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### **The digital turn in nursing education amid the Covid-19 pandemic - a postphenomenological perspective**

Postphenomenology has relatively recently begun to shed light on technologically mediated knowledge and practice in health care. This presentation, using nursing education in urban Sweden as an example, addresses how postphenomenology can, in a similar vein, inform pedagogy and didactics in health care education based on blended learning, that is mixing a) on-site physical, and b) digital based learning activities. The Covid-19 pandemic has meant an enforced, rapid and dramatic increase in use of the latter. While the rapid digital turn in nursing education open new possibilities and is necessary, it also raises questions on how this differs from non-digital on-site physical learning and by what means we can analyse the eventual differences and similarities. The 'blend' in blended learning needs, it seems, some clearing.