Principal’s teaching award Scheme - Students as Partners
Co-development of a Flipped Classroom Strategy for the BVM&S Curriculum

Sally Anne Argyle, Caroline Hahn, Jessie Paterson, Eoghan Clarkson and Susan Rhind

Kristin Timiney, Tannaz Hasnat, Amy Danaher, Justin Kalish
What was the driver behind this project?

- Choice of resource type
- Choice of material
- Alternative perspective
- An advantage in the resource creation?
Student identification of ‘Threshold concepts’

Students design resources to help other students in these areas

Students evaluate the resources
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.....
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.
Why students used the resources

- “I was generally curious about the resources and eager to see if there was a different way things could be explained to me. I often will go to YouTube for more explanation so it was nice to have videos from the university rather than that outside.”
- “I often find student resources are more suited to my style of learning!”
- “They are made by students and obviously helped these students study the material, so I was intrigued to approach studying with these materials 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 thought the material and explanations given in lectures were sufficient, so I didn’t feel the need to use the student resources.”
• “There is so much in the basic course materials I would rather focus on the basic, core curriculum.”
• “I would have loved to use them all but felt very overwhelmed by just grasping the basics from the lectures. I didn’t find the time to consolidate my learning more with the student resources, which is a shame.”
Of students using the resources, how helpful did they find them?
Analytics

Evolution over the period

In course assessment

Exam 1  Exam 2
Most helpful things

• The short narrated videos for pharmacology were very useful as they clearly explained tricky material. Additionally, videos mean that each student is able to go at their own pace.

• I liked the narrated antimicrobial pharm lectures because I could go at my own pace and rewatch slides.

• The narrated antimicrobial clinical case was the most useful to myself. It allowed you to test yourself and you had to think of an answer. Unlike the other resources where they just give you information. There were clear explanations which were helpful for when you didn't get the answers right or were unsure of a topic.
Unhelpful Things…

- “The mindmaps I didn’t find as helpful because I find you only learn by doing them not reading them.”
- “The mind maps didn't really work for me but others might have found them more useful.”
- “Most didn’t open properly on my computer.”
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.
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 is like for the professors creating lectures and going through the process of how to best explain a topic. This 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?
Principal's Teaching Award Scheme
http://www.cal.vet.ed.ac.uk/repository/