

Working Together:

A Reflection on Collaborative Interprofessional Teaching & Learning

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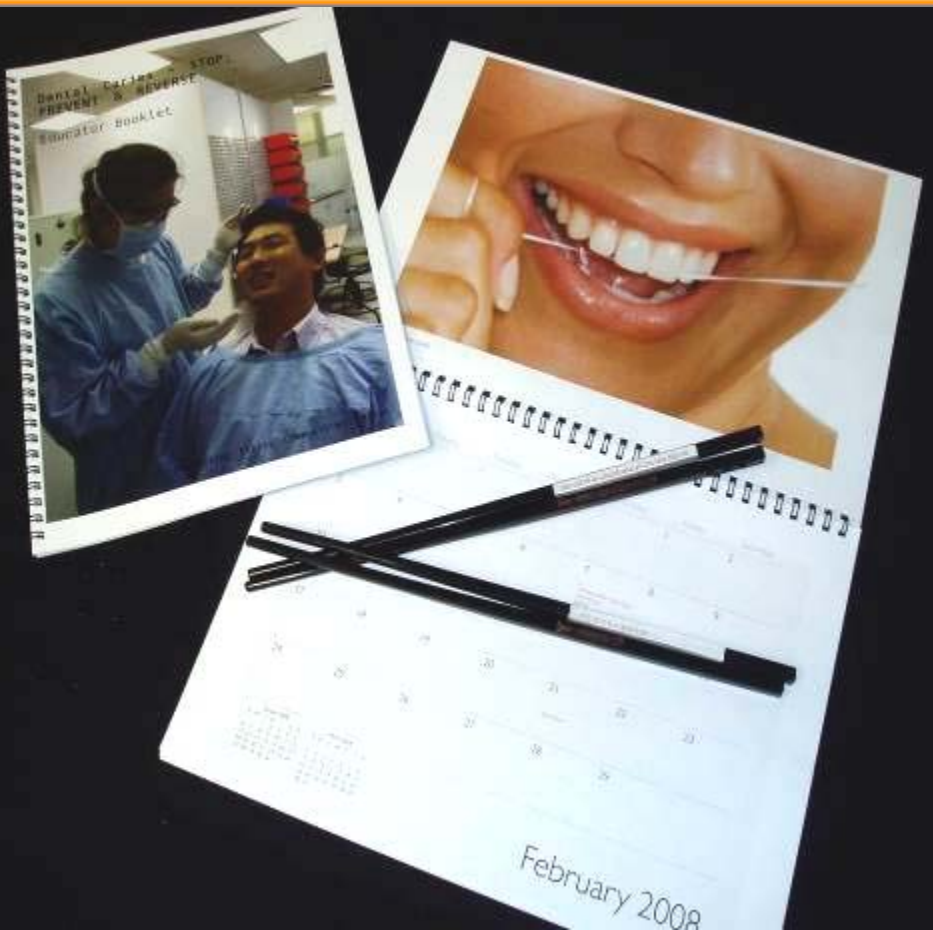


Consultancy Skills in Blended Learning VR

Our project is the unique symbiosis of professional learning in Architecture and Dentistry, leading interprofessional education and professional praxis to novel horizons. We present a joint course in which over 300 students from Architecture and Dentistry engage in professional collaboration to develop leadership in public health education.











Mr Know-It-All

DENT-ARCH 2009

Dentistry - Architecture Interprofessional Project

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Mr Know-It-All's Page

Course Outline
Dent-ARCH
Oral Health Maintenance and Promotion - Course Outline Network of the project:
Professional people working in the dental and health care sectors need to engage with their colleagues to evaluate their own and each other's work and to be a part of it. Dentists and dental therapists have that dental
disease can be prevented but unfortunately the community does not know or believe this (Howe & Corbett, 2008; Corbett & Howe, 2008). Archibald and designers know that it is critical to design and build for sustainability of the planet for the community does not know or believe this is a serious current issue for us to deal with in a sustainable way for the future. (Howe & Corbett, 2008). Even students in the Faculties of Dentistry and Architecture who are highly skilled for their ability and professionalism and have a passion for the area need to learn the skills to be successful in this area.



No comments yet!



Mr Know-It-All's Blog
Hi there, this is my first day 'at work'. I am setting up the network and clean up some of the mess. Housekeeping is important, cheers
DentArch - Faculty of Dentistry, University of Sydney

Dent-Arch 2009

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Sample Broshures

Attached you find some sample-brochures of for public health promotions by students from earlier years. You find there some nice samples too. STD Boo... [Read More >](#)

Tagged: [brochure](#), [pdf](#), [sample](#)

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Group Formation

Here are all the students' groups. Please find your name and group members. Please make contact with them and create own group page with name and logo from the 'Group' tab above. Tip: Add your group... [Read More >](#)

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Assignments

Here you find the assignment texts. coming soon. [Read More >](#)

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Course Outline

Hello, my name is Mr Know-It-All. I'm here to assist you in all matters of the course. You can send me messages, add me as your 'friend' or find general info about the course at my personal page... [Read More >](#)

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Video-Collaboration

Dent-Arch 2009

Dentistry - Architecture Interprofessional Project

TokBox Video Chat

Share Settings

The screenshot displays a TokBox video chat window. At the top left is the 'tokbox' logo. To the right are several control buttons: a refresh icon, social media icons for Twitter and Facebook, an 'Invite' button, a video camera icon, and a settings wrench icon. The main area shows a grid of five video feeds. The top row contains three feeds: a woman on the left, a man in the center with his hands clasped, and a man on the right. The bottom row contains two feeds: a man with glasses on the left and a woman on the right. A black 'Muted' notification with a speaker icon is overlaid on the bottom-right video feed. A large grey box with the text 'Voice only' is overlaid on the right side of the video grid.

Why?



Most interprofessional education papers focus on learning outcomes for the students

BUT

What do the teachers learn?

<http://www.fredabeles.com/assets/2007/index.jpg> retrieved 28.9.08





Aim

To explore the learning experience of two teachers conducting an innovative interprofessional education program linking Dentistry & Architecture students in community engagement.



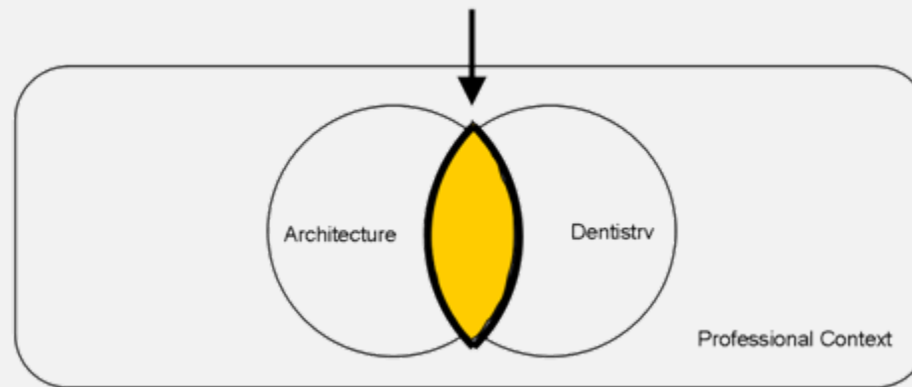
Why Blended Learning?

Flexibility to bring together different audiences & offer a platform to collaborate

Knowledge-sharing through diverse networks with multiple partners

Learning design & communication is a highly personal process requiring sharing

Blended learning fosters both: individual and cooperative learning



Research the interface

Explore links between the two fields e.g. immerse into each other's realm.

Establish scholarly research in teaching.

Reflective teaching portfolio

A collaborative learning portfolio was collated by the course coordinators over the duration of the program addressing the following areas:

- Teaching philosophy
- Collaborative teaching
- Collaborative learning
- Reflective practice

The portfolio was submitted for review and commentary by teachers from the two respective Faculties and the University Institute of Teaching and Learning.



Working Together

Interprofessional Collaboration
between Dentistry and Architecture
in Learning and Teaching



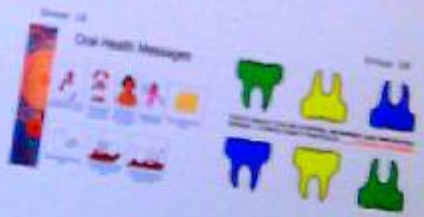
A Joint Portfolio in Professional Learning and Learning Leadership submitted in
fulfillment of the requirement of ED925010 & ED925011 in the
Graduate Division of the Faculty of Education & Social Work
The University of Sydney
June 2008

by
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Chapter 4: Collaborative Teaching and Learning

This project showcases a partnership in teaching and learning. We present in this chapter our framework of collaborative teaching and our process of engagement in both teaching and learning. We reflect on our collaboration as teachers as well as learners of another profession within its higher education context.



Vision and patience

Publications & new learning

Effectiveness of the critical friends approach

Exciting new ways to think – personal growth in academic endeavour



Program Design

Collaboration between the Faculties of Dentistry & Architecture

Develop an oral health promotion strategy & products:

“Tooth decay can be stopped, reversed and prevented”.

The project addressed the following objectives:

- Develop design literacy (Dentistry-) & client consultancy skills (Architecture students)
- Promote interdisciplinary collaboration in completion of an genuine scenario
- Engage students in deep learning via action based learning projects, peer-teaching & peer-evaluation
- Contribute to research-enhanced teaching & learning through the inclusion of research & professional development, aiding student learning experience



Evelyn Howe

+ Add people



08:09



Your video quality is low.
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Recognise interdependence

Mistakes we made e.g. in making decisions for one student body rather than two

Communication in coping with student problems & challenges

Evaluation of student opinions, reactions & learning outcomes

The idea is that although the objectives were different we had to stay very close



Results

Teaching philosophy

Phronesis or practical wisdom: Learning to judge when and where to put skill or knowledge into action, relating both to self-actualisation and engagement with the world.

Circularity of learning: Postulated by Heidegger (9), where skill informs practice and practice develops skill. This was the process of our own development in interprofessional education.

Design aesthetics: A focus of both professions (eg. building design or dental prostheses) but extending to development of elegant solutions in communication and service-oriented community engagement.

Situated practice: “We should think about practice as a setting not only for the application of knowledge but for its generation” Effective skill development must be embedded in practice, integrating knowing, acting and being.



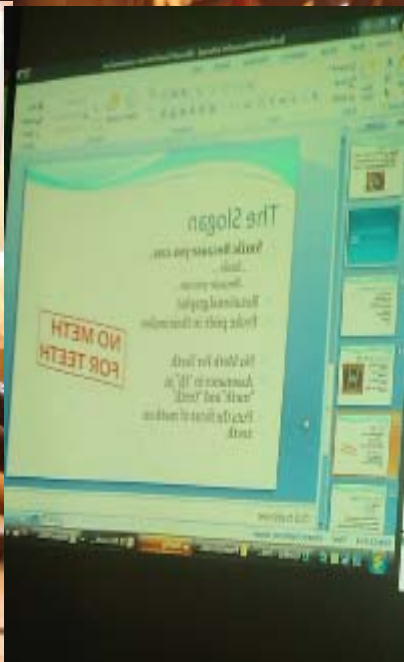
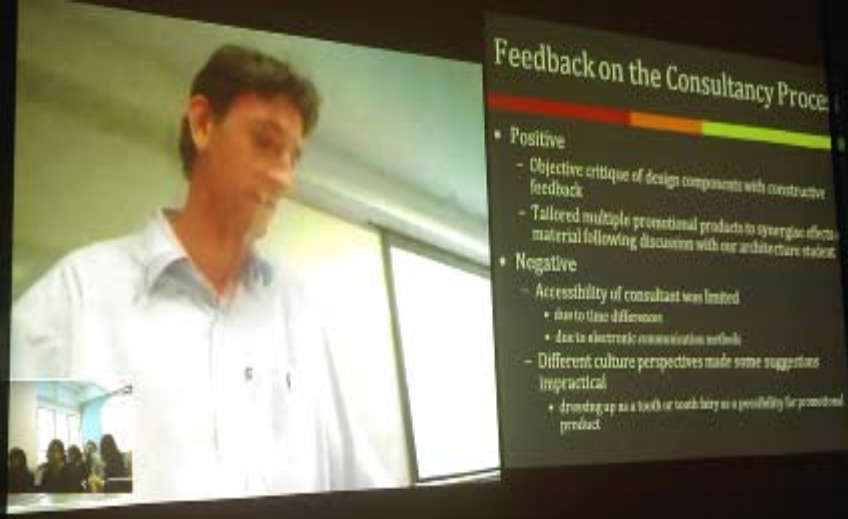
Results

Collaborative teaching

Collaboration: As it differs to co-operation. Co-operari to work together; col-labore to labour together. Design collaboration requires a higher sense of working together in order to achieve a holistic creative result.

Roles: We distributed our roles according to our personal strengths and expertise in design or dentistry, but merged them in a balanced delivery of course content, knowledge and administration.





Results

Collaborative learning

Partners in learning: Our collaboration drew extensively upon the concept of critical friends. Teaching involves listening with empathy, sharing experience and learning, professional friendship, developing insight through reflection, being a sounding board and giving encouragement.

Process gain: The realisation that a pair of active beings can achieve together more than the sum of their individual effort is undoubtedly a significant intellectual step.

Four lens analysis: Emerging issues of uncertainty or difference were resolved using the four lens technique where the teachers, peer teaching colleagues, students and literature findings were consulted.



4 Lenses

Personal lens



Marc Aurel: Constructive feedback is an essential part of learning... (that) can stimulate the student and build up confidence. I was not aware that dentist-students have never been exposed to this kind of scenario and thought that this could be a great opportunity.

Evelyn: I was concerned that such public critical assessment could defeat one the important learning objectives of developing confidence in community engagement.

Peer lens



Rob Saunders, PhD (Associate Dean, Teaching and Learning in Architecture): This form of teaching needs a lot of subtlety. There is a lot of learning that is not really explicit. But it can become adversarial if it is done badly.

Glen Hill, PhD (Senior Lecturer, Coordinator, M. Arch): "It can be a very adversarial approach where members of the "jury" or the "stars" of the profession are brought in to demolish the students' schemes. But the teaching aim is to assist students to manage critical appraisal of their work."

Theoretical lens



Dana Cuff (1996): "Nevertheless, many students complain that they never "got a good crit"... It offers a model of professional behaviour, implying that full-fledged architects hold positions that can be challenged only by other full-fledged architects...and not by the public, other professionals or clients" (p126)

Hannah Vowles (2000): " ..the crit as an event is nevertheless social because it demonstrates clearly that architectural meaning is not inherent in the project". (p264)

Students' lens



Tina Gibson (BDesArch. 2): "It is high stress. Basically you run into open knives. Tutors and even colleagues can be very critical. But I guess it is more my own nervousness, the stress and the official setting of such a presentation that is uncomfortable. Most of the critique I get is actually true. ..I get more out of it and learn more than if everything were smooth"

Nicola Sherbon (BDent. 1): "It is so harsh to be put on spot by tutors or colleagues, for whom it is easy to criticize and not do the work. I do the best I can do, and don't want to be blamed for that. But I am actually grateful to get some response than nothing,"



We agreed upon giving only a very short feedback to the students that is short, constructive and supportive towards the students. We saw the final presentation more as a celebration of ideas, research and work rather than an assessment situation.

Results

Reflective practice

Good will: Our reflections show that critical, good will & to seek exposure to other's domain.

Personality and skill differences: We shared our profile of strengths & utilised them.

Reliability and trust: This needs time to develop and test. There is a risk – if one person fails, then both do.

Sharing: It is important to be open, respectful, considerate and humorous but above all genuine with each other (→SWOT).

Warmth: The professional relationship cannot be cool.

Challenge: Interprofessional education is difficult & administratively complex.

SWOT Analysis

Strengths:

- meets multiple teaching and learning objectives
- innovative
- engages with the community and the profession
- resources can be delivered and communication facilitated by e-learning
- potential for global interest and links

Weaknesses:

- increased administrative load and extra work
- potential for communication problems, misunderstanding
- reliance on the skills of others in WebCT to realize the project in e-learning format

Opportunities:

- development of a communication skills program in a new field
- exploring our own skills in a new discipline
- learning more about our own field by embedding skills in a new one
- feedback re teaching performance through team teaching

Threats:

- risk of failure
- mishaps for which good intentions will not compensate
- unfavourable student reception of the program
- being perceived as odd by colleagues
- failure to overcome stereotypes within each profession

Conclusion

Our roles as teachers, learners & researchers:

- steep learning curve with unique experiences that deepened our learning
- shared the experience with students.

We have been:

- curious, surprised, exasperated, inspired, challenged, disappointed, exhausted & extended
- learned about new concepts,
- marvelled at each other's skills & ignorance,
- mentored & motivated each other for personal & professional development
- enlarged our horizons beyond our existing fields of expertise,
- deepened our interest in scholarly higher education
- fuelled passion for interdisciplinary education & research in lifelong learning context.

About us



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