Results
Participants suggested that simulation had the potential to offer an environment in which the students could begin to practice the performance of nursing and bear witness to human events (performance) and acquire the skills of 'practical reasoning'.

They suggested that it offered the opportunity to consider the context of care (contextualisation), interpret nursing information (interpretation) and learn to develop their identities as nurses (formation). Students who demonstrated development in each of these pedagogies were successfully learning to become nurses.

Mentors and educators suggested that simulation may also offer an opportunity to support reflective transfer and enable students to explore the contradictions between the activity systems of the university and

Discussion
Results from the study support the contribution of this pedagogical model towards elucidation of an effective and expansive approach to learning in nurse education. They also help to illustrate the different activity systems to which student nurses are exposed, and the expansive learning process that can occur between these systems, and is experienced by students as they learn to be nurses (See Figure 1).

An expansive approach to learning through simulation may offer an environment where students can be supported to explore and examine the role of the student nurse and the responsibilities incumbent upon them in that role to deliver safe, evidence-based nursing care.

Clearly, if the aim of simulation is to enable students to learn and begin to develop their identities as nurses in an expansive approach to learning and a contrast to the linear task orientated approaches of the past. This might offer a more liberating experience for nurse educators and an integrative experience for nurse mentors and students.

Conclusion
Simulation offers potential for learning nursing. In order to be effective, however, such activity needs to have a solid theoretical foundation. Taking a root and branch approach, the pedagogies of formation, interpretation, contextualisation and performance, could helpfully revise and refresh present approaches to simulation learning.

The opportunity to use simulation to explore patient care supported by these pedagogies offers an expansive approach to learning and a contrast to the linear task orientated approaches of the past. This might offer a more liberating experience for nurse educators and an integrative experience for nurse mentors and students.

Having a greater understanding of the learning that occurs through simulation experiences may enable educators and practitioners to harness the potential of