INPRO
INTERPROFESSIONALISM IN ACTION

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iLab - Interdisciplinary Lab

Description

iLab studies are based on reflective and community project-based learning in international and interdisciplinary teams in English. All learning happens in the team context. Learning goals are based on 21st Century Skills: Disciplinary Knowledge, Self-knowledge and Self-awareness, Creativity and Innovation, Critical thinking and Civic literacy, Responsibility and Global Awareness, Collaboration and Communication. The future professional has a positive attitude towards innovation and development and is characterized as being a Confident person, a Concerned citizen, a Self-directed learner and an Active professional. Self-aware professional is aware of their strengths and knows when to rely on other professions in solving problems. Students deepen their disciplinary knowledge and learn the needed meta-skills for the future professional while working in an interdisciplinary team to reach the team goals. Individualized learning objectives are set for each student based on their field or study, study plan requirements and personal goals. Project work topics are real-world problems or phenomena. Project work skills are developed in an interdisciplinary team with agile and modern development methods which are relevant for the industry. Presentation skills are continuously developed with several presentations.

It is a 30 ECTS elective module.

Cooperation partner: No specific partner institutions

Additional funding required: Yes, as the university runs it as an add-on to the study programmes, persons involved (lab master, organisation, coaches) have additional hours for the iLab

Profession, number and semester of students: potentially every study programme of the university can take part. In total iLab is planned for 30 students - we usually have 15 to 20 - on average, we have 2 students from social work, 1 from physiotherapy, 2 from marketing/public relations, 2 computer science, 4 to 6 media technology, 2 engineering, 1 industrial design. Also chemistry or biomedical research students were in - but the ideal combination would be 4 from social work, 4 from health, 4 from mobility, 4 from business, 4 it security, 4 media technology + 6 diverse incomings.

Students should be ideally in 3rd year of bachelor studies or 1st year of master studies - for all professions the same.

Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
No	No	No

Learning principles applied:

- Activity-based learning

Teaching/learning locations: Blended learning

Use of learning management system: Yes

Workload and Duration of IPE Interventions: 1 semester (30 ECTS, full time)

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Intended Learning Outcomes		
	Roles/responsibilities	Yes
	Learning/reflection	Yes
	Teamwork	Yes
	Communication	Yes
	Ethics/attitudes	Yes
	The patient	No
	International competence (working with incoming students from different cultures within a team)	Yes
	Digital competence (at least working with the communication software Basecamp, in addition usually digital solutions are developed by the students)	Yes
	Other	No

Assessment domains of interprofessional learning		
	Role understanding	Yes
	Coordination and collaborative decision-making	Yes
	Teamwork	Yes
	Interprofessional values	Yes
	Reflexivity	Yes
	Interprofessional communication	Yes

Requirements for students: The iLab trains t-shaped students - that is why the students need to have knowledge in their own profession to be able to represent this profession in an interdisciplinary team. Concerning the language, they need to be able to express themselves in English - but no specific level is required.

Requirements for educators: "Teachers" in the iLab need to have an open mindset. The coaches are more experts than classic teachers that help the student with feedback on their project's progress and are available for instant questions. You cannot be prepared for the questions. Lab masters are the guides. They guide the students through the process of the iLab but not predicting the path. Therefore, it should be possible for them to give the control away. Students need to have the possibility to fail - as a Lab master, one should be able to let things happen.

Students' evaluation: via questionnaire and in feedback talks at the end of the iLab

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	1st self-evaluation questionnaire in the beginning of the iLab and 2nd after finishing
Acquisition of knowledge/skills linked to interprofessional collaboration	1st self-evaluation questionnaire in the beginning of the iLab and 2nd after finishing
Behavioural change/individuals' transfer of interprofessional learning to their practice setting and their changed professional practice.	1st self-evaluation questionnaire in the beginning of the iLab and 2nd after finishing

Prerequisites: Everything :) for the iLab, we need stable staff - at least lab masters and organisational staff needs to be stable. Coaches can change - but they need to be educated

and guided by the lab masters. Facilities need be fixed. During the semester, it depends on the projects if there is additional technical support is necessary. International coordinators are always involved at least before starting. Contact to the FH study programmes is important to find students.

Barriers:

- Teaching staff: find staff which not only wants to be part of it because it is cool, they need to have the right attitude, mindset and the team needs to complement themselves
- Students: for us it is more to get visible to the students and that they get to know that they can take part, but also for some study programmes it is a problem to "give their" students for the entire semester to the iLab
- Organisational/structural elements: always a problem in an organisation - in my opinion, there need to be a structure next to all study programmes/departments which is the centre for all these activities