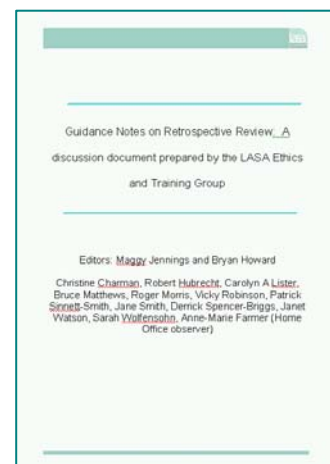
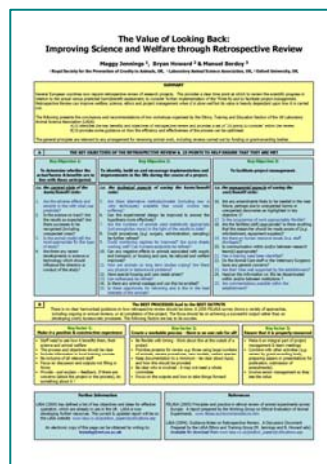
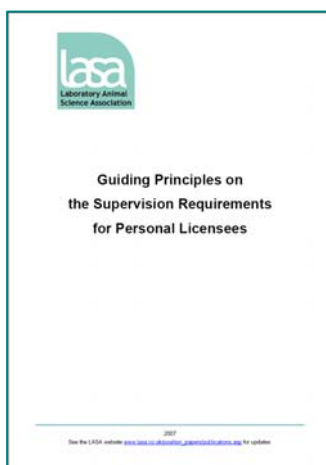


WINTER MEETING 2007 - EDUCATION TRAINING AND ETHICS SECTION

UPDATE ON THE WORK OF THE SECTION

The session organised by the Education, Training and Ethics Section commenced with an update, from Co-Convenor Maggy Jennings, on recent activities and proposals for the coming months. Maggy was pleased to report the recent publication of LASA's [Guiding Principles for the Supervision Requirements for Personal Licensees](#) and the [Guidance Notes on Retrospective Review](#) which were presented at FELASA and at the World Congress (the poster was featured in the last issue of the Forum and is now available from the LASA Website).



The Section has recently reviewed the process for developing LASA guidelines and will continue to consult members and other stakeholders on the topics that need to be addressed which will then be prioritised and developed through a combination of working groups/meetings and expert input/consultation. In each case the aim is to produce a report plus a concise user-friendly summary which will be checked and endorsed by Council before publication on the website and reviewed as at intervals as appropriate.

The programme for 2008 includes continuation of work on new guidelines for record keeping (planned for publication early in 2008), aseptic surgery (which should follow soon after) and core functions of the ERP (in conjunction with the RSPCA) due to start in February.

OLD DOGS, NEW TRICKS AND THE PROVISION OF GOOD TRAINING

Introduction

Learning is not what it used to be ...

Many of us are involved in teaching in one way or another, whether formally or as part of supervisory requirements, yet few of us have been taught how to teach. Did you know that adults learn in different ways from younger students? Have you considered that there is a good chance that the recently qualified will have been raised in an educational environment very different from that of their teachers?

Indeed learning is not what it used to be ... and neither is teaching.

*This session addressed these issues by focussing on two teaching methods, **small group teaching** and **e-learning** and explored how they can be applied to our field.*

Who says that you cannot teach old dogs new tricks?

*Chair Dr Manuel Berdoy
Oxford University Veterinary Services*

Small group teaching - techniques for success

The creation of the first new veterinary school in the UK for fifty years has led to opportunities to change the way we are delivering teaching to undergraduates. A method that Nottingham is utilising effectively is teaching in small groups. Small group teaching can take many different formats, constitutes an exciting way to engage students, and is a practical way of implementing the theories behind how adults learn. The amount of interactivity involved should result in deeper learning and the facilitator will also benefit from being involved in a different kind of teaching experience. In addition, generic skills such as communication and team working will also be improved.

This presentation demonstrated some of the techniques which can be used for small groups, such as problem based learning, brainstorming and buzz groups. Some of these techniques can also be applied to larger groups, for example during didactic lectures. Issues surrounding facilitation were discussed, as facilitator skills are very different to teaching skills. The interactive style allowed delegates to apply some of the ideas to the new outcome-based curriculum proposed by the APC education and training sub-committee:

www.apc.gov.uk/reference/apc-education-modular-training.pdf

Useful reading:

Exley K, Dennick R (2004) Small Group Teaching: Tutorials, Seminars and Beyond. RoutledgeFalmer, London.

Elwyn G, Greenhalgh T, Macfarlane F (2001) Groups – a guide to small group work in healthcare, management, education and research. Radcliffe Medical Press, Oxon.

Liz Mossop,
University of Nottingham

This presentation, from Liz Mossop, introduced the principles of small group teaching (SGT) – applicable to most of those currently involved in the provision of modular training for licensees. Liz’s presentation provided the educational background and rationale for using small group teaching as a means of active learning where individuals participate in their own learning rather than simply being ‘lectured to’ or ‘taught’ by ‘experts’. During the session Liz explained the reasons for using SGT as a teaching format and gave participants the opportunity to discuss personal experiences she described some of the techniques used for SGT and the skills required for facilitation and applied this information to the learning outcomes developed in the APC review of modules 1 – 4.



During the session trainers were encouraged to consider new approaches involving various methods of SGT. These included tutor led sessions (tutorials, problem based learning and workshops) which are already widely used; student-lead (group directed learning and action learning sets) which could be another useful approach; and virtual learning tools (on-line learning sets, discussion forums and email lists) which are probably less useful in the context of modular training because of the short duration of courses but could still be considered. The audience responded enthusiastically to the opportunity to think about the benefit of new approaches.

The importance of techniques, resources and, in particular the need for facilitation was stressed and Liz finished with a direct challenge to participants to adopt SGT. We were told that “Your mission should you choose to accept it [is to]

- Use learning outcomes from the new curriculum
- Devise a teaching session using some of the techniques discussed
- Use whatever small group format you wish”

Online support for teaching and learning

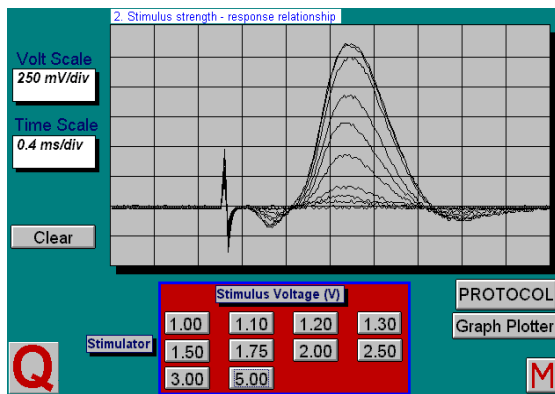
This presentation focused on how technology might be used to better teachers and to provide a rich, flexible and enhanced learning experience for learners. It covered:

1. the creation of multimedia CAL resources in the 1990s, including interactive tutorials like 'Experimental Design' and simulations of laboratory classes in pharmacology; and how the content of these might be preserved in the face of rapid technological developments;
2. the development of Virtual Learning Environments (VLEs) and how these can support teaching, learning and assessment as well as course administration. Examples from the University of Edinburgh's award-winning VLEs to support undergraduate and postgraduate medicine and veterinary medicine.
3. the development of easy-to-use content-creation tools to enable teachers to create their own online resources providing a more sustainable approach to online learning.
4. How the features of games-based learning can be drawn on to create more engaging online resources such as contextualised virtual patients designed to teach decision-making skills.
5. the increasing use of web 2.0 technologies and tools to support online collaborative learning.

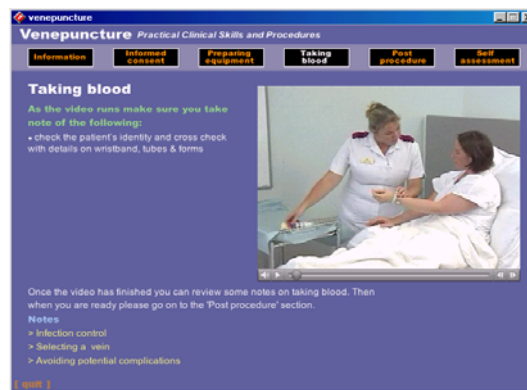
Prof David Dewhurst
College of Medicine & Veterinary Medicine, University of Edinburgh

In his presentation David Dewhurst asked participants to consider the application of online teaching and learning to deliver quality enhancement (multimedia programs, virtual learning environments), better management of learning assets (such as repositories of learning objects) and scalability (easy-to-use authoring tools empowering teachers to become content authors).

To begin with we were asked to consider the significant differences in the way young people learn today compared with our own learning experiences – some of which occurred many years ago! Children today are conversant with digital technology from a very early age. Young people are 'connected' through the use of mobile technologies; they are social and collaborative, learning informally from others through the use of social web technologies and they prefer to learn by doing 'just enough' and 'just in time'. We were shown a number of examples of the online teaching materials currently in use including interactive tutorials, simulations, animations and high quality images. Whilst some of the ideas (such as the virtual patient used in medical education and virtual worlds) might be somewhat impractical for short courses such as those we tend to be involved in, the session gave a good insight into what is currently being used in a variety of educational fields and what is likely to be developed in the future



Multimedia Simulations - Frog Sciatic Nerve



Video/audio - Practical Clinical Skills & Procedures

Whilst at first it was difficult to foresee the investment (in terms of both finance and the availability of suitably qualified personnel) which would be required for us to adopt such an approach the session certainly led me to think about how easy (and how wrong) it would be to become complacent with what and how we are teaching and to ignore new technologies which can be used to enhance teaching. In running our courses we should be mindful of the expectations of our students today and in future.

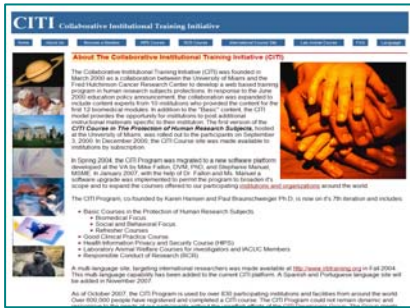
Online Training and Assessment Resources for Laboratory Animal Science

Online resources for teaching in laboratory animal science should be considered as adjunct tools to help the teacher manage the course. Depending upon your own skills and available resources these tools are available at several levels:

1. Easiest: Departmental web site with documents and links
2. Medium: Subscription to outside provider of training modules
 - i. [American Association for Laboratory Animal Science](#)
 - ii. [Collaborative Institutional Training Initiative](#)
3. Best: Customised Virtual Learning Environment (VLE)
 - i. [Weblearn](#)
 - ii. [Blackboard/WebCT](#)
 - iii. [Moodle](#)

Dr Janet Rodgers
Oxford University Veterinary Services

Janet's presentation focused on what and who we are teaching, the desired outcomes and the tools which we have at our disposal. We were asked to consider the benefits of developing our own teaching resources and shown some online resources which are already available to us. These included the Collaborative Institutional Training Initiative (www.citiprogram.org), a subscription service providing ethics education to all members of the US animal research community; the [AALAS Learning Library](#) which includes a number of online courses relating to animal health, welfare, care and husbandry; the [Canadian Aquaculture Institute](#) online WebCT training program for people who "use" fish in research; and the familiar [NC3Rs](#) site.



Again we were challenged to consider how we can continue to improve course material; add tools to improve interactivity; join collaborations to increase the scope and quality of offerings and continue to use and improve other teaching tools.

Overall, the session encouraged participants to reflect on the way training is delivered. The presentations reinforced my personal view (as someone involved in the provision of licensee training and in quality audit) that, at the very least, we should continue to develop our training practices and materials to make use of current initiatives and technologies. At the same time we should try to establish collaborations with a view to developing a means of sharing and disseminating good electronic learning resources. Anyone who knows me will cringe because they know that this is already a favourite issue of mine! I hope that the ETE Section can pick up these ideas and continue the discussion about how we might realistically be able to 'move with the times'.

Beverley Law
LASA Forum Editor, University of Leeds

Published August 2008
Links updated January 2009

LASA
P O Box 3993
Tamworth
B78 3QU

Telephone: +44 (0)1827 259 130
Fax: +44 (0)1827 259 188
E-mail: lasa@btconnect.com

Web: www.lasa.co.uk

