

## **Learning and Teaching Conference 2012**

Abstract 2D

### **Implementation of a Comprehensive, Integrated Virtual Learning Environment for the Bachelor of Veterinary Medicine and Surgery (BVMS) Undergraduate Programme**

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A recent pilot project undertaken by the Veterinary Pharmacology course team at the University of Glasgow resulted in the restructuring of the Veterinary Pharmacology Moodle site to facilitate enquiry-led student learning.

The outcomes of this project highlighted the vastly underused capabilities of Moodle.

This is a 2-year project to restructure the VLE (Moodle) to reflect enhancements of the BVMS Programme in Veterinary Medicine curriculum which is taught with a vertically integrated approach. There is a particular emphasis on interdisciplinary learning in integrating clinical and professional skills from Year 1 to Year 5.

Results will be available of the Stakeholder consultation and the requirements analysis preceding implementation of the new Moodle structure. There will be a demonstration of the new structure for BVMS Years 1 to 5. The new structure has been created as a series of interlinked Moodle courses centred around a core BVMS programme hub page which will ultimately address the RCVS Day-One competencies (graduate attributes). This new structure has enabled staff to highlight the fundamental linkage between the courses which comprise the BVMS programme; the greater usage of Moodle functions such as Quiz and Wiki has promoted student engagement with learning and enhanced both the student learning experience and the capability of our staff to utilise new and developing technology.

The successful outcomes of this project will be that we have motivated and supported student learning; promoted student engagement with learning; used new and developing technologies to support the student learning experience and enhanced the capabilities of our academic staff to utilise this technology.

Despite bad press VLEs are not dead. If they are tailored to the subject matter, reflecting diverse learning styles and varied teaching approaches with stakeholder needs as a first priority they can facilitate a highly successful learning environment for the student (including self-directed, enquiry-led and peer learning, improved feedback and assessment, addressing issues such as accessibility, student diversity) and an effective teaching environment for staff.

### **Session Learning Outcomes:**

- Delegates will have the opportunity to have a fresh look at Moodle and how it can be made more user-friendly, intuitive, interactive and how its format and layout can be significantly improved to give it a more professional look
- Delegates will gain much more detailed knowledge of what students think of Moodle and how they use it
- Delegates will gain knowledge of staff engagement with Moodle

### **Activities:**

The following questions will be discussed in the session. Conference delegates will be asked to keep in mind the questions throughout the presentation and will then be given time to discuss their answers in groups which will be followed by a discussion. There will be a handout summarising the presentation.

### **Questions for delegates:**

1. How do you use Moodle?
2. Have you ever thought Moodle should be more user-friendly and less clunky?
3. How do your students use Moodle?
4. How can you change the look and feel of Moodle in your own courses?
5. How do you engage your staff in using Moodle in a more interactive way to facilitate student engagement with learning?