

Reimagining Simulation Education – A collaborative exploration; Changing the culture in learning and professional development | Full day

SIGs Involved: Student SIG, New Fellows and Faculty SIG, Approved Education Institute SIG, Debriefing SIG.

Background: Traditionally in simulation learners are viewed as passive participants who ‘receive’ an educational experience. This is becoming increasingly problematic in simulation design and constrains thinking, limiting the potential of simulation to explore elements such as power dynamics and shared idea development. This workshop will challenge that model and in bringing together four ASPIH SIGS we will explore learner-led simulation design where learners move from compliant receivers of a learning experience to active co-creators; *reimagining simulation education*.

Bloom’s work¹ has commonly been used as a framework within simulation design, and this workshop will introduce the Finks Taxonomy² as a lens. Through this lens we will rethink the design of simulation activities which take place in both work and educational settings. Finks² is argued to be a more holistic approach to designing education which brings in concepts such as; caring, people skills, and learning how to learn. We aim to explore the relationships required for shared power, idea development, and decision making in simulation activities for teaching, learning, assessment, quality, and transformation.

Within this workshop we will co-determine what changes or values your learners and simulation faculty will need to adopt to support this approach within your organisation. We will use this to help you create a bespoke road map, that is aligned to the ASPIH professional development framework³ which enables learners and faculty to have mutual collaboration and respect; embracing a new era. Join us if you want to reimagine a new era!

Target audience: this is relevant to all levels introductory, intermediate, and advanced

Faculty / facilitators:

- Colette Laws-Chapman: Guys and St Thomas Hospital
- Joshua Whittaker: NHSE Midlands WT&E
- Harry Brown: 2nd Year Paramedic Science Student at the University of Gloucestershire
- Lorraine Whatley: Oxford Brookes University
- Amanda Wilford: University of Staffordshire
- Fiona Suthers: Middlesex University
- Carmel Fitzsimons: Middlesex University
- Nathan Oliver: Canberra University
- Diego Olmo-Ferrer: Norfolk and Norwich University Hospitals

References

1. Adams N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association: JMLA*, 103(3), 152–153. <https://doi.org/10.3163/1536-5050.103.3.010>
2. Yaw, Patronella & Mohd Matore, Mohd Effendi Ewan & Handayani, Trikinasih & Handayani, Lina. (2025). Trends in the development of Fink's Taxonomy: A systematic literature review. *Journal of Education and Learning (EduLearn)*. 19. 1883-1893. 10.11591/edulearn.v19i4.22007.
3. Association for Simulated Practice in Healthcare (ASPIH). Professional Development Framework. 2026. Available from <https://aspih.org.uk/professional-practice/professional-development-framework/>