

How do trainees regulate their learning in clinical setting in collaboration with others when learning bronchoscopy?



INTRODUCTION

- ❖ Simulation & further learning in clinical context
- ❖ Gaps and differences
- ❖ What mechanisms are used in the transition from one to another?
- ❖ Self-regulatory strategies
- ❖ Co-regulated learning (CRL)
- ❖ Examining CRL in the workplace has potential to contribute to a deeper understanding of how learners continue their journey to competence from simulation to clinical context and also how to create clinical environments that support further learning.

OBJECTIVES

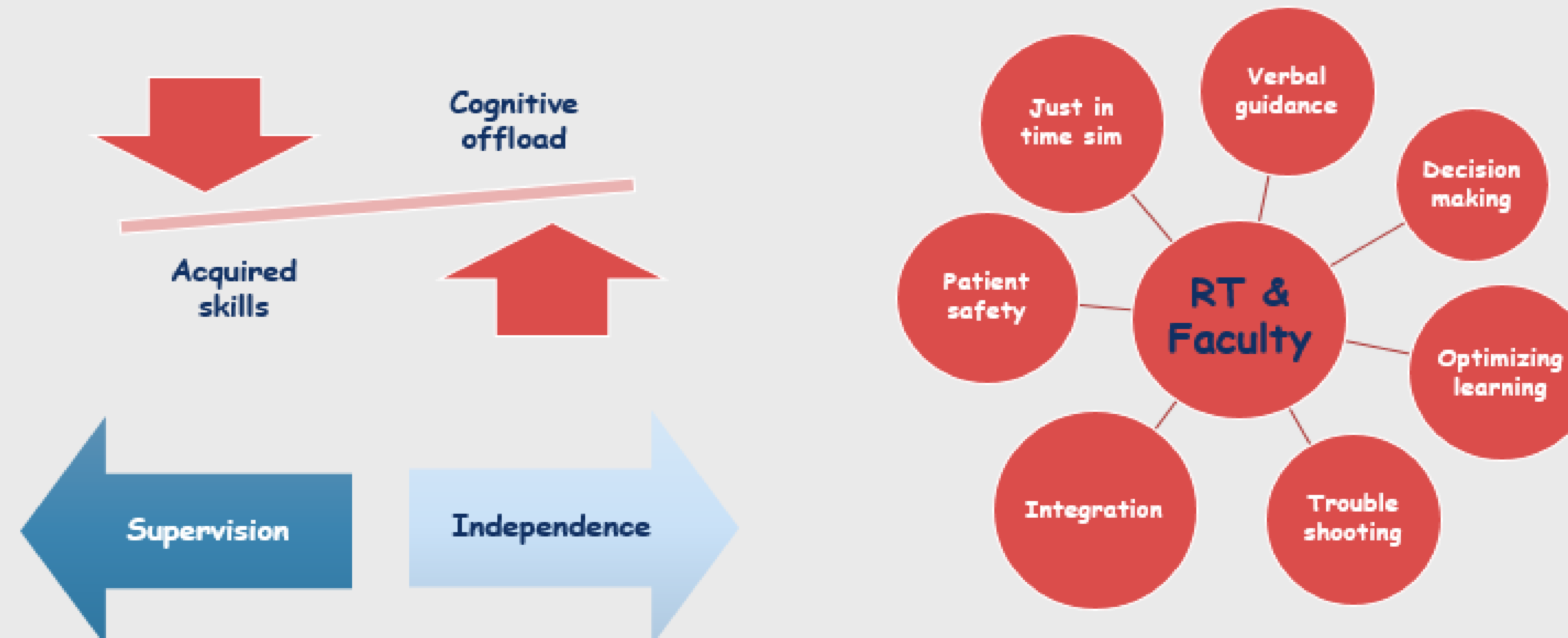
The aim of this study is to explore co regulated learning mechanisms that support learners' trajectory to competence from simulation to clinical setting in the context of learning bronchoscopy.

METHOD

- ❖ Constructivist grounded theory study
- ❖ Semi-structured interviews as the data source.
- ❖ Trainees
- ❖ Faculty
- ❖ Respiratory therapists
- ❖ Constant comparisons analysis of interview transcripts was done using the sensitizing concepts from Allal's CRL theoretical framework.
- ❖ Team meetings to analyze data, modify the semi-structured interview guide to explore emerging themes, and build on the CRL theoretical framework.
- ❖ Reflexivity was employed at each stage of project development and execution to maintain rigor.

RESULTS

- ❑ 10 trainees, 3 supervising faculty and 3 charge RT participated in the study.
- ❑ Interviews covering 20 bedside bronchoscopy procedures.
- ❑ Learners use more self-regulatory learning strategies in simulation being cognitive, motivational, and behavioural, while the learning is predominantly co-regulated in the clinical context with others.



CONCLUSION



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ACKNOWLEDGEMENTS

Participants of the study

REFERENCES

- ▶ Linda Allal (2020) Assessment and the co-regulation of learning in the classroom. *Assessment in Education: Principles, Policy & Practice*, 27:4, 332-349, DOI: 10.1080/0969594X.2019.1609411
- ▶ Bransen, D.; Govaerts, M.J.B.; Panadero, E.; Sluijsmans, D.M.A.; Driessen, E.W. Putting self-regulated learning in context: Integrating self-, co-, and socially shared regulation of learning. *Med. Educ.* 2022, 56, 29-36.
- ▶ Hadwin, A., & Oshige, M. (2011). Self-regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113, 240-264.

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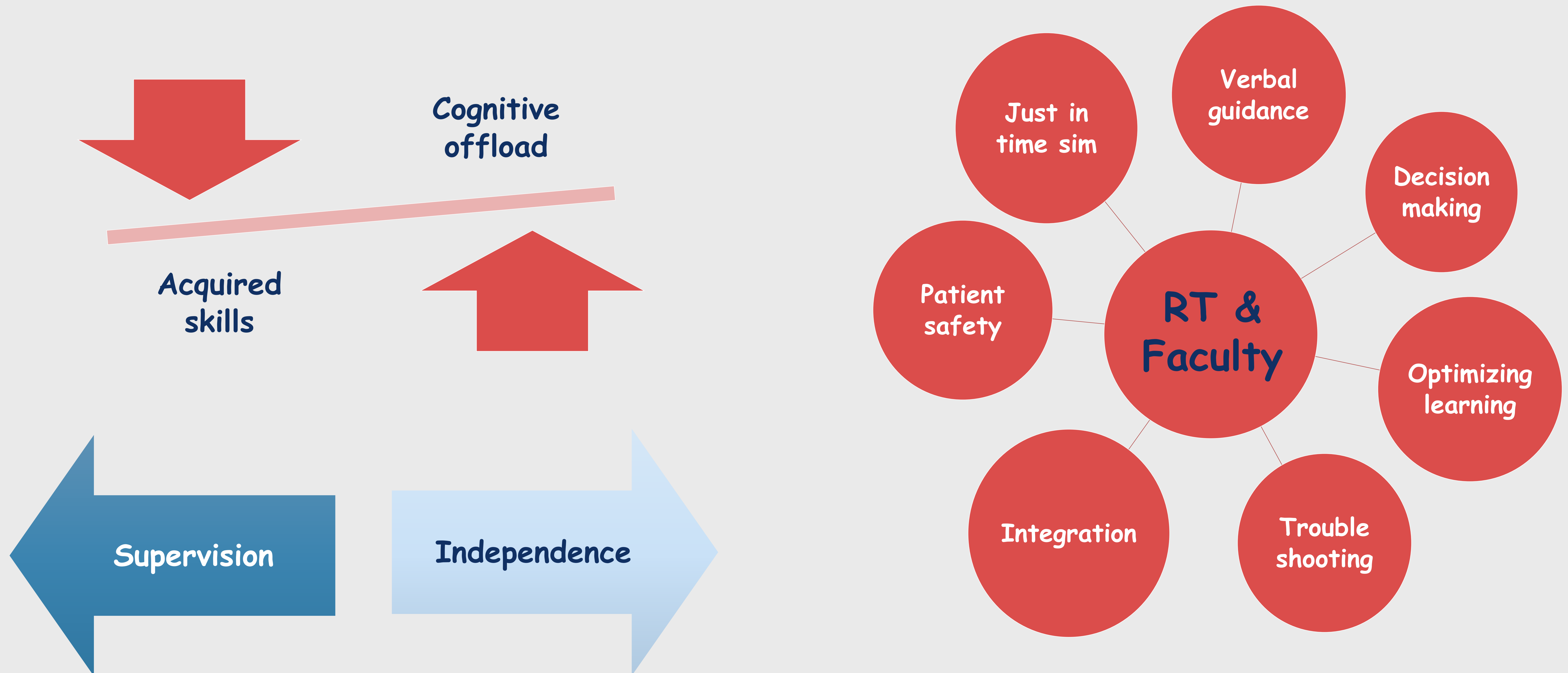
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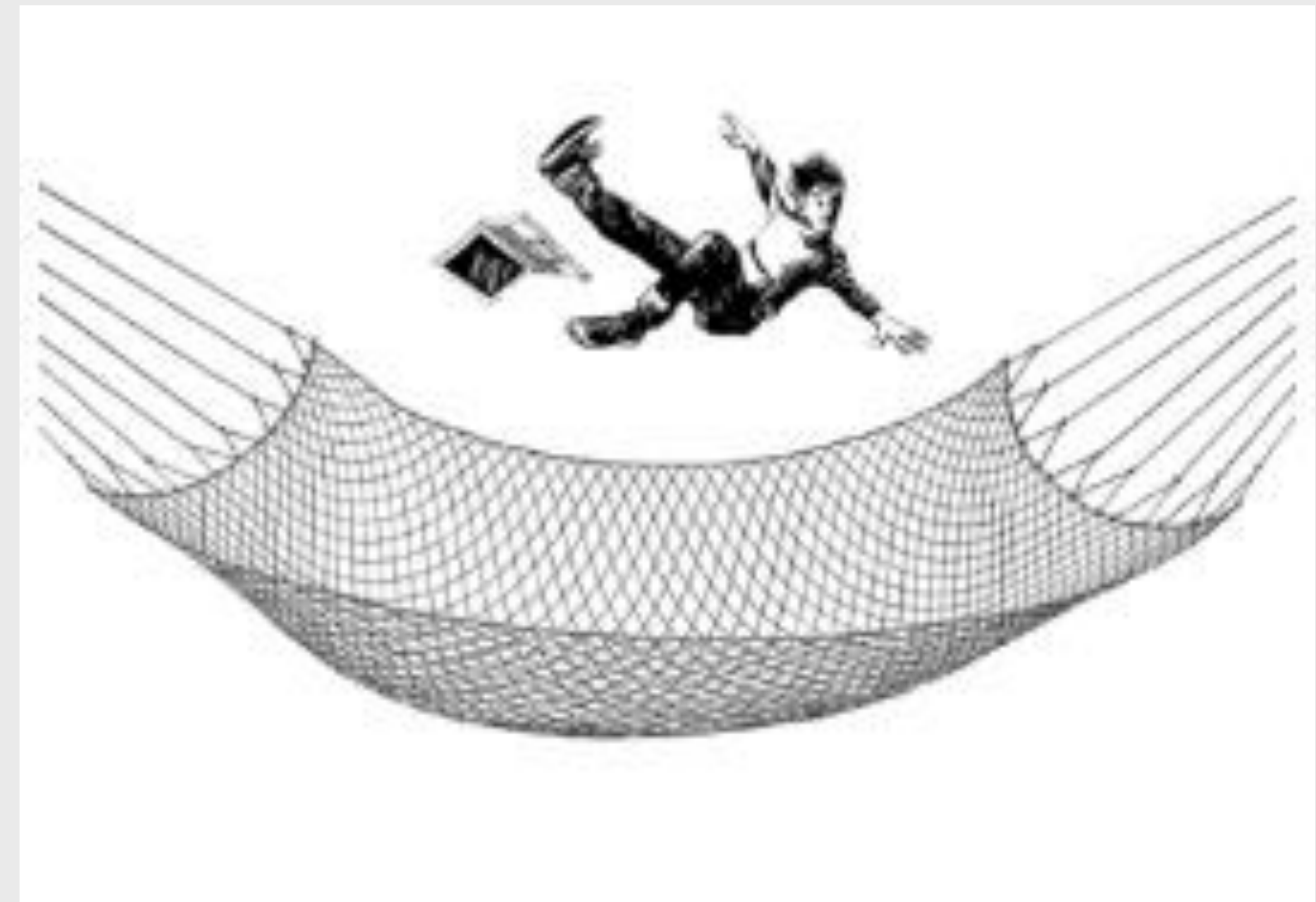
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