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I am a researcher, educator, and filmmaker with a background in anthropology, literature, education, and film production. I was born in Buenos Aires, Argentina and grew up in Montreal, Canada, where I live with my wife, two teens, and a (rather large) dog. I am currently a researcher and co-director of the *Research Group on Interprofessional Collaborative Practice in Partnership with the Patient and their*

Caregivers at the Université de Montréal's Geriatric Institute (IUGM). My work integrates elements of ethnography, videography, and uses Activity Theory to document, understand and develop productive collaborative practices among healthcare stakeholders.

I first entered the 'Vygotskian tent' by way of the *Clinique de l'activité* on a research trip to the CNAM in 2019. The 'Paris school' of workplace interventionist research continues to inform my work, but more recently, CHAT, Expansive Learning and Change Laboratory approaches have taken a stronger foothold, appealing to my anthropology background, and further solidified by my completion of the University of Tampere MOOC in 2023. In the Fall of 2024, a highly enlightening research trip to Helsinki deepened my interests.

My Ph.D. (2025) dissertation in Educational Psychology and Adult education from Université de Montréal was a case study using ethnography and CHAT that described and analyzed contradictions, negotiations, and instances of expansive learning within an interprofessional team in long-term care.

Prior to my entry in health sciences pedagogy (or, more precisely, *andragogy*), I worked in a diversity of educational contexts, levels, and cultures. I have been a teacher in Canada, U.S.A. and Paraguay, at the primary, secondary and college levels, in immersion and international baccalaureate (IB) programs. I have taught across a variety of subject-areas, including music, foreign language, social studies, and the humanities. I have also worked in science (astronomy) outreach, and migrant education.

During my doctoral studies, I was a research assistant at the *Centre de pédagogie appliquée aux sciences de la santé* (CPASS) at the Université de Montréal's Faculty of Medicine. I have presented at international conferences and universities, including the Canadian Conference on Medical Education, the Swiss Society for Research in Education Congress, the *Société internationale francophone des pédagogie des sciences de la santé* (SIFEM), the CNAM, the University of Montréal, and the University of Helsinki.

Straddling the academic and the artistic, I am also continuously engaged in bringing in audiovisual methods, including visual ethnographic and video-recall approaches, which can serve as creative, educational, and research methods that contribute to our understanding of human experience. I have, for instance, presented at the Ethnografilm festival, which brings together academic filmmakers across social science disciplines. Related to health sciences education, I have worked on films dealing with end of life, immigrant and migrant mental health, perinatal care, and amputation recovery. I am currently developing a film project that will document the lived experience of care professionals, a

project inspired by, and in parallel to, my current CHAT research at the University of Montreal Geriatric Institute (IUGM).

Since 2022, we have been working closely with clinicians, patients and caregivers across several short-term rehabilitation wards at the IUGM. We are examining how professionals across several disciplines work together and articulate, reflect on, and, crucially, learn from their everyday professional practice in geriatric care, arguably a complex, and often ambiguous environment. Notably, such collaborative work does not rely on one expert, nor one center of fixed knowledge; what's more, this uncertainty regularly forces clinicians to pivot and (re)negotiate within a context of interprofessional collaboration and collective decision making. In so doing, these environments are fertile ground for the reconfiguration of tacit assumptions, the construction of meaning and the forging of new, expansive learning potentials.

We are working to develop a Change Laboratory inspired intervention to bring together stakeholders: clinicians, patients, caregivers, and managers— across the Institute and, eventually, beyond. Our aim is to promote greater communication, agency, and learning from within the collective work of professionals 'in the trenches' of care. While I am still learning about CHAT, Expansive Learning, and formative intervention approaches such as Change Lab, thus far, they are proving to be powerful and versatile frameworks for understanding the dynamic learning processes in our work environment. Indeed, much intriguing learning lies ahead.

Publications:

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