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

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Introduction

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

Summary of Work

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

Vertically integrated Approach
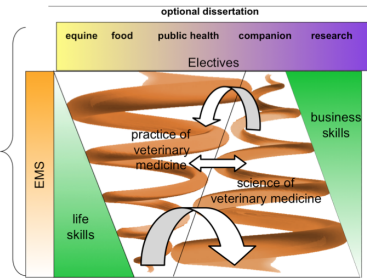
New Moodle structure

- No need to roll over or archive courses.
- Improved layout and navigation, more user-friendly

Outcomes

- Motivate and support student learning
- Promote student engagement with learning
- Use new and developing technologies to enhance the student learning experience
- Enhance the capabilities of our academic staff to utilise this technology
  Ultimately induce a cultural shift in how we use and perceive Moodle.

Stakeholder Consultation: Staff

- Moodle as a file store
- What can Moodle do?
- Time Issues
- Not used to technology in that way
  Need more support
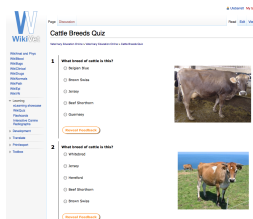
Engaging Vet Staff with Learning Technology

Main result of the student consultation:
Staff must be seen to engage with learning technology –
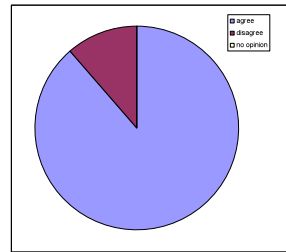**How?** Involve staff in projects which have a tangible output:
1st & 2nd Year Projects: Anatomy, Biomolecular Sciences, Animal Husbandry, Physiology
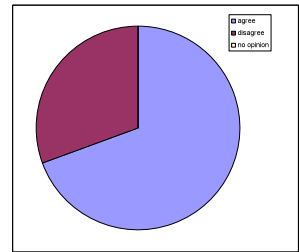
Example: Animal Husbandry
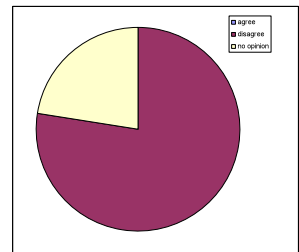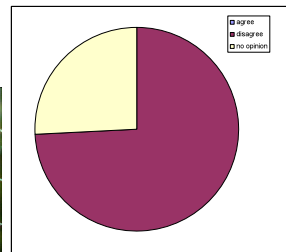

Stakeholder consultation: Students

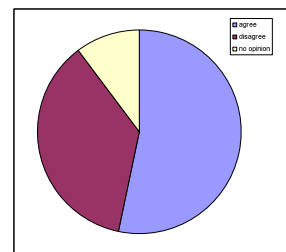### I am comfortable using technology

Moodle is straight-forward and intuitive
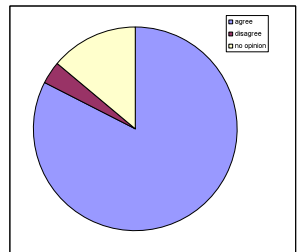

I feel Moodle improved communications with my:

Classmates

Tutor

I feel Moodle enhanced the overall learning experience

I would like to see Moodle used in all of my courses

Student Focus Groups

- Very enthusiastic about technology
- Digital Natives: expect the use of technology
- Will use technology as long as they see the point
- Accept Moodle's underlying concept – social constructivism
- Want more and better feedback, peer learning, collaboration

Key messages:

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.

This should include:

- self-directed, enquiry-led and peer learning,
- improved feedback,
- accessibility,
- student diversity

This will provide an effective teaching environment for staff.