Principal's teaching award Scheme- Students as Partners

Co-development of a Flipped Classroom Strategy for the BVM&S Curriculum

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What was the driver behind this project?

Choice of resource type

Alternative perspective

Choice of material

An advantage in the resource creation?

Course Context

- 3rd year of BVM&S programme

- Pathology – lectures, practicals, tutorials. Lots of Images and videos

- Pharmacology – lectures, tutorials, flipped classroom in parts

1. Identifying the 'Tricky Concepts'

- Thinking back to the PATHOLOGY/ PHARMACOLOGY part of the course, can you list your top 3 most challenging things that you had to learn?

- If there was ONE thing you wish we had spent more time explaining in the PATHOLOGY/ PHARMACOLOGY part of the course, what would it have been?
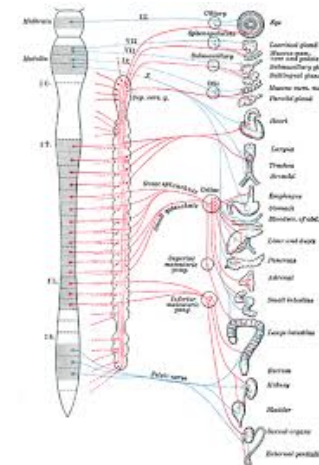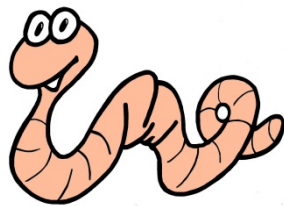
Pathology

I think it was all explained well enough, the only difficulty with the course is the volume, which is to be expected in this degree.

Pharmacology

- Anthelmintics
- Antimicrobials
- Autonomic drugs

2. Creating the resources: The Summer Students

Articulate storyline cardiac pathology resource

Multiple short 'Explain Everything' pharmacology videos

Mindmaps and Articulate storyline antimicrobial resource

I-phone MCQ app – still a work in progress…..

http://www.cal.vet.ed.ac.uk/repository/

Home

Dick Vet Student CALs
Student-created eLearning Resources

Anatomy   Clinical   Mindmaps   Pathology   Pharmacology ▾   Physiology

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Introduction

THE **ROYAL (DICK) SCHOOL** OF **VETERINARY STUDIES**

This site has been developed through funding from the Principals Teaching Award Scheme and provides a home for some excellent revision resources that have been developed **by our students, for our students**. We hope you enjoy these resources and please do leave any comments and rate the usefulness of the resources that you have used to help us understand what students find most helpful.

This project has initially focused on resources in support of pharmacology and pathology for the 3rd year BVM&S curriculum.

In addition, if you have developed any resources that you would like to share with other students on this site, then please get in touch directly with Susan.Rhind@ed.ac.uk or Sally.Argyle@ed.ac.uk.

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Why students used the resources

- "I wa[...] VALUE OF A DIFFERENT if
  there[...] PERSPECTIVE ten will
  go t[...]eos
  from the university rather that outside."

- "I often find student resources are more suited to my style of
  lear[...]"

- "Th[...] VALUE OF THE STUDENT ents
  stud[...] PERSPECTIVE th these
  mat[...]CALs
  and videos. I just wish there had been more of them."

Why students used the resources…

- "Desperation; feeling an inadequate grasp of concepts using other methods (attending lectures, studying lecture notes, etc.) and being willing to try anything to feel better prepared."
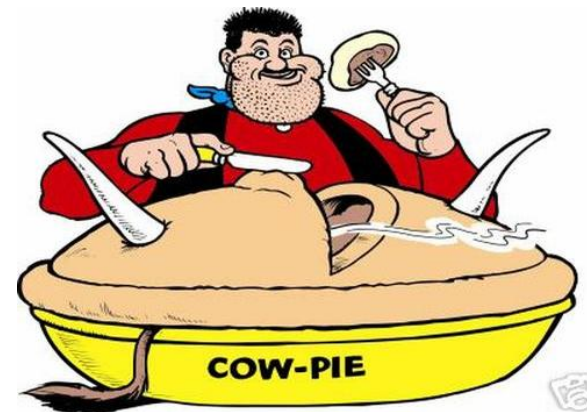
Why students didn't use the resources
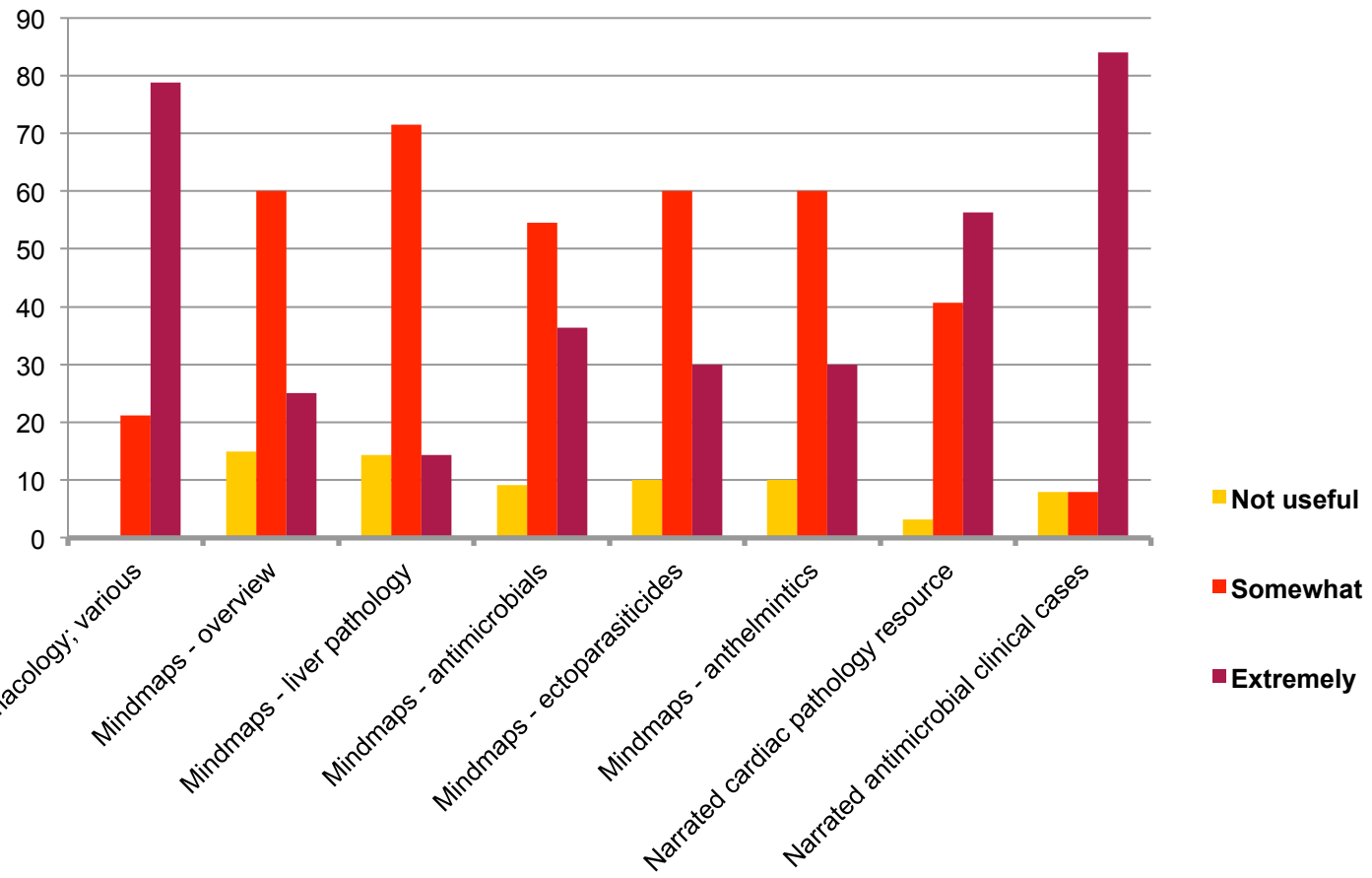
- "I th_____ th_____re
  suf_____urces."
- "There is so much in the basic course materials I would rather focus on the basic, core curriculum"
- "I w_____d by just
  gra_____o
  cor_____ich is a
  sha____

OWNERSHIP

CONTENT OVERLOAD

Of students using the resources, how helpful did they find them?

Legend:
- Not useful (yellow)
- Somewhat (red)
- Extremely (dark red/maroon)

Categories (x-axis):
- Short explanatory narrated videos (pharmacology; various
- Mindmaps - overview
- Mindmaps - liver pathology
- Mindmaps - antimicrobials
- Mindmaps - ectoparasiticides
- Mindmaps - anthelmintics
- Narrated cardiac pathology resource
- Narrated antimicrobial clinical cases

Analytics

Evolution over the period
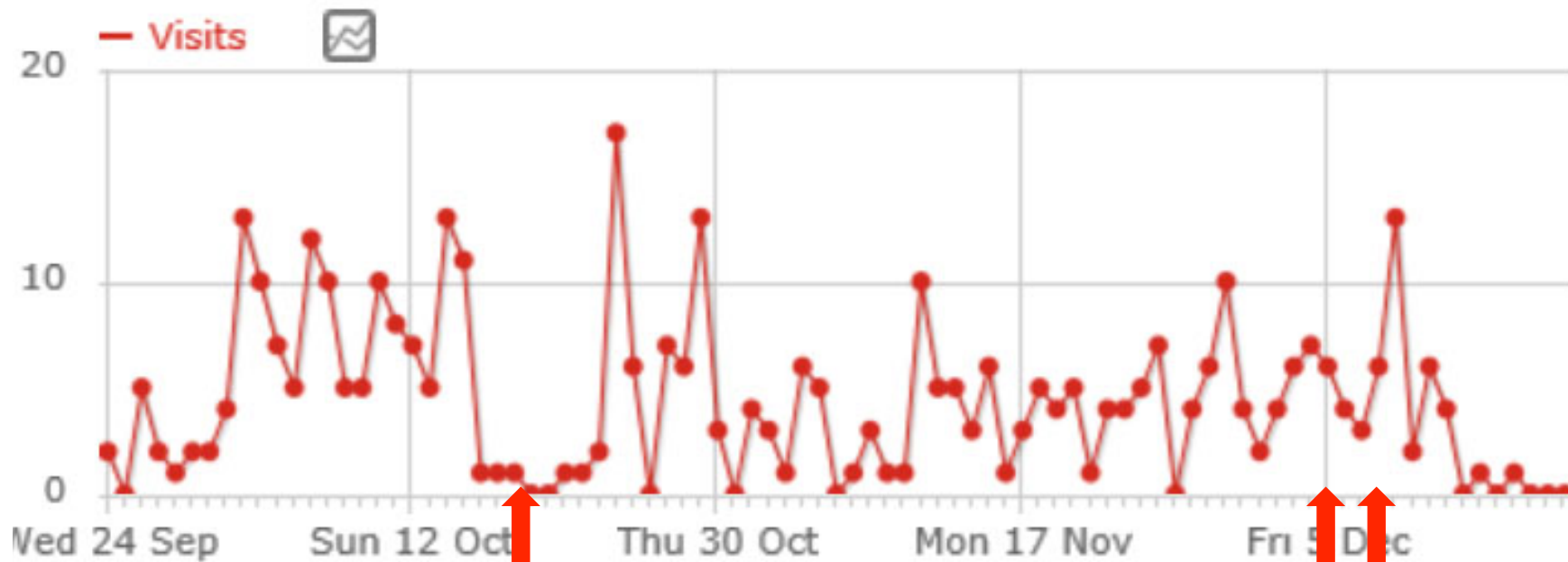
Most helpful things

- T[...]ful as they [...] that each s[...]

OWN PACE

- I [...] could go at my own pace and rewatch slides

- th[...] to myself. It[...]swer. U[...]ation. T[...] you didn't get the answers right or were unsure of a topic.

NARRATION & SELF TESTING

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Unhelpful Things….

- "The .... learn by d................

- "The mind maps didn't really work for me but others might have foun................

- "Mo................

MINDMAPS

TECHNICAL ISSUES

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What about the Content Authors?

- I learnt that it takes a lot of time and effort to present even a relatively simple topic, in a way that aims to be visually appealing and memorable.

- This was a wonderful project that I am very glad I was able to be involved with. I have furthered my own understanding of specific topics and I hope that what I have created helps other students in their understanding of these topics as well.

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What about the Content Authors?

Creating these learning resources allowed my own understanding of the topics to develop further. I was also given the opportunity to **see a bit of what it** ACADEMIC LITERACY? **oing through** also gave me the time and ability to really research some of these topics to be certain that I was providing accurate information while developing the project. Overall, taking the time to do this has greatly helped my own understanding as well as given me a good insight into the teaching aspect that goes into vet student learning.

Conclusions and questions raised?

- Build in the time (and the incentive!)
  - What if only best students have time??
- Importance of narration
- Importance of the students' own voice and approach
- Confirms students' desire for flexibility:
  - Different types of learning materials
  - Pace of material
- Make it a core activity for everyone?

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