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UNIVERSITY

OBL@LU

LUND UNIVERSITY 220207



Jim Harris

The Agile Object



Pyx, copper alloy, enamel, gilding; Limoges, c.1200; Ashmolean Museum  
8.3 x 7.9cm

# What can we talk about?

Palaeography

iconography

manufacture

value

technique

collecting history

devotional practice

style

function

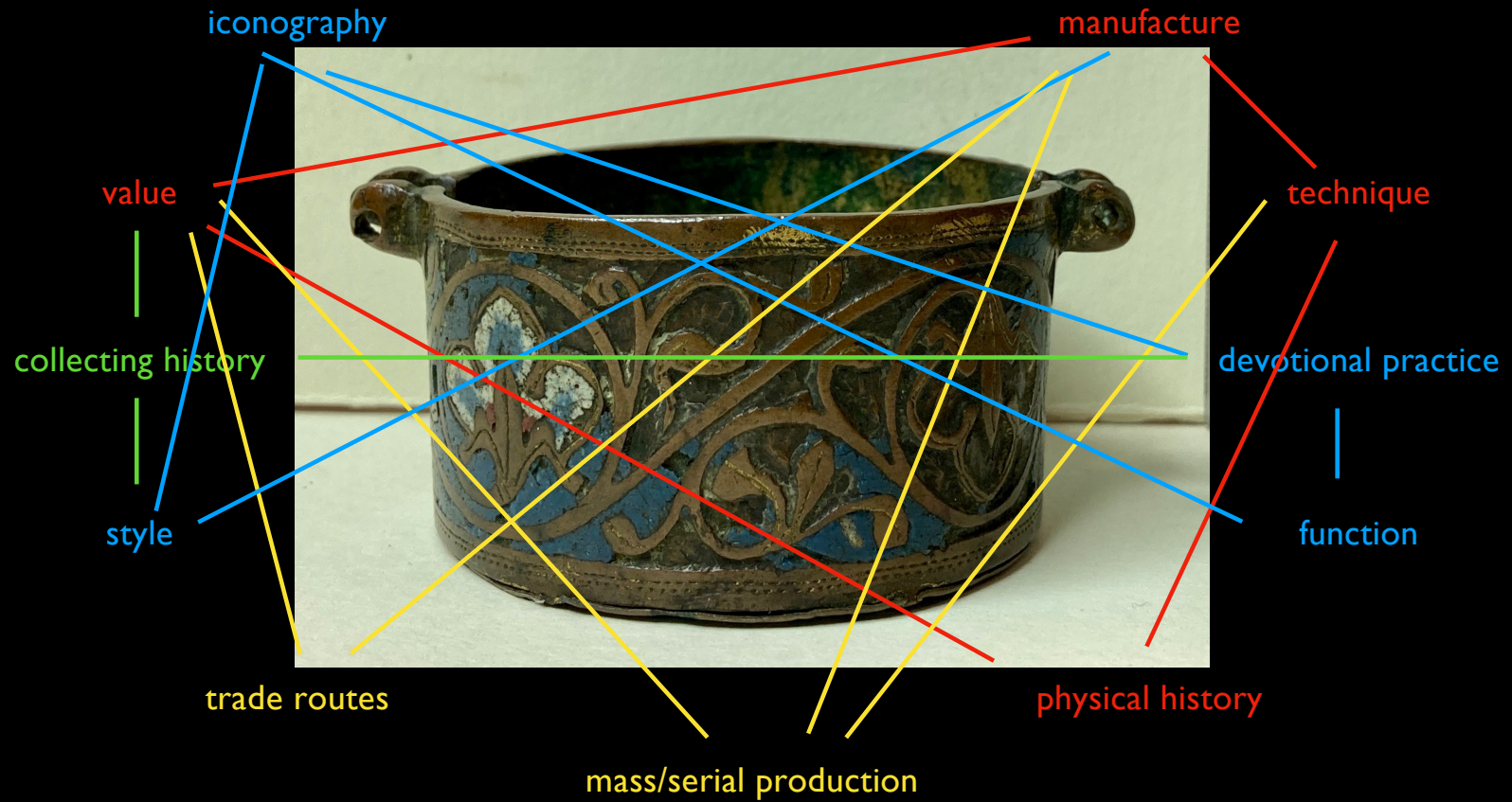
trade routes

physical history

mass/serial production



# What can we talk about?



What is it made of?

copper

wood

gold

zinc

glass

cinnabar

cobalt

lead

mercury

alum

tin

iron sulphate



# Who cares?

Neuroscience

English Literature

History of Art

Archaeology

French

History

Theology

Geography

Classics

Italian

Psychiatry

Business

Anthropology

Medicine (General Practice)

History of Science/Medicine

Music



Thomas Kador



## Panel on object-based learning

**Lund University**

**February 2022**



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# 1. Adopt and object or mystery specimen



## 2. Blind object date – or drawing as a way of knowing

- Sit opposite another student with a screen between you
- One has an object in front of them and describes it
- The other draws it based on your description





## Responding to an unfamiliar object



## Things to consider

- Think about what you would like students to achieve & the context of your activity
- Plan well, especially practicalities
- But don't over-plan activities and do not tell students what to think or even what its they are looking at or handling
  - Leave lots of breathing space for students to make their own connections & find their own meaning
  - Don't over-structure or complicate (no more than two simple activities per hour)
- Use the power of setting challenges
- Be open and prepared to learn from the students and their insights

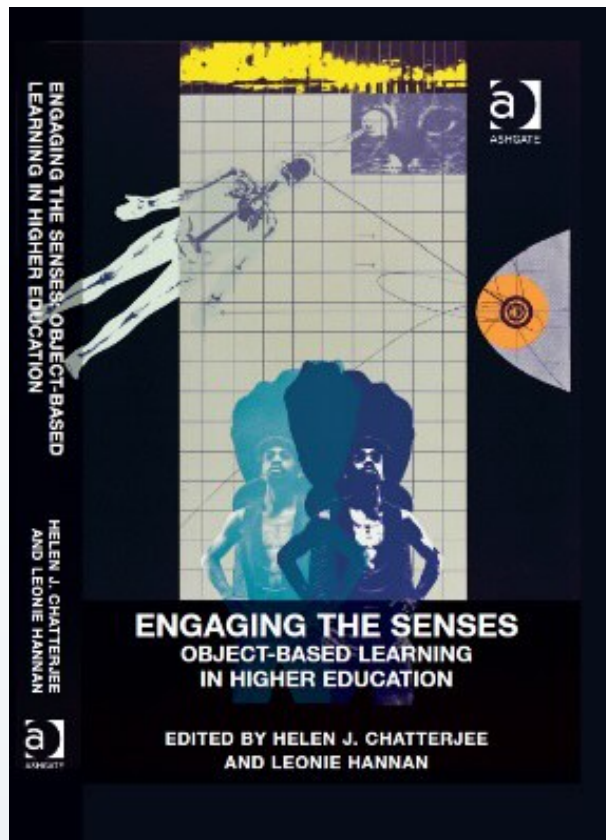
## What students think about OBL...

62% of students surveyed (n=300) strongly agreed that **OBL is a more effective way of learning than listening to a talk or lecture.**

*"[OBL] inspired me to do more independent learning. [It is] good to see how lots of different theoretical ideas relate to the real world."*

*"you are involved in learning so can learn better. Can ask questions and discuss"*

*"[OBL] encourages problem-solving, [as it is] a first-hand learning experience."*



Sharp et al. 2015



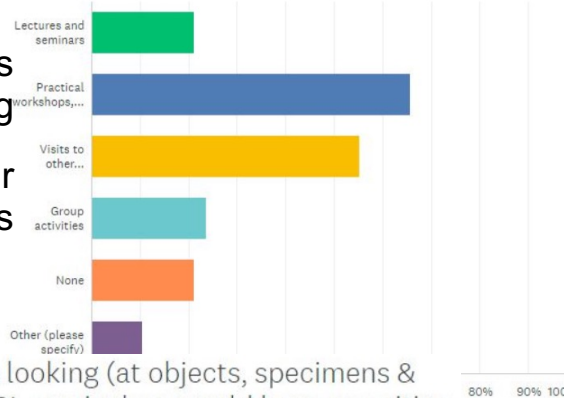
# SWELS\*

From the modules you have taken (in the current or previous academic years) are there any aspects that you felt enhanced your wellbeing? (Please select any and all that apply)

Answered: 38 Skipped: 0

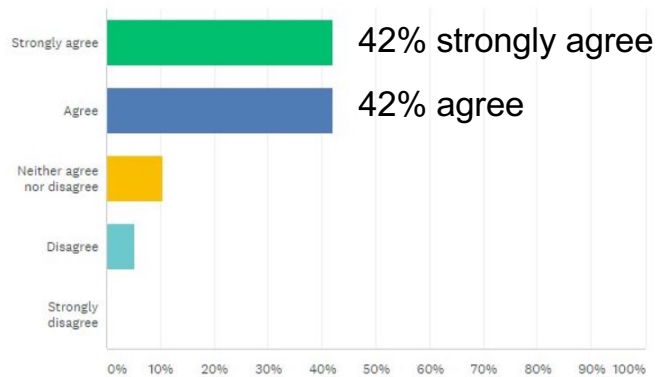
66% pract. workshops and object handling

55% visits to other organisations

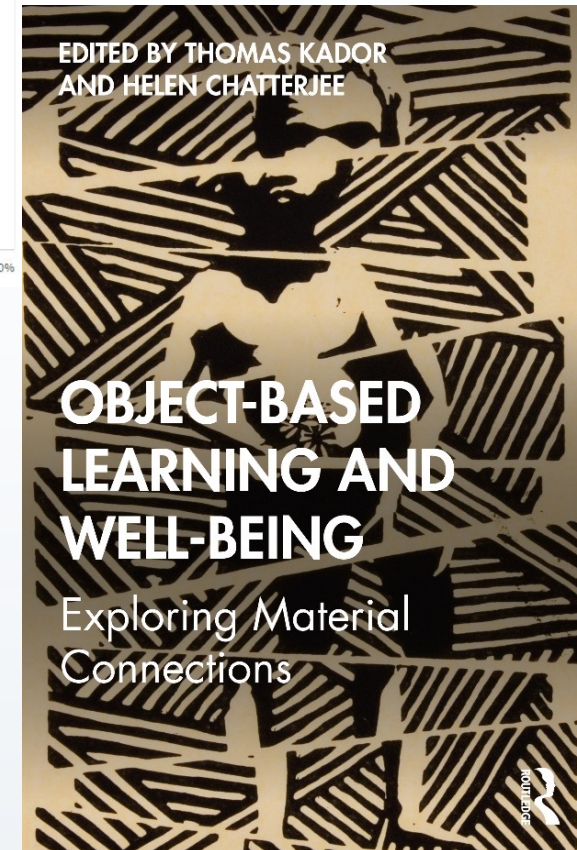


Introducing object handling and slow looking (at objects, specimens & artworks) more broadly across the UCL curriculum would have a positive effect on student wellbeing and help to reduce stress.

Answered: 38 Skipped: 0



N=35



\*Student Wellbeing and Experiential Learning Spaces



Kwang Cham



## OBL IN OPTOMETRY



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Department of Optometry and Vision Sciences  
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Dr. Heather Gaunt  
Curator, Grainger Museum  
The University of Melbourne



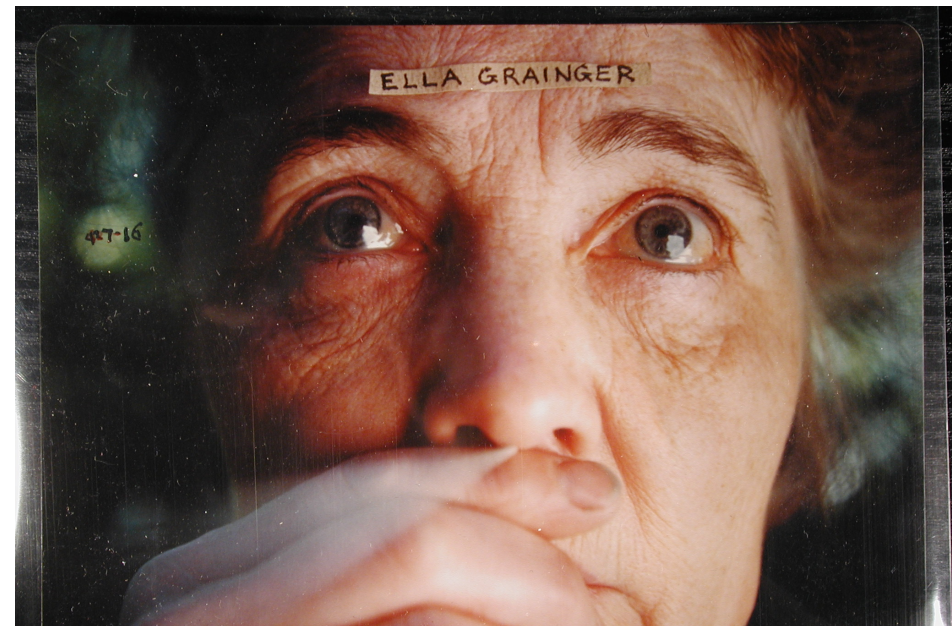


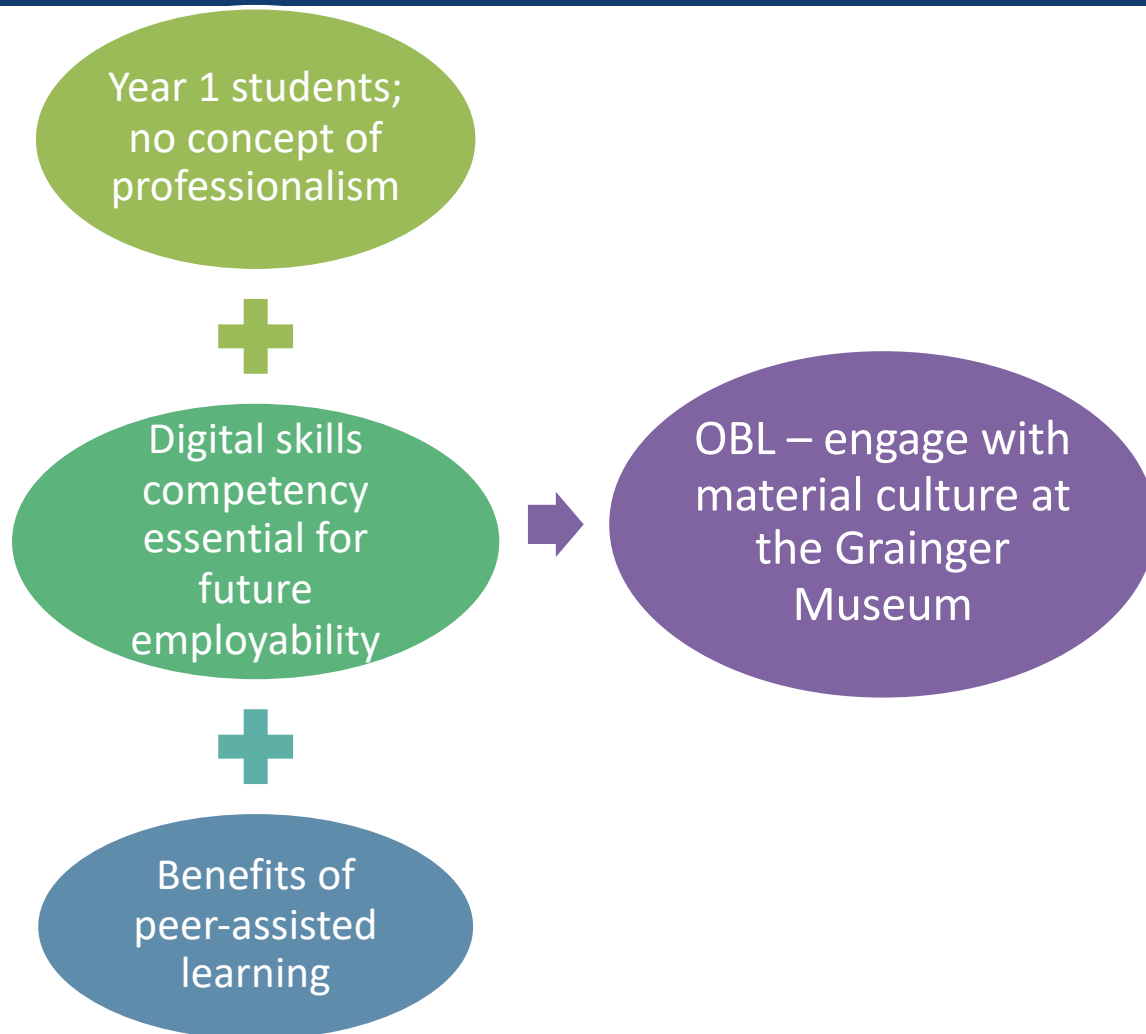
First-year postgraduate students in the Doctor of Optometry program engaged in uni- and inter-disciplinary groupwork focussing on the diverse and provocative collections of the Grainger Museum over a two-year period (2017-2018).

The task was embedded within the curriculum from the beginning to ensure practicality and sustainability.

Interdisciplinary peer-to-peer learning was introduced in the second year (2018), to include Victorian College of the Arts students (undergrad), and Arts and Cultural Management Students (Postgrad).

153 students involved over 2 years





Week 1 *Introductory lecture* (Why we are doing this, where's the evidence, what's the benefits – get them on board). Also release group allocations and assessment criteria

Week 2-6 *Participation in the activity* (Verbal check-ins with them and email reminders to offer support and assistance in Week 3 and 5; not time consuming)

Week 7-9 *Timetabling for presentations* 3hrX3 sessions(9hrs);10 grps of 6 students / 15grps of 4 students (60)

Week 10-11 *Assessment* marking of oral presentations and reflection essays (max. 500 words)



**Visit and Explore** the Museum. This is a social history museum, with a focus on music, and the story of one man's life – Percy Grainger. It is one of the few 'autobiographical' museums in the world



**Choose** an object/artwork/artefact that speak to your group about one or more of the following topics: *Global public health; professionalism; health ethics; allied health*

**Discuss** the ideas that emerge as you explore this artefact/artwork. Take into account the different perspectives that emerge in your group about both the artefact and the topic/s under discussion



**Film** yourselves and your object/artwork/artefact in the Museum. The group film should run for about 5 minutes. It should have a logical narrative sequence. This aspect focuses on your digital literacy skills – the film should be an effective communication of the group visit, the choice that was made, and what the topics were that were discussed



In your video, you must discuss the key questions:

Why did your group choose this object/artefact in the museum?

What does the object/artwork say about the topic/s you've chosen to focus on? (E.g. allied health, professionalism, etc)

**Presentations** to showcase their videos and reflect on what the process brought out in terms of: *group dynamics; leadership; respecting other people's opinions; group communication; effective teamwork, collaboration; creativity; lateral thinking; 'thinking outside the box'*



"The format of the case study and the exploration of material culture in the museum felt like a worthwhile experience. I can honestly say it was a lot of fun to think of creative ways to create the 'digital content' of this task."

"It is something you would not expect from Preclin, and it was something interesting to break up the normal nature of the course. Exploring the museum was engaging."

"The ideas we explored such as stigma in health care still exist today and it was a good exercise to draw the parallels between Percy Grainger's experiences and those today."

"I feel this project added to a more well-rounded view of healthcare through the exploration of the various exhibits. It allowed for appreciation of art and culture that that science-based students such as myself may not have experienced."

Students' Reflection Essays, excerpt, 2017



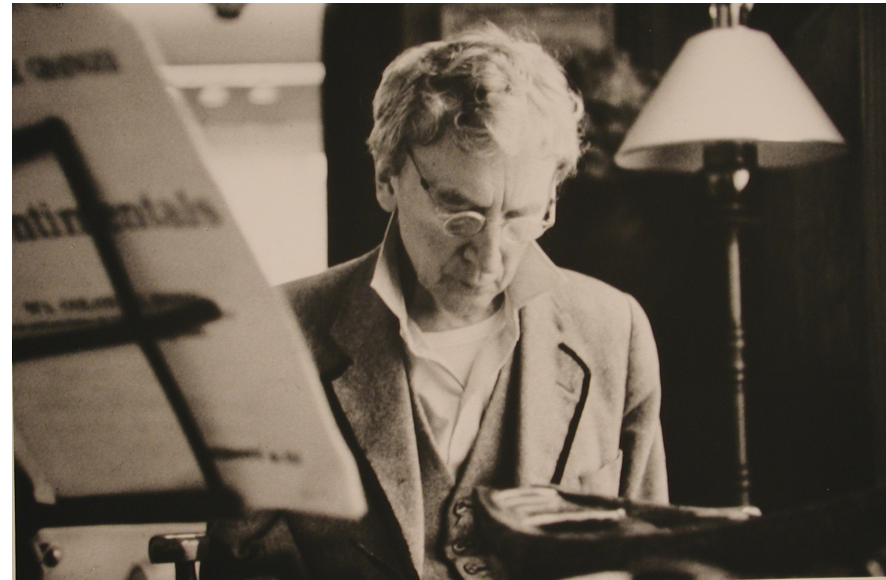


### Student Perceptions

- ❖ Encouraged lateral thinking; out of comfort zones
- ❖ Initial hesitance, skeptical, uncertainty
- ❖ Overall enjoyable, wonderful, enlightening, positive

### Digital Literacy

- ❖ Developing skills using technology
- ❖ Filming the video was the best part of the assignment
- ❖ Making use of social media to raise awareness in Optometry







### Groupwork

- ❖ Active listening
- ❖ Civilized, patience, and respectful toward each other
- ❖ Constructive criticism
- ❖ Exploring leadership/changing leadership
- ❖ Effective time management
- ❖ Effective communication
- ❖ Equal contribution
- ❖ Inclusive to foster a sense of belonging
- ❖ Mutual support and encouragement
- ❖ Open minded



### Ethics and Professionalism

- ❖ Enhanced understanding about professionalism and ethical attitudes
- ❖ Removal of stigma/biases and cultural sensitivity
- ❖ Inter-disciplinary collaborative care



- This research focuses on strategies for optometric teaching and learning in health ethics. It investigates object-based learning through pedagogical encounters with cultural artefacts
- We managed to overcome the initial challenges, convincing stereo-typical science students to think laterally and outside the box, and to step out of their comfort zone
- Increased awareness and understanding in digital literacy, professionalism, and health ethics was achieved
- Groupwork activities that are creative and unique can engage students in a meaningful way
- Grainger-Museum-specific benefits were identified (themes, types of objects, size of space, 'self-limiting' storyline, challenging intellectual context, emotionally charged)



## Pilot Study: Thinking Outside the Square in Cultivating “Soft Skills”—Going beyond the Standard Optometric Curriculum

Kwang Meng Cham, PhD,<sup>1\*</sup> Heather Gaunt, PhD,<sup>2</sup> and Clare Delany, PhD<sup>3</sup>

**SIGNIFICANCE:** No research in optometric education that uses Moore's concept of creativity and object-based learning to cultivate “soft skills” exists. The design and outcomes of this study will contribute to the body of optometric education, and future research will assess the applicability of these findings to other allied health disciplines.

**PURPOSE:** Optometrists, like all health care professionals, need to be proficient in soft skills such as effective communication and interpersonal skills. Rather than assuming these soft skills can be developed “on the job,” we implemented a teaching intervention for students to develop their communication, interpersonal, and teamwork skills.

**METHODS:** Students from optometry, arts management, and animation attended an autobiographical museum in interdisciplinary groups and examined an artifact relating to aspects of professionalism mentioned previously. We evaluated whether and how students experienced this activity as enhancing their creativity and other soft skills via survey results and thematic analysis of their reflective essays.

**RESULTS:** Our findings showed that this group work has augmented their professional development, with approximately 90% of the students reporting that it had helped in critical self-reflection and future improvement of communication and interpersonal skills. Eighty percent of the students stated that this group work was beneficial and enjoyable and recommended object-based and interdisciplinary learning to be embedded in future group work. Themes generated from the essays were the following: (a) perceptions of object-based learning in a museum and (b) insights into group work experiences.

**CONCLUSIONS:** This is the first pilot study that investigates group work across optometry and nonclinical disciplines in a post-graduate curriculum using museum objects. Our findings, based on students' perceptions, imply that students emerged from the program with the intent to transfer their learning to their future practice. We propose that this purposefully designed-based and creative group work may support the development of professional attributes essential for optometric students.

*Optom Vis Sci* 2020;97:962–969. doi:10.1097/OPX.0000000000001594  
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### 3

#### CHALLENGING THE SELF IN THE MUSEUM

Examining the development of professional identity and professional well-being for clinical students

Kwang Meng Cham , Rosalind McDougall and Heather Gaunt