



MEDICAL EDUCATION
SCHOLARSHIP CENTRE

Medical Education Scholarship Forum Proceedings

Living labs: The case of point-of-care ultrasound education

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Background/rationale: This workshop highlights the use of a research support process and framework to transform an educational program into a living lab. The framework emphasizes the importance of using theory, the evaluation of acceptability and feasibility of educational innovation, rigorous testing, and forecasting the integration within the educational system. The research support processes include engagement of a group of educators in research skills development workshops, formation of research streams, purposeful assignments of trainees and supervisors, and implementation of communication strategies to ensure proper orchestration of the efforts. Together, this leads to a development of a living lab, which refers to an environment that integrates research and educational innovation processes through the co-creation, exploration, experimentation, and evaluation of innovative ideas related to teaching. **Objectives:** At the end of the workshop, the participants will be (1) familiar with the concept of living labs; (2) able to apply the concept to their own contexts; (3) understand the difference between project and program-based research; (4) follow the research framework; and (5) identify key steps necessary to develop a program of research. **Teaching Methods:** Initially, we will describe the research framework and the research processes implemented by our group in the formation of a living lab. Next, using staged interviews we will highlight how these two components enhance the research experience through multiple lenses such as student, researcher, and clinician. Finally, there will be two hands-on activities. Activity 1: Generating programmatic research questions. Activity 2: Turning projects into programs. Five minutes introduction — 20 minutes lecture — 20 minutes staged interview with the team — 5 minutes independent work (Activity 1) — 5 minutes debrief on Activity 1 — 10 minutes group work (Activity 2) — 20 minutes presentations and debrief on Activity 2 — 5 minutes concluding remarks and evaluation.