

Module 4 _____

_____ **Dialogue**

-based _____

_____ **story**

_____ **interpretation**

Module learning objective

- Increased awareness of different professional roles and responsibilities and multiple ways of interpreting citizens' stories
- Increased communicative competencies in relation to these

No narrative is ever simple – there may be many agents within it. Each of those agents within the story will have their own drivers, experiences and interpretation of the narrative.

In this module we will:

- Explore the many different professional stories across organisations
 - Consider the challenges professionals face when interacting across organisations and how dialogue can be fostered to support this
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Dialogic learning

This refers to learning that takes place through dialogue and the implication is that it is not based on any particular power relation with any one person present being more knowledgeable than any other. Rather there is the opportunity for learning through debate and reasoned argument.

Boundary crossing

This refers to the idea of crossing professional boundaries, encountering difference and the potential misunderstandings and confusion that can result. However the idea of boundary crossing is also that such sites can be sources of unexpected learning through the meeting of perspectives, which can lead to new insights and progress and innovation as a result. Akkerman & Bakker¹ proposed four mechanisms of learning at the boundary:

1. *Identification*: of intersecting practices, which are (re)defined in light of one another
2. *Coordination*: exchanges between practices are established
3. *Reflection*: learning to look differently at one practice by taking on the perspective of the other practice
4. *Transformation*: changes in practices or the creation of a new in-between practice

Expansive learning

By expansive learning we refer to interprofessional learning at the institutional level, which will be useful in order to solve contradictory elements of systems and enable cooperation and dialogue across different professional and institutional groups. The learning challenge here is about acquiring a new way of working across organizations focused on interconnected activity systems.

1. Akkerman, S. F., & Bakker, A. (2011). Boundary crossing and boundary objects. Review of educational research, 81(2), 132-169.

Exercise 4.1

The agents and organisations in a story

- Foundation
- Yes
- Short

No story is ever simple – there may be many agents within it. Each of those agents within the story will have their own drivers, experiences and interpretation of the story. For those working within organisations, each organisation will have its own procedures, constraints, rules and practices. These may even range across the different sectors through which the journey in a patient story passes.

 First, watch Oksana 's story

4.1.1

List the different agents and participants in her story

Draw a constellation diagram expressing the interrelationships between them

What are the benefits and potential weaknesses in those relationships?