Assessing the role of a site visit in adopting Activity Driven methods

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Introduction

• Background and motivation:
  – Understanding the rich complexity of healthcare as work is necessity for developing information systems to serve healthcare
  – Socio-technical approaches are needed for healthcare information systems development
  – Activity Driven ISD approach, near to Scandinavian approach, have been studied and developed about two decades, mainly with action research projects in healthcare domain
  – What kind of educational elements are necessary for teaching such wide worldview?

• In this presentation
  – Main points of our case of using site visit as crucial element for adopting socio-technical methods
  – Main results based on the feedback of the students
  – Discussion
Research settings: Experimental teaching case in Mozambique

• Context: Intensive course on health information systems development (six days) organized by INDEHELA-Education project
  – Participants: 15 students from six countries, mainly doctoral and master’s degree students from software engineering and information systems
  – Objective: introduce a socio-technical approach for Healthcare ISD, and provide students with the opportunity to learn 'hands-on manner' with the site visit
  – Lectures, site visit, group assignment, feedback
• The site visit
  – Target: Bilene-Macia healthcare centre, unfamiliar to the students
  – Duration: three hours
The action learning case step by step

**Assignment:**
"find out and describe the current Information system and the development points within it"

**Step 1:**
 SITE VISIT: Studying information system as a socio-technical system in the actual context

**Step 2:**
Analysis and reporting as cooperative group work

**Step 3:**
Written feedback

**Step 4:**
Oral presentations
Results:
Based on the feedback of the students
• Site visit was welcomed and appreciated in every feedback
  – Site visit is "an eye-opener"
  – Socio-technical view of IS was easily highlighted in this case
  – raised the contrast of plans and actual practice: exposing the need for improvisation
  – showed the benefits of multi-professional cooperation: learning from each other

• Activity Driven methods were easy to adopt and facilitated learning during the visit and analysis
Discussion

Lessons learned

• Hands-on-learning cases
  – are difficult to arrange
  – crucial for learning
  – should benefit all participants, thus they should be planned in cooperation with the site

Future work

• Improvements in Activity Driven toolset including guidelines for participatory data gathering and analysis and a 'diagram catalogue'
• Improvements in educational artifacts including blueprints for lectures, guidelines for arranging site visits, course programs
Thank you for your interest!

Questions?

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