualification
- Part-time students working in healthcare
- Practical work experience 1 to > 30 years

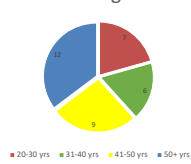
Virtual case discussions according to the “Problem-based learning (PBL)” Concepts: online, weekly programme of students:



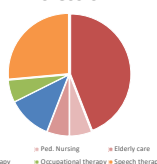
Next steps

- Qualitative analysis of content with deductive-inductive formation of categories
- Presentation of results
- Discussion integrating theoretical background and current state of research
- Deriving recommendations for the conceptualisation of synchronous digital interprofessional teaching & learning environments

Student age



Profession



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