How Physical Space Impacts on Learning

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1 Learning objectives
Recognize the importance of space’s impact on clinical learning

Initiate a briefing process

Inspiration on how to think about space and clinical learning
Socio–material theory of learning

• Learner – “things” (tangible and intangible)

• New materialistic approach
  • Performative
  • Relational
  • Non–deterministic

Fenwick, 2010
• Foregrounds the ways in which things are brought into being
• Space is a practice, always in a process of being made
  • Affection
  • Social
  • Material
• Account for support OR challenge in order to implement a new idea
• Learning spaces something we DO (stage, perform, enact), rather than something we have (infrastructure)

What is currently driving clinical education?
Learning is changing

Active learning methods are increasingly replacing traditional lecture – even in large enrollment classes

Online content is being integrated into traditionally offline courses – resulting in redesigned hybrid courses
Informal curriculum

Hidden curriculum

Professional socialization
Briefing: Four examples

- New Karolinska University Hospital, Sweden. (2012-2018)
- Neo Laboratory, Karolinska Institutet, Sweden. (2014-2018)
- Royal Children’s Hospital, Melbourne. (2011)
A New Building? But what’s really new?
First Loop Thinking
• Educational philosophy
• Stakeholders involvement
• Process
2

Postcards
Identify the characteristics of the existing culture of education in your institution.

In small groups

• Choose 3 cards that represent what the **current clinical educational culture** is like.

• Choose 3 cards that represent what the **future clinical educational culture** should look like.
The opportunity

Use the design, construction and occupancy process to **reinforce** and, if necessary **redirect and revitalize** the organizational culture.
3

Briefing exercise
A donor is providing $50 million to fund a new medical education center in a university hospital. The Donor stipulates that the building must express and fulfill the latest thinking on medical education and stresses the importance of clinical learning. She wants to see evidence that the brief for the building has captured the key requirements and ideas that the architect should fulfill. The building should at least provide for the following functions:

- SIM center for high fidelity simulation
- A clinical skills center
- Library
- Resident social areas
- Seminar rooms
- Large class rooms or lecture theaters
- Dining facilities

Consider what other functions might be critical to success, including technology and services.
Creating the brief (1)

• What is driving curriculum change? How might it impact requirements for the new building?

• What are some of the critical space types? (post it notes)
  – Formal and informal
  – Classroom, inbetween spaces, connected to campus?

• Which spaces / functions / activities should be close to each other (use post it notes or bubble diagrams)

• What are key services or technologies that will be needed?

• What is the user experience: diagram “a day in the life”
Creating the brief (2)

• What is the briefing process?
  – Stakeholders
  – Process to create a vision for the building
  – Research required
  – Technical inputs
  – Other?
4 Measures of success
Measures of success

Headlines

- If in 18 months, an article was written about the new building in Medical Teacher or The Lancet

- What would the headline be?

Measures of success

- What evidence would you see?

- What would the measures of success be?
5 Vernissage
6

Key issues
Lessons learned
Different briefs

- Vision: The Future!
- Concept: Special characteristics
- Functional: How to use the spaces
- Design: How it should look
- Technical: Technical aspects and requirements