FROM THE EDCD DESK

DAVID DHEVARAJULU
EXECUTIVE DIRECTOR (ED)
CENTRE FOR HEALTHCARE INNOVATION

1 June, 2020

One of the key mental models in CHI is co-learning.

What is co-learning?

A number of years ago, while attending the quality and safety in healthcare programme organised by IHI in Melbourne, a dear CHI partner, Göran coined the term, co-learning, when we were in conversation with our young management executives.

The term disrupted our conversation, as we were transported, with our minds racing to decipher what he meant.

Göran being Göran left it at that. To him there was no need for explain.

Learning to Learn

Fast forward, last year at our yearly CHI leadership forum, I facilitated a panel conversation on co-learning with our thought leaders, on ways and means of co-learning to build an agile digitally dexterous workforce.

The sense I got as we delved deeper into the panel discussion, co-learning is meta.

In other words, as we become more aware of, and adjust, our learning modalities, subject matter becomes secondary as we seek to continuously question and iterate a different better outcome.

That is, co-learning is learning to learn. (Biggs, 1985)

Get Social

Co-learning is collaborative learning.As we work with and have conversations with each other, we tend to chunk up to the 'intent' space to explore the bigger 'WHY'.

This helps us to find purpose and meaning to deliver a collective outcome that is sustainable. The 'co' in co-learning implies social learning.

As we interact and observe each other and the community we serve, we get a better contextual sense of needs and value.This is important.

In design thinking, which I spoke about in my earlier reflection, such observations of people and environment are a powerful catalyst for innovation and improvement. (Bandura, 1963)

Tthe panel also felt that co-learning was deep learning...as it visits deeply held assumptions even as we climb up the 'Agyris' ladder into inquiry space to test assumptions that may be hindering new approaches or mental models to scale greater heights.

While we did not summarise and conclude our panel conversation, which would have been a Herculean task, we agreed to co-learn as a community of innovation thought leaders, to build a workforce that would remain engaged to deliver value.

CHILD

Given that our network has grown from the initial 21 to 37 organisations, we needed an agile way of connecting to co-learn.

To this effect, CHI is building a knowledge management (KM) platform that would bring the best attributes of co-learning to promote innovation and learning within and outside healthcare, within and outside our borders and across strategic agencies, academia and best practice organisations.

Together with the ministry of health (MOH) and our partners we have crafted a healthcare innovation taxonomy and have started curating the many wonderful work done over the years.

Aptly called CHILD (ie: CHI Learning and Development system), it will be more then just a repository of static knowledge, it will actively seek to co-gather problem statements within our respective communities enabling us to problem solve effectively by promoting the building of communities of practice (COP) around the many common problems we face.

CHILD as a metaphor conjures many images.Children are naturally playful, social, curious and imaginative.

Göran Henriks, Chief Executive of Learning and Innovation, Qulturum, Jönköping County, Sweden

Attributes operationalised by the algorithms that runs CHILD.

As we 'feed' and collectively interact with and through CHILD, we hope it will grow from strength to strength and be an innovation resource and co-learning lever for us all.

To have a taste of CHILD, go to:
https://www.chi.sg/knowledge-hub

Copy edited by Tjut Rostina, Communications Manager, CHI

CENTRE FOR
HEALTHCARE
INNOVATION®