PTAS Project Report (for REGULAR PROJECT GRANTS)

Project Title: DYNAMED (Dynamic Media Library for R(D)SVS)

B Innovation Project (introduction and evaluation of an educational innovation, usually taking a practical approach)

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Team members (including Schools and Departments):

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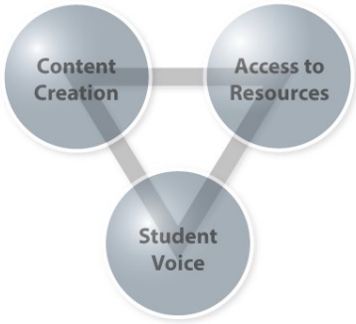
Project teams must submit a report within 4 months of the conclusion of their project.
Copies of dissemination material (eg journals/newsletter articles, conference papers, posters should be listed and attached (separate to the word count). The brief report will be published on the IAD web pages.

Report (maximum 1500 words)

What did you do?



The project had three key parts: **creation** of rich media content, the means to **access** content at the point of demand and the **student voice** in creating content.

The purpose was to allow students to help shape their learning experience and the environment in which they learn.
And to make use of the technology that is fast becoming 'the norm'.

We identified a number of key areas which would immediately benefit the students and began to produce some initial resources whilst in parallel began to engage students in discussion around the form of the project.

We hosted discussion sessions for students to highlight our intentions, to gauge interest and to gather suggestions. One significant concern was raised about the expectation of students to own 'smart devices'. This was addressed in the funding request where we have provided a small number of devices available from the library for short loan and this provisions has been expanded over the course of the project.

Two posts for summer students were recruited. The students were given training in video production and video editing supported by the Digital Education Unit. This involved use of a/v equipment, practical storytelling technique for video making, editing for technique demonstration, publishing, accessibility requirements for media resources and appropriate distribution. Workshops for wider staff and students were developed from this. This student placement was also developed as a component in the UG Cert for Veterinary Education.

With students trained and in place we created a number of videos based on their own suggestions and those collected from the discussion sessions. All done whilst attempting to make the wider community aware of the aims and intentions of the project.

These videos included campus information as well as teaching resources this meant we were able to plant QR codes around the campus to help increase visibility and make them more recognisable.

During 1st year induction students were encouraged to install a QR code reader. A campus map was provided with QR audio description of teaching areas.

What did you find out?

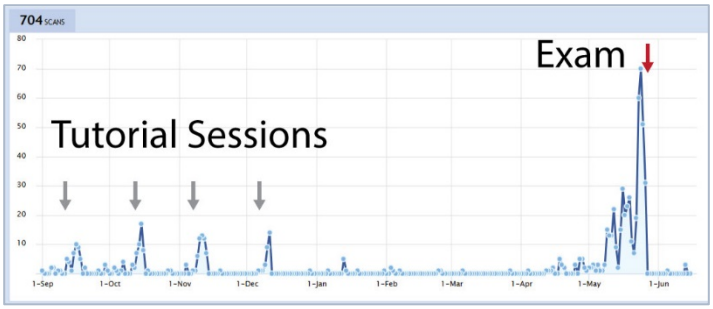
Once the avenue of communication were open student's regularly request additional video resources from their lecturers. Access was not constant throughout the year but effected by key points in the academic calander.

Snap Shot of Project Statistics as of June 2016
Subjects Areas: 21
QR Codes Generated: 375
New Videos Created: 142
Videos Hosted on YouTube: 233
Videos Hosted on Media Hopper: 153

Project Highlight
Clinical Skill Videos: 45
Clinical Skill Video Views: 10,535

The combination of resources produced in conjunction with the development of a new Clinical Skills lab identified a very effective part in the process. The buy in from the lecturing staff and the inclusion of video resources within the course materials (QR codes embedded in session handouts) proved to be a very effect means of delivering the appropriate cues at the appropriate times. Students were reminded of the resources prior to live sessions and again during exam preparations. The analytics highlight the key dates of importance across a range of skill videos. Student feedback was overriding positive.

Example:
Anaesthesia Machine Check
Sept 2015 – Jan 2016



How did you disseminate your findings?

Posters, Presentation and Workshops.

2015

- E-Learning@Ed (Presentation)
- ALT (Association for Learning Technologists) Conference (Presentation)
- Veterinary Education (VetEd) Conference (Poster and Presentation)

2016

- Association of American Veterinary Medical Colleges (AAVMC) (Poster)
- OER16 Open Educational Resources) Conference (Poster)
- Veterinary Medical Education Division (VMED) Forum (Poster, Presentation and Workshop)

Ongoing

- VMED Workshops - DYNAMED:
- Continuing to create video resources
- Impact study

What have been the benefits to student learning?

Students have been provided with a large number of high quality resources. Material has been developed which relates directly to the techniques and training which they will be examined upon (as opposed to many available online resources which show confusing/conflicting variations). They are able to identify with personalities and locations within their teaching environment which help to provide 'ownership and community'.

In their own words:

Involvement in the DYNAMED Process

- Learning by Creating
- Future of DYNAMED
- Using QR codes to access resources

Results of the Project

- Benefits of video demonstrations
- Available prior to practical sessions
- As a revision tool

How could these benefits be extended to other parts of the university?

With the provision of Media Hopper it is much easier to supply video content to students (within the security of the institution – this was a significant concern for the vet school).

Facilities like the DIY film school instil the confidence and skills to self-produce content.

Significant components to ensure the success of the project.

Accessing the materials:

- Students and staff need to be shown how to set up Eduroam on their own devices.
- QR Codes are unpopular…but a better alternative to typing in long URLs.
  (Once the benefits have been demonstrated and QR readers installed on a device there is far more chance of success.)
- Dynamic QR codes are the way forward. The ability to change the URL that the code directs you to allows for correction, revision and update.
- Blended Learning: If media can be embedded in handouts then they become more valuable. Add QR code whilst preparing content **and** include the material in your VLE

Promotion and Development:

- Students and staff need regular reminders that resources are available.
  (embedded communication policies)
- An avenue is needed to capture Staff and Staff suggestions
- Communication between departments for most efficient creation of content
- Success stories should be shared.
- Fun examples should also be included.
- Ask students what they would like. Don't just force content on them.

Financial statement (please delete as appropriate):

This project has utilised the funding awarded to it by the PTAS adjudication committee and the Principal Investigator or School Administrator appropriate can provide financial statements showing the funding usage as and when required by the UoE Development Trusts who may require it for auditing purposes.

Please send an electronic PDF copy of this report to:
Email: iad.teach@ed.ac.uk

Video Links:

- https://media.ed.ac.uk/media/Future+of+DYNAMED/1_cqp32vsu
- https://media.ed.ac.uk/media/DYNAMEDA+Learning+by+Creating/1_tje0lrs3
- https://media.ed.ac.uk/media/DYNAMEDA+Videos+available+before+tutorial+sessions/1_m7o8uiy7
- https://media.ed.ac.uk/media/DYNAMEDA+Video+as+a+Revision+Tool/1_s42q54r2
- https://media.ed.ac.uk/media/DYNAMEDA+Devices+used+in+class/1_0kq9q1cs
- https://media.ed.ac.uk/media/DYNAMEDA+Convert+to+QR+codes/1_brn1ucyy
- https://media.ed.ac.uk/media/DYNAMEDA+Benefits+of+Video+Demonstration/1_y6sa1p3s
- http://qrs.ly/7p51cxe - Susan Rhind for Teaching Matters
- http://qrs.ly/bi4tbj9 - Student request: Setting up a Microscope
- http://qrs.ly/gf4tc97 - Student request: Using a Pipette

Poster Links:

- hthttp://www.ed.ac.uk/files/atoms/files/library_vr_headset_poster.pdf
- tp://www.ed.ac.uk/files/atoms/files/library_tablet_poster.pdf