

# **‘Built pedagogy’: embodiments of interprofessional education in the design of a purpose built health clinic**

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The Interprofessional Education Program (IPEP) at Victoria University, Australia, arises from a vision where the 10 health disciplines are exposed, immersed and experienced in interprofessional education (IPE) on a continuum from blended, simulation to clinical learning. The focus of this address is that of the purpose-built interprofessional health clinic, the place of clinical learning, and its inherent ‘built pedagogy’. ‘Built pedagogy’ is a term that refers to the architectural embodiments of educational philosophies, that is, the way this space has been designed to facilitate a place for interprofessional learning and practice (IPP). The core design team included senior leaders, academics, facilities leaders, IT designers and project managers within the university and an innovative architectural company. Our focus was attention to how the space design would support learning theories, IPE/IPP philosophies and patient outcomes. In particular socioconstructivism principles were evident in design spaces that convey learning ‘with, from and about’ each other as a co-learning and co-construction of knowledge. The design process was iterative as we challenged and strengthened our ideas to be as innovative as the vision itself. The built pedagogy focused on a place of learning that would create a learning experience as being connected, experiential, immediate, social and digital. Evaluative processes will account for the complex interaction of learning outcomes, facilitation of interprofessional learning, client feedback and the built pedagogy. Evaluation targets include: academic engagement; teaching methods; and, use of learning spaces through multifactor, multimethod assessments utilizing qualitative insights and quantitative measures.