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Læring i Praksis: Praksis i Læring

En diskursiv og interaktionsanalytisk undersøgelse af sygeplejestuderendes møde med klinisk praksis

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ENGLISH SUMMARY

The thesis takes an interest in nursing students' meeting with a community of practice when the students take part in this clinical practice as a central part of their education at one of the hospitals of Denmark. The main focus of the research is on naturally occurring activity in the practice setting between the interacting participants; clinical supervisor, student and patient. The thesis is methodologically based on an ethnographic field study, especially video observation, of clinical supervisors and students in four different wards, but written interviews were also studied. The students in the study were on their fourth module in the second semester of their first long clinical practice of 10 weeks. The study was designed to closely follow the students throughout the 10 weeks. Different situations across the four wards are videotaped, analysed and discussed in the thesis. Theoretically the dissertation is based on embodied interaction (Streeck, Goodwin, & LeBaron, 2011), multimodal interaction analysis (Norris, 2004) and discursive psychology (Edley, 2014) within the ethnographic methodological framework of nexus analysis (R. Scollon & Scollon, 2004).

With different perspectives throughout the thesis it is shown how the multimodal and embodied approach to investigate the practice can show us findings that otherwise would stay *seen but unnoticed* (Garfinkel 1967). Thus, I find that contextual configurations, layout of rooms, use of artifacts and relationships between the participants are crucial for the students' identity formation process toward becoming professionals. In this way, the thesis contributes with a perspective on *how* the micro-ethnographic analysis of practices coupled with discursive psychology, in a frame of nexus analysis, can provide a nuanced picture of how the student's identity formation process takes place.

The thesis is article based; the seven chapters in this book provide a cover for five research papers, that are assessed by the review committee.