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Peer Learning

Jämlika lär av och med varandra på både formella och informella sätt. (Boud, 2001)

Ett förvärv av kunskap och skicklighet som förvärvas genom att jämlikar aktivt hjälper och stödjer varandra (Topping, 2017)



Vi utvecklar kunskapen om en hållbar framtid



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Mål med peer learning:

- Samarbeta med andra
- Kritiskt förhållningssätt och reflektion
- Kommunicera kunskap, förståelse och färdigheter
- Styra sitt lärande
- Bedöma sig själv och andra

Boud, 2001

Vi utvecklar kunskapen om en hållbar framtid



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Peer learning i klinisk utbildning



Studenten

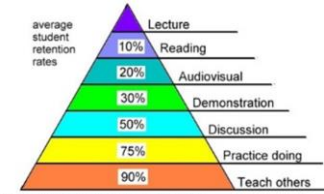


Vi utvecklar kunskapen om en hållbar framtid.



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Learning Pyramid



Source: National Training Laboratories, Bethel, Maine



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Peer learning i klinisk utbildning



Handledaren



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Handledaren



... I keep hands on my back and a zip on my mouth as much as possible ... because I want to see that they (the students) develop and do those things that I think that they should do ...

I try to be laid-back, but I don't always succeed, it's really difficult to remain silent, and stand with my hands on my back, it's not really my way of doing things in ordinary life, so it's difficult to do it as a supervisor.

... as supervisors we make sure that they (the students) are well aware of the whole situation and not just that small part, so I think you can get away from that a little by not having too many patients at one time and starting with just a few ...



Vi utvecklar kunskapen om en hållbar framtid.



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Studenten

- Stöd/trygghet
- Ta ansvar & känna oberoende
- En i teamet
- Ökad skicklighet (skills)/ underlättar lärande
- Lösa problem
- Reflektera och diskutera



- Mer generaliserad feedback
- Bli jämförd
- Konkurrens
- Okompatibla



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Handledaren



- Studenterna mindre beroende
- Mer tid för handledning
- Utvecklas i sin roll som handledare
- Se nya perspektiv
- Fler reflektiva diskussioner
- Mer tid för bedömning
- Känna sig splittrad och otillräcklig
- Behövs mer information
- Svårt om studenter är på olika nivåer

"I also think it is an advantage with two because they can talk to each other. I can hear what they say instead of asking my own questions all the time, what feedback they give each other when they carry out an action, when one reminds the other, it gives me a confirmation on: okay that person knew that".

"When they are at different levels and how you get the scaler to be more active and take up more space... that I can see as a challenge."

... en del går ju bättre ihop och då kan man jobba lättare ihop... Då får man väl försöka köra varannan gång och det var väl det vi försökte göra till slut.



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Social Cognitive Theory (Bandura)



Bandura - Triadic Reciprocal Causation: mutual influences between 3 sets of variables



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Patienten



I feel like I could ask them to do anything and they would do it. They were right there and so I would rate it as excellent... I wasn't afraid to ask them for things. I didn't feel like I was bothering them. And, sometimes when the nurses come in I feel like I am being too overbearing.

"It's okay if the student says they can't do something; they have to ask someone. That's fine, and then I feel they've made their position clear."

It took a little time before I felt safe, because I thought that they aren't fully qualified. That feeling has gone now. They've shown that with their manner and their knowledge, they're really done so.

I didn't receive any information whatsoever about what would happen when I was to be transferred to the patient hotel. I just got so incredibly angry, and I felt so very sad and disappointed...

The students call for their nurse (supervisor), who comes and does the things they can't do themselves. I've nothing negative to say about the students, they're good. They always ask their supervisor if there's something they don't know.

"I know that the regular nurses were there too, so I never felt unsure in the sense of 'crikey, how's this going to work out?' I never felt that way."

"The supervisor was always there and showed the student what to do the first time around, and there was good interaction between them, and then it was just incredibly simple for the student... Yes, they had a really good working relationship... they worked together... the interaction between the qualified staff and the students was just so good that, well, I don't think it could ever possibly go wrong."



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Utmaningar



Vi utvecklar kunskapen om en hållbar framtid.



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Tack för mig!

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