Workshop 2: Presenting your research

Seminar Room 1

Workshop title:	**Presenting your research**
Facilitator(s):	**Erik Driessen, Pim Teunissen and Fedde Scheele**
Theme:	*Communicating science*
Aim:	To get speakers thinking about how to tell a compelling story from their research work

Try to remember the last presentation that you attended as a spectator. The odds are good that this presentation was tedious, and that your thoughts wandered away as the presenter, positioned with his/her back to you, read from PowerPoint slides filled with text and raced the clock through the final batch of slides. Stroll through any convention centre during an international meeting and this, sadly, is the bulk of what you'll see.

Why do scientists persist in delivering boring presentations? Because we think that this is what is expected from a scientist. After all, this is how our supervisors delivered their presentations and it's what we see when we go to meetings. 'Rhetorically weak' appears to be how we signal 'scientifically credible'. We are afraid that a more simple and entertaining presentation will contaminate our scientific ethos with an aura of shallowness.

This workshop offers a selection of recommendations for both short and long presentations based on our own experiences as presenters and spectators; the experiences of the workshop participants; and the literature. We'll use a combination of discussions and exercises to generate lessons about presenting your research. The workshop starts with a discussion of the characteristics of good presentations. After a brief summary of tips from the literature, we'll practice presenting scientific work.

Preparation for participants	Think about an exceptional good presentation. What made this presentation stick in your mind?
Keywords (1 to 3)	

Workshop 3: Researching Practice & Learning Using Complexity Theory

Seminar Room 2

Workshop title:	**FOCUS: Researching Practice & Learning Using Complexity Theory**
Facilitator(s)	**Tara Fenwick and Sayra Cristancho**
Theme:	*Practice-based learning*
Aim:	To introduce key concepts of sociomateriality and complexity theory

In this workshop we will examine approaches to researching and facilitating 'practice-based learning', what some call workplace or informal learning, using complexity theory. Complexity is one approach that helps to foreground the emergent dynamics of practice in 'hot action'. It also helps to appreciate not only the human but also the important nonhuman entities that act on practice and learning: instruments, technologies and software, texts and forms, bodies, settings. 'Materiality' is often disregarded or dismissed by educators. However recent research in medical learning is now focusing on the materials of practice and how they are woven with social elements, including emotions, interactions, power relations, and cultural histories.

We will outline these new approaches to sociomaterial practice-based learning with examples of the sorts of methods and questions that researchers of professional practice are using. We will draw illustrations from our own and others' studies. Then we will focus on and introduce key concepts of complexity theory, as one particular approach, and how these concepts can be put to work in analysing aspects of medical practice and learning: emergence, disturbance, nested systems, self-organisation, and so forth. Audience members will be invited to participate in exercises working with these concepts.

We will end by considering what these approaches might mean for teaching and learning in medical education. Hopefully in the discussion, the audience will bring forward questions and examples about their own work in researching practice.

Preparation for participants	No preparation is required, although audience members may find it useful to read these publications: • Fenwick, Tara. "Sociomateriality in medical practice and learning: attuning to what matters." *Medical education* 48.1 (2014): 44-52. • Fenwick, Tara, and Madeleine Abrandt Dahlgren. "Towards socio-material approaches in simulation-based education: lessons from complexity theory." *Medical education* 49.4 (2015): 359-367. • Cristancho, Sayra. "Eye opener: exploring complexity using rich pictures." *Perspectives on medical education* (2015): 1-4. • Cristancho, Sayra, et al. "Seeing in different ways introducing "rich pictures" in the study of expert judgment." *Qualitative health research* 25.5 (2015): 713-725.
Keywords (1 to 3)	