

Dr Susan Bridges  
Associate Professor  
Centre for the Enhancement of Teaching and Learning  
Faculty of Education, The University of Hong Kong

### **Technologies of Thinking in an Era of Fluidity**

#### Abstract:

This presentation considers the concept of fluidity, its relationship to educational technologies, and its implications for learner engagement and curriculum design. Discussion of these related concepts will take a situated approach grounded in findings from an ongoing video-based ethnographic study examining student discourse, associated learning artefacts and technologies across three undergraduate health professions curricula in Hong Kong. By tracing student knowledge (co)construction processes within and across group discussions in problem-based and clinical learning contexts over three academic years, interactional analyses will illustrate how learners and facilitators are adopting and adapting new technologies to support scientific and clinical reasoning processes. Findings will indicate both micro pedagogic and macro curriculum design implications for preparing healthcare learners for a changing world.