Fundamentals in Veterinary Education

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DIPARTIMENTO DI SCIENZE MEDICHE VETERINARIE

RVC
Royal
Veterinary
College
University of London

Programme

Date	Time	Activity
8/7/2019	8.30 – 9.00	Registration + coffee
	9.00 – 9.30	Welcome from the Establishment
	9.30 – 10.30	Welcome and Introduction to the course
	10.30 – 10.45	Tea/Coffee break
	10.45 – 12.30	What do we know about student learning? Theories, concepts and evidence
	12.30 – 13.30	Lunch
	13.30 – 15.00	Student approaches to learning
	15.00 – 15.15	Tea/Coffee break
	15.15 – 16.15	How can we support and enhance student learning?
	16.15 – 16.30	Summary and Close
9/7/2019	9.15 – 9.30	Arrival + Coffee
	9.30 – 10.30	Constructive alignment, mapping learning outcomes and teaching methods
	10.30 – 10.45	Tea/Coffee break
	10.45 – 12.30	Lecturing and small group teaching part 1
	12.30 – 13.30	Lunch
	13.30 – 15.00	Small group teaching part 2 and other teaching methods
	15.00 – 15.15	Tea/Coffee break
	15.15 – 16.15	Assessment & Learning
	16.15 – 16.30	UKPSF & Action planning
10/7/2019	9.15 – 9.30	Arrival + Coffee
	9.30 – 10.30	Assessment Methods
	10.30 – 10.45	Tea/Coffee break
	10.45 – 12.30	Assessment & Feedback
	12.30 – 13.30	Lunch
	13.30 – 15.00	Different lenses and reflection to evaluate & improve own teaching practice
	15.00 – 15.15	Tea/Coffee break
	15.15 – 16.30	Teaching observation – seeing yourself as seen by others
11/7/2019	9.15 – 9.30	Arrival + Coffee
	9.30 – 10.30	Critical analysis of teaching and feedback
	10.30 – 10.45	Tea/Coffee break
	10.45 – 12.30	Defining the curriculum and curricular models
	12.30 – 13.30	Lunch
	13.30 – 15.00	Progression
	15.00 – 15.15	Tea/Coffee break
	15.15 – 16.00	Influences on the curriculum
	16.15 – 16.30	UKPSF & Action planning

Topics overview, aims and learning outcomes

Student Learning

In this topic you will be introduced to various educational theories and models that you can use as a framework within which to contextualise your own teaching practice. Although this is a self-contained topic, student learning is a recurring theme which you will revisit as you progress through this module and the next. This topic is divided into four topics: learning theories; approaches to learning; student motivation and support; and conceptions of teaching and learning.

Aims:

- Encourage participants to think about WHY understanding student learning is important, in terms of teaching and supporting learners
- Introduce participants to basic theoretical concepts surrounding student learning

Learning outcomes:

By the end of this unit you should be better able to:

- Discuss current theories of learning and their relevance to education
- Explain the need for alignment between teacher and student approaches to learning, and how to effectively support learning

Teaching Methods

You may be involved in teaching and training of clients, farmers, undergraduates, postgraduates or the general public. The types of teaching could also vary: it could be a large group lecture; a small group; a group around an animal; or in the laboratory. Whatever the target group or the setting, the expectation of the target audience is that you lead the learning process, make it easy, clear, enjoyable and inspiring! The aim of this topic is to equip you with some evidence-based knowledge in teaching and learning to provide you with the skills that may assist you in facing these challenges. The ultimate goal is to enhance your teaching so that you can deliver the best possible learning opportunities to those you teach.

Aims:

- Promote the concept of constructive alignment
- Introduce theoretical knowledge that underpins teaching in large and small group teaching
- Explore the value of different teaching methods in veterinary and science education

Learning outcomes:

By the end of this unit you should be better able to:

- Use the principle of constructive alignment in planning and delivering teaching
- Plan and lead a large or small group teaching session to enable learners to be effectively engaged in learning
- Select and design teaching approaches to align with learning outcomes

Assessment and Feedback

This topic is designed to explore the principles and methods that underlie assessment design and feedback that enable student learning. It focuses on how assessment design aligns with pedagogical design of teaching and discipline-specific needs. You will explore current literature about assessment design and how assessment influences student learning. Our aim is for you to be able to develop assessments to ensure that standards are met, and encourage best practice in feedback methods.

Aims:

- Introduce participants to the varying purposes and types of assessment
- Encourage participants to reflect on the characteristics of a good test and principles and practice of assessment when they are designing assessments
- Introduce participants to the principles of good feedback and common feedback models used

Learning Outcomes:

By the end of this unit you should be better able to:

- Design learning outcomes for a module and align those with assessment tasks appropriate for the purpose
- Understand the importance of good assessment practice and consider the characteristics of assessment before choosing appropriate methods
- Highlight the challenges of making an assessment reliable and valid
- Discuss various assessment methods, their strengths and weaknesses
- Design a comprehensive and fair feedback structure for learners

Integrated curriculum

During this topic we will introduce you to the more interesting aspects of curriculum design, the tensions and issues that arise in its creation, and the impact that curricula can have on student learning. We will cover principles in designing a curriculum in addition to considering outside influence on the curriculum.

Aims:

- Introduce the common curriculum models and the 'integrated curriculum' in veterinary education
- Encourage reflection on what influences the development and implementation of a curriculum

Learning Outcomes:

By the end of this unit, you will be better able to:

- Outline the major curriculum models used in curricular design
- Design your own curriculum, taking into account major development principles and influences
- Highlight issues and tensions in curricular development
- Discuss the how to use credit frameworks in developing curricula

Evaluating and Improving Practice

This topic aims to help you take ownership of how your practice is evaluated in order that you can make use of the feedback for future improvements. It will look at the resources available in helping us to evaluate our practice, including self-reflection, student feedback and our colleagues' wealth of experience, as well as the impact the institution has on the techniques we employ.

Aims:

- Help you develop a reflective and evaluative approach to your own teaching practice and to develop your scholarship and sense of your identity as a teacher

Learning Outcomes:

By the end of this unit you should be better able to

- Recognise the elements of reflection that can be used to evaluate your teaching practice
- Critically analyse your own and others' teaching for future development
- Discuss the pros and cons of different sources of feedback on your teaching practice

The topics covered in the workshop are aligned with the first module of the PG Cert programme.

Those who register for the Associate in Veterinary education will be registered on the online course, and will be guided to complete the assignments after the workshop to pass module 1 and gain Associate Fellow in Higher Education (UK).

Those who wish to continue to the full PG Certificate can progress after module 1 to the second module.

More info at www.rvc.ac.uk/study/postgraduate/veterinary-education

Lecturers

Prof. Stephen May MA VetMB PhD DVR DEO FHEA FRCVS DipECVS NTF

Senior Vice-Principal, Director of The LIVE Centre
Module leader MSc in Veterinary Education

Prof. Ayona Silva-Fletcher BVSc MSc PhD MAMedEd PFHEA NTF

Senior Lecturer in Independent Learning
Course Director MSc in Veterinary Education

Mr. Christopher Butcher BSc MEd PFHEA NTF

Formerly Principal Academic Staff Development Officer (University of Leeds)
Consultant in higher education
Module leader MSc in veterinary Education

Directions

Eurogarden Hotel Bologna Centro Congressi (www.eurogardenhotel.com)
Via dei Billi 2/A , 40064 Ozzano dell'Emilia (BO)

🚗 **A14** **south**: exit **San Lazzaro di Savena**   **A14** **north**: exit **Castel San Pietro Terme**

🚌 **T›per** 90 94 101   check timetables at **www.tper.it**

Info

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