

Beyond the self

Citation for published version (APA):

Bransen, D. (2022). *Beyond the self: A network perspective on regulation of workplace learning*. [Doctoral Thesis, Maastricht University]. Ridderprint. <https://doi.org/10.26481/dis.20220622db>

Document status and date:

Published: 01/01/2022

DOI:

[10.26481/dis.20220622db](https://doi.org/10.26481/dis.20220622db)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

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Impact paragraph

Research: Main research objectives and most important results

This dissertation sought to question the alignment of socio-cognitive perspectives on self-regulated learning with the reality of the social and interactive nature of clinical workplace learning, and to explore conceptualisations of regulatory learning fitting a sociocultural perspective on workplace learning. Additionally, using a sociocultural learning perspective, I explored how medical students in clerkship settings engage in regulation of their learning. More specifically, I explored if and how interactions with others in medical students' networks affect their regulation of learning.

Findings from the studies presented in this dissertation relate to the notion that students' regulatory learning is inextricably linked to the networks students build and maintain during clerkships. I coin the term 'co-regulatory networks' to capture the notion of networks and interactions within these networks that explicitly focus on, influence, and contribute to students' regulation of learning. Conceptualisation of regulatory learning as taking place in co-regulatory networks adds to the current discourse of and research into regulatory learning as it allows for capturing the social nature and embeddedness of students' regulatory learning activities, thus reflecting sociocultural perspectives on learning and regulation of learning. How students regulate their learning processes and activities in clinical settings seems to be influenced by the extent to which they are embedded in co-regulatory networks, their specific intentions for engaging others in the regulation of their learning, and the context in which learning processes and activities are regulated.

Based on the findings from my studies, I argue that regulation of learning in complex and interactive clinical environments may best be conceptualised using an integrative perspective. In order to better align conceptualisations of regulation of learning with current demands for collaboration in educational settings and healthcare practice, I elaborate on how integrating different modalities of regulatory learning – self- (SRL), co- (CRL), and socially shared regulation of learning (SSRL) – may enhance our understanding and use of regulatory learning in healthcare settings. I advocate for a conceptualisation of regulatory learning that acknowledges and emphasizes the fact that learning, and hence regulation of learning in workplace settings is both individual and social, and that an integrative perspective on regulatory learning may fit the dynamic and interactive nature of clinical learning environments best.

Relevance and target group: The (potential) contribution of the results from this research to science, and, if applicable, to social sectors and social challenges

The findings of this dissertation are relevant for the advancement of the domain of and discourse on regulatory learning, as findings call on to broaden our perspectives on regulatory learning. More specifically, findings as presented in this thesis call for a shift in focus beyond the individual (the “self”) in regulatory learning, both in research as well as in educational interventions aimed at supporting development of regulatory learning competencies. Results highlight the importance of networks for students’ regulation of learning as well as the need to consider different levels at which regulation of learning can or should take place in complex workplace settings that increasingly rely on teamwork and collaborative learning. Coining the term co-regulatory networks helps ground the notion of regulation of learning being inextricable linked to the networks in which learning is regulated and provides a way of operationalizing co-regulated learning. Furthermore, by drawing on social network techniques, I illustrated how adding these techniques to our repertoire of research approaches may help us to gain a more in-depth understanding of the social embeddedness of regulatory learning.

Results of this dissertation are relevant for multiple stakeholders. Curriculum designers may draw on concepts of and relationships between different modes of regulatory learning to help capitalize on the opportunities of each mode separately, but more importantly, to integrate different modes of regulatory learning in education and workplace learning. By moving “beyond the self” and focusing on the social nature of regulatory learning, the importance of creating a learning environment that facilitates and fosters appropriate competencies for learning in all relevant stakeholders and for a broad range of learning tasks becomes self-evident. Results of this dissertation are furthermore relevant for medical students, their supervisors and mentors. By making students and their teachers aware of the role of co-regulation in learning and competence development, findings may help shape supervisory relationships that facilitate meaningful co-regulatory interactions and learning conversations. This may subsequently strengthen students’ regulatory proficiency and competence development as well as clinical teachers’ supervisory skills. Furthermore, findings of this dissertation may help healthcare teams think about how they regulate their collaborative learning to maintain and enhance quality of patient care. Explicating team regulatory processes helps stimulate collaborative learning as well as regulation of collaborative learning, contributing to healthcare teams that are able to create dynamics that allow for lifelong (team) learning.

Activity: Dissemination

Published articles included in this dissertation are available online as open access manuscripts in international peer-reviewed scientific journals. These journals reach a broad audience worldwide in the field of health professions education and research. Additionally, I disseminated the research in this dissertation by giving research paper presentations at international and national conferences (e.g. The Association for Medical Education Europe (AMEE); Rogano Meeting Vienna; The Dutch Association for Medical Education (NVMO)). At these conferences, I also delivered workshops and round-table sessions. I was furthermore interviewed by the editor in chief of the journal *Medical Education*, to elucidate my research. These podcasts reach a large and diverse audience. Additionally, I provided a webinar for employees of one hospital, in which I presented my research and trained participants in engaging in co-regulatory interaction and discussions.