

VETED abstract
Short Communication

Student generated resources in Support of the Flipped Classroom
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The Flipped classroom is an increasingly popular approach used to engage students more actively in their learning journey. One challenge is to identify the most appropriate areas of the curriculum to 'flip'. In this study, students were surveyed on their views on the most challenging areas of the curriculum and students then developed their own e-learning resources to support other student learning in these areas. The context of the study was the 3rd year of a 5 year veterinary programme with resources focused on pathology and pharmacology.

Students used a range of tools to create the resources including Articulate Storyline[®], the Explain Everything[™] application and mindmapping tools. The resources were made available on a WordPress intranet site and students were surveyed on whether they had used the resources, their reasoning and their opinions on their usefulness. 77% of student responding to the survey used the resources, 23% did not.

Students who used the resources valued the student perspective on the material and found resources with narration and videos particularly helpful. The ability to use the resources at an individual pace was also considered helpful. Mindmaps were considered less helpful for students viewing them with the benefits considered to be more for those creating the resource. The main reason for students not using the resources was lack of time.

Content authors found the experience of creating the resources extremely valuable both in terms of their own understanding of the subjects but more generally in terms of insights into designing learning resources.

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