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**Co-creation as a pedagogical tool in health professions education:
theoretical foundations and postmodern challenges**

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Abstract

This presentation explores co-creation as a transformative pedagogical approach in the education of health professionals. More than a method, co-creation represents a shift in educational culture, where students, educators, and other stakeholders collaborate in the design and development of meaningful learning experiences. Rooted in student-centered traditions such as problem-based learning (Barrows), experiential learning (Kolb), and reflective practice (Schön), co-creation also draws on critical pedagogy (Freire), socio-constructivism (Vygotsky), and ecological systems theory (Bronfenbrenner). These theoretical foundations emphasize dialogue, participation, and the centrality of social and contextual factors in learning, aligning naturally with the competencies required in contemporary healthcare.

In the context of postmodernity—marked by epistemological fragmentation, institutional instability, and accelerating technological and social change—these

pedagogical traditions gain renewed relevance. Freire's emphasis on critical consciousness offers a response to the ethical and political dimensions of healthcare. Vygotsky's notion of knowledge as co-constructed in social interaction reflects the increasing need for interprofessional and collaborative practice. Bronfenbrenner's ecological model reminds us that learning is shaped by multiple interconnected systems, a perspective crucial for addressing equity, inclusion, and complexity in health education. This session will present concrete examples of co-creation in health professions curricula, discuss its challenges and benefits, and argue for its central role in preparing learners for the uncertain and relational landscape of 21st-century healthcare.

Keywords: Co-creation, Health professions education, Student-centered learning, Critical pedagogy, Postmodernity, Interprofessional learning.
