

AoME Insights #2: Situated Learning. A reflective model for medical education!

Biographies

Etienne and Beverly Wenger-Trayner

Etienne is known for his seminal work on communities of practice and has authored and co-authored seminal articles and books on the topic. Beverly is known for her work with international organizations including cross-boundary processes and the use of new technologies. Together they are developing conceptual frameworks and practices to address the learning challenges facing public and private organizations today. They run workshops on social learning leadership both online and at their Social Learning Lab in Sesimbra, Portugal. Their two most recent books are “Learning to make a difference: value creation in social learning spaces” (2020) – the first in a trilogy about learning to make a difference (learning *in order to* make a difference and learning *how to* make a difference) and “Systems convening: a crucial form of leadership for the 21st century” (2021). They are hosting a summit on communities of practice in May this year where they will launch their guidebook for cultivating communities of practice. More information can be found on their website - <https://wenger-trayner.com>

Tim Dornan

Tim is a medically qualified education researcher who investigates workplace learning, using implementation science to improve doctors’ ability to handle indeterminate, safety-critical situations. He uses various critical, qualitative methodologies to investigate power, inequality, and education for humanistic care. He is Honorary Fellow of the Academy of Medical Educators, received the Association for the Study of Medical Education’s Gold Medal, and has won national awards for innovation in medical education.

Andrew Grant

Andrew is Emeritus Professor at Swansea University. He qualified in medicine at Charing Cross in 1983. He was a GP in Kilburn in NW London before pursuing an academic career in medical education. Andrew has a research interest in the provision of support for doctors and medical students with mental health concerns

Julie Browne

is a Senior Lecturer in Academic Practice at Cardiff University. In 2015 she was awarded the President’s Silver Medal of the Academy of Medical Educators for outstanding and sustained contributions to medical education. Her professional background is in academic publishing, and she was Managing Editor of Medical Education and The Clinical Teacher from 2001 to 2008; she is currently Co-Chair of Cardiff University Press Editorial Board and Honorary Editor of The British Student Doctor Journal. She has been prominent in a number of national initiatives to improve the training and recognition of professional healthcare educators: a founding member of the Academy of Medical Educators, she currently serves as its Vice-Chair of Council.