



Royal Veterinary College
University of London

Educational research and development

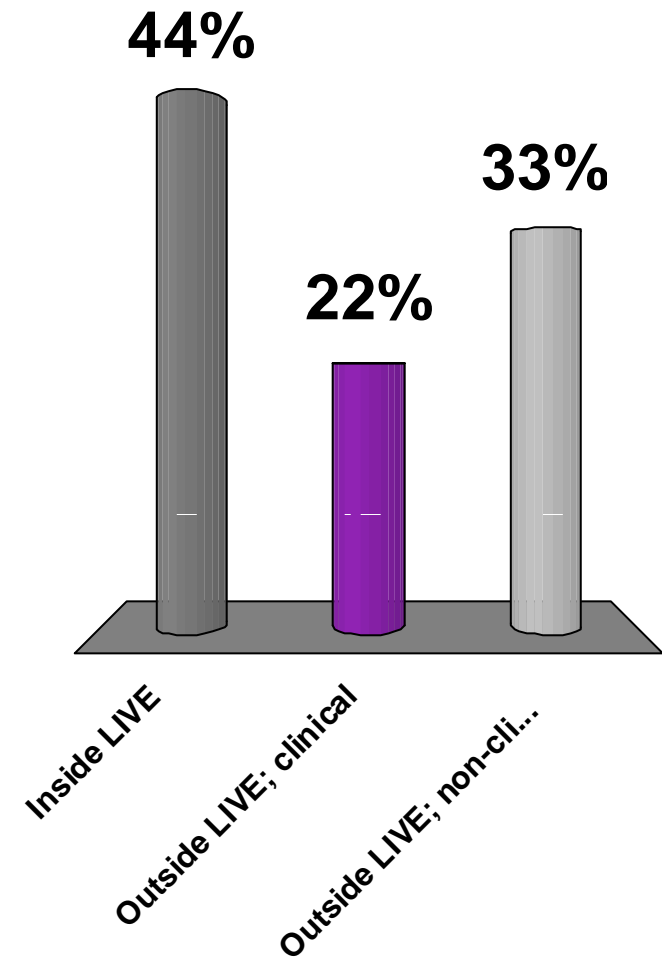
Adrian Boswood

Russian proverb

The fool teaches,
the wise man learns

I predominantly work

1. Inside LIVE
2. Outside LIVE; clinical
3. Outside LIVE; non-clinical



Curriculum 2007

What do we want to be the distinguishing features of an RVC graduate?

Lifelong, independent learner

Day One Competences

High order intellectual skills

Rigorous scientific approach

Professional attitudes

Current LIVE themes

Independent learning

Lifelong learning

Assessment

Curriculum design

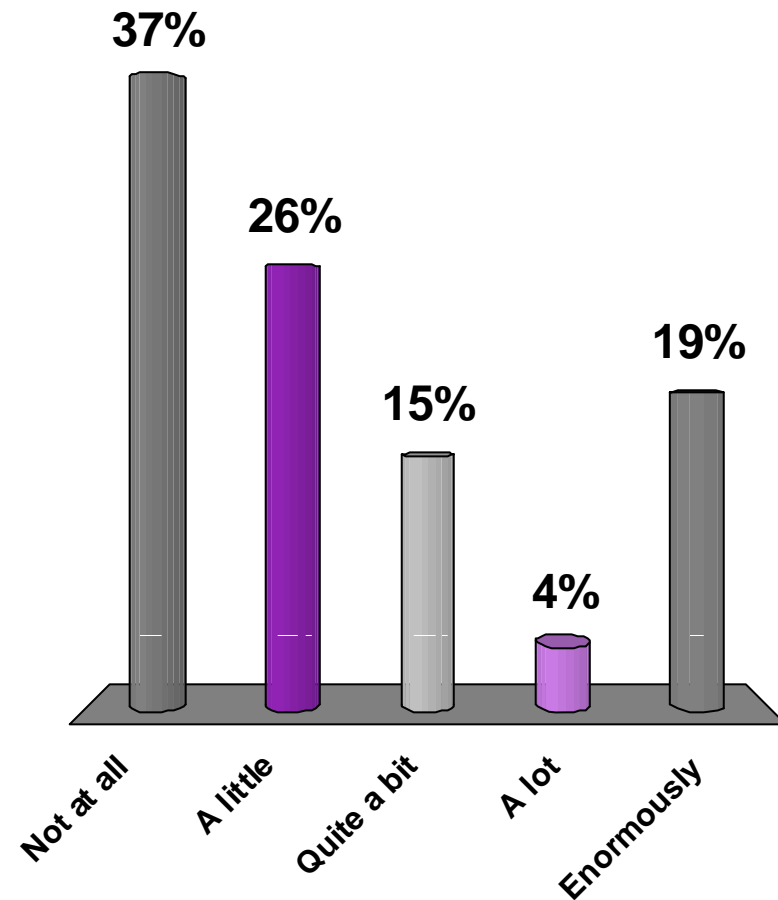
Teaching clinical skills

Engaging RVC staff in educational research and development

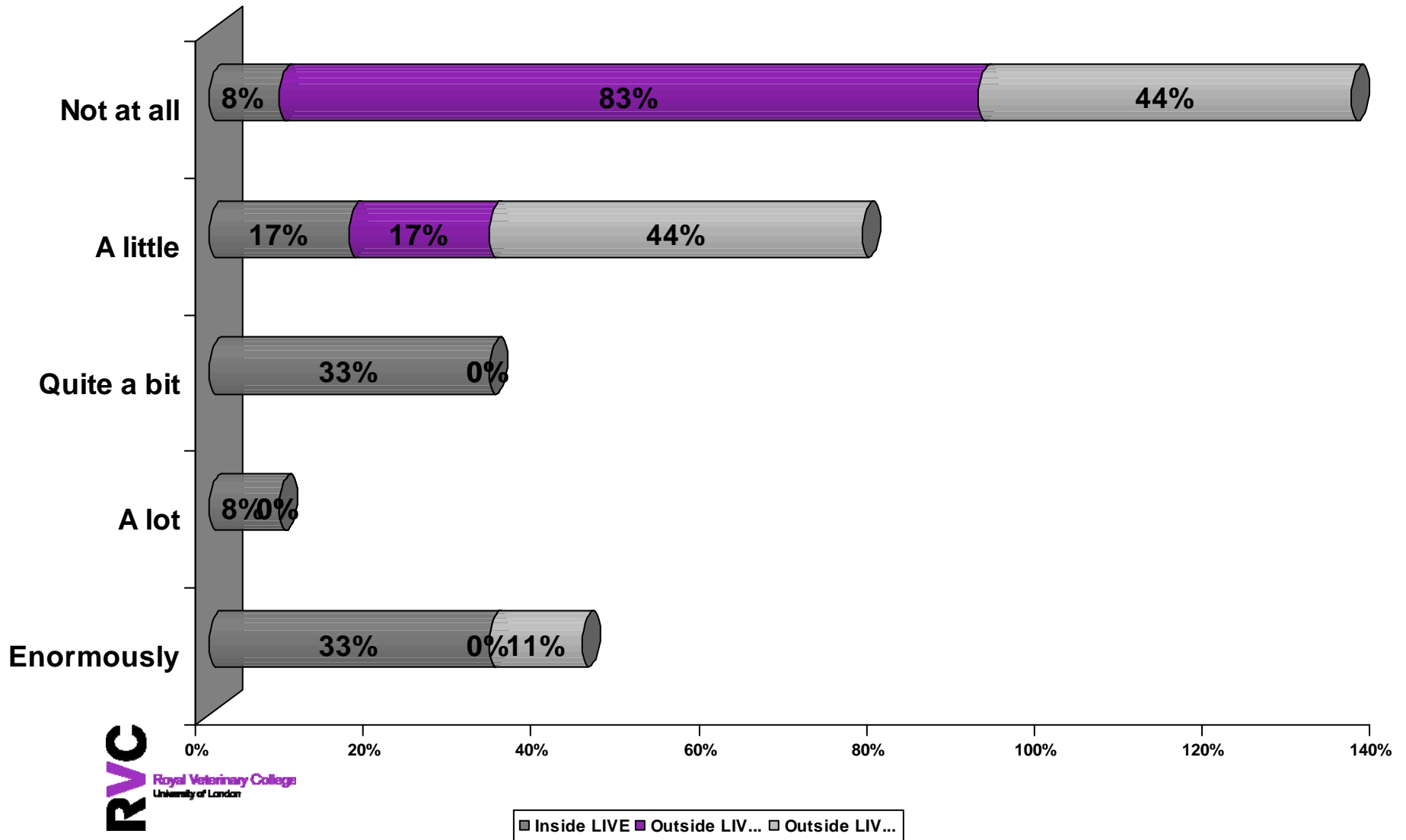
Implementation of PDP

Educational developments emanating from LIVE have affected my daily work

1. Not at all
2. A little
3. Quite a bit
4. A lot
5. Enormously

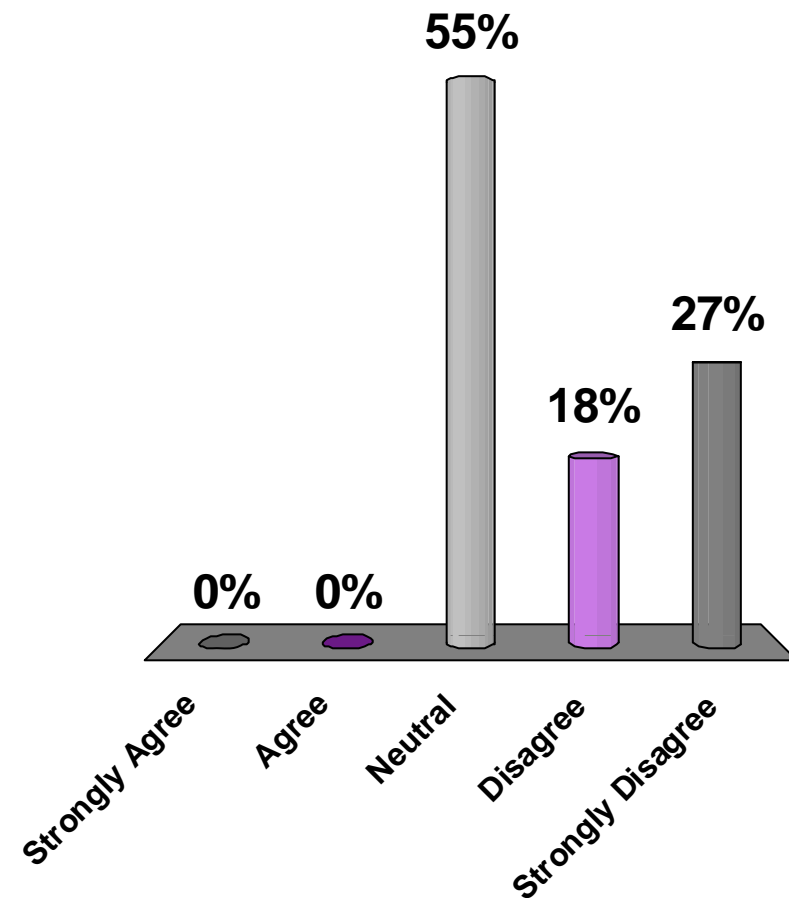


Educational developments emanating from LIVE have affected my daily work

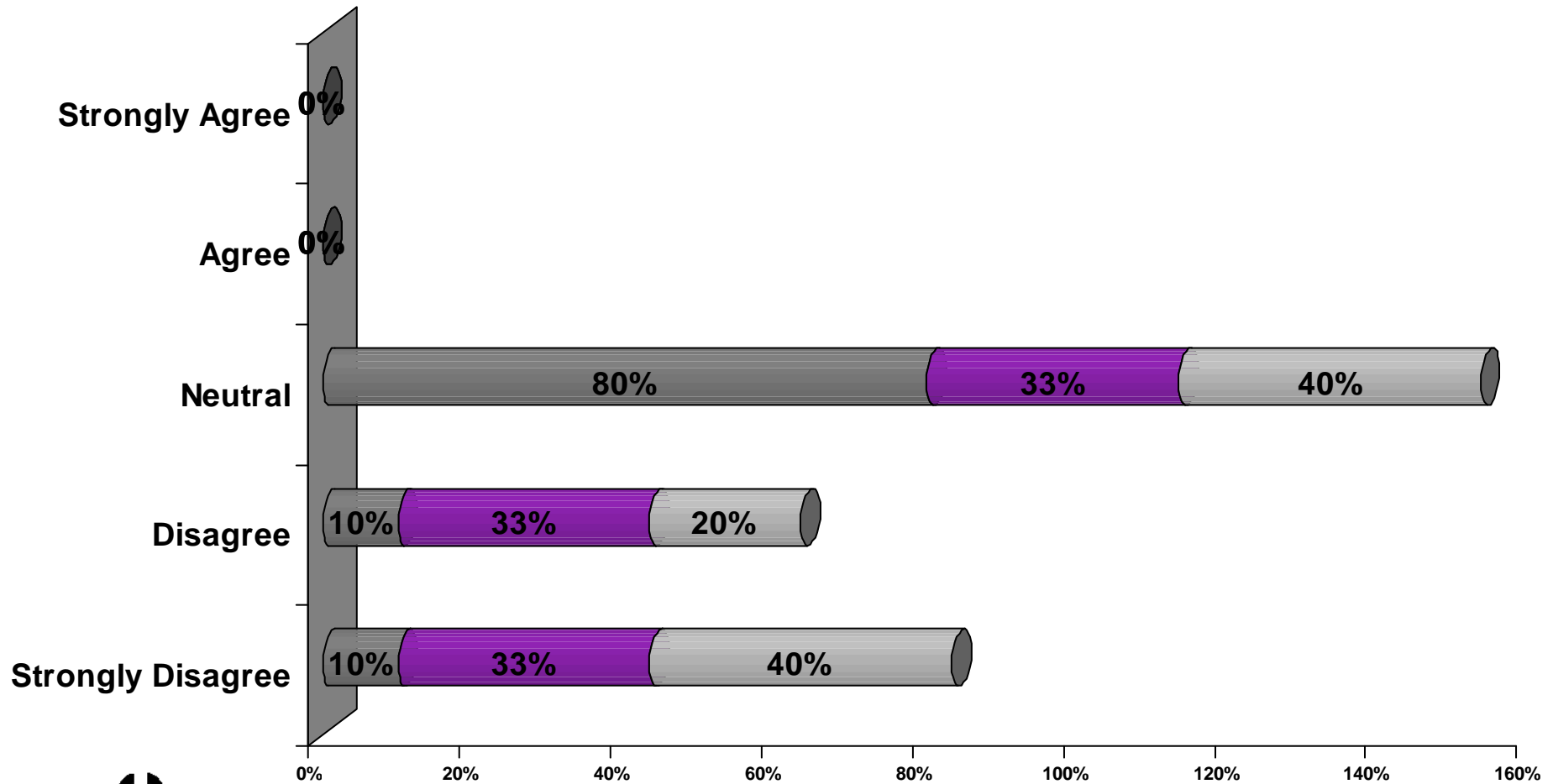


I consider the introduction of PDP tutoring in the third and fourth year to be a success?

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



I consider the introduction of PDP tutoring in the third and fourth year to be a success?



Current LIVE themes

Independent learning

Lifelong learning

Assessment

Curriculum design

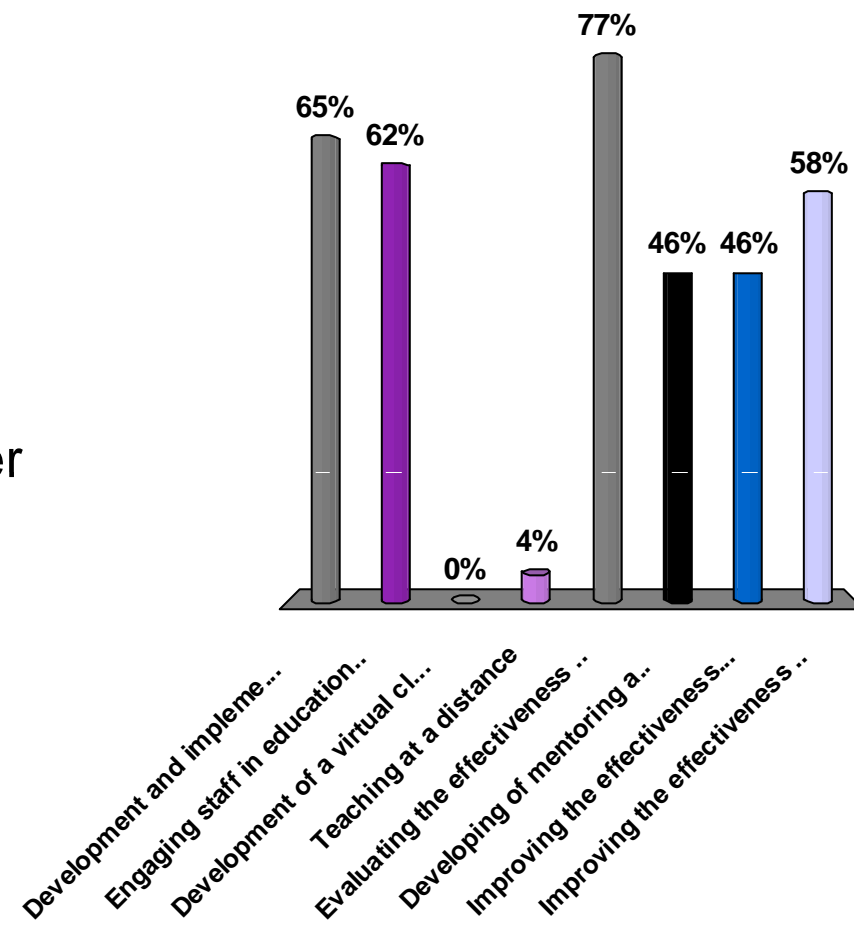
Teaching clinical skills

Engaging RVC staff in educational research and development

Implementation of PDP

Which of the following were perceived to be challenges by HoDs (vote for up to 4)?

1. Development and implementation of new assessment techniques
2. Engaging staff in educational development
3. Development of a virtual classroom for independent learning by students
4. Teaching at a distance
5. Evaluating the effectiveness of new teaching methods
6. Developing of mentoring and peer assessment schemes for staff
7. Improving the effectiveness of academic tutoring
8. Improving the effectiveness of clinical teaching



What does this tell us?

LIVE and the rest of the college have the same aims

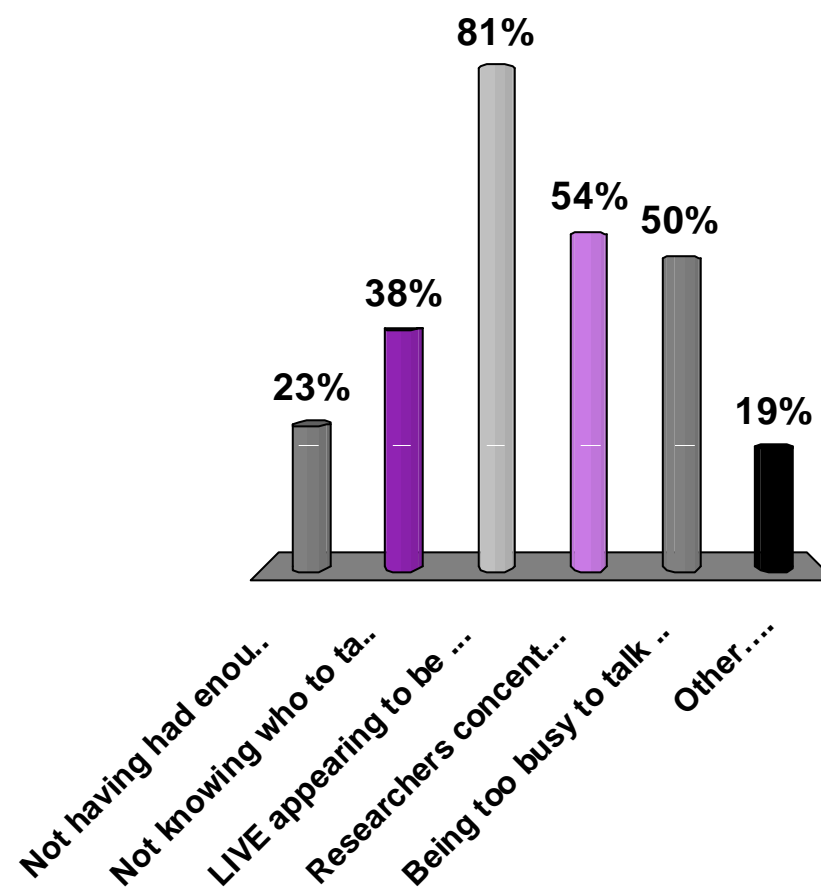
LIVE is actively researching in areas that are considered to be highly relevant by HoDs

Yet....

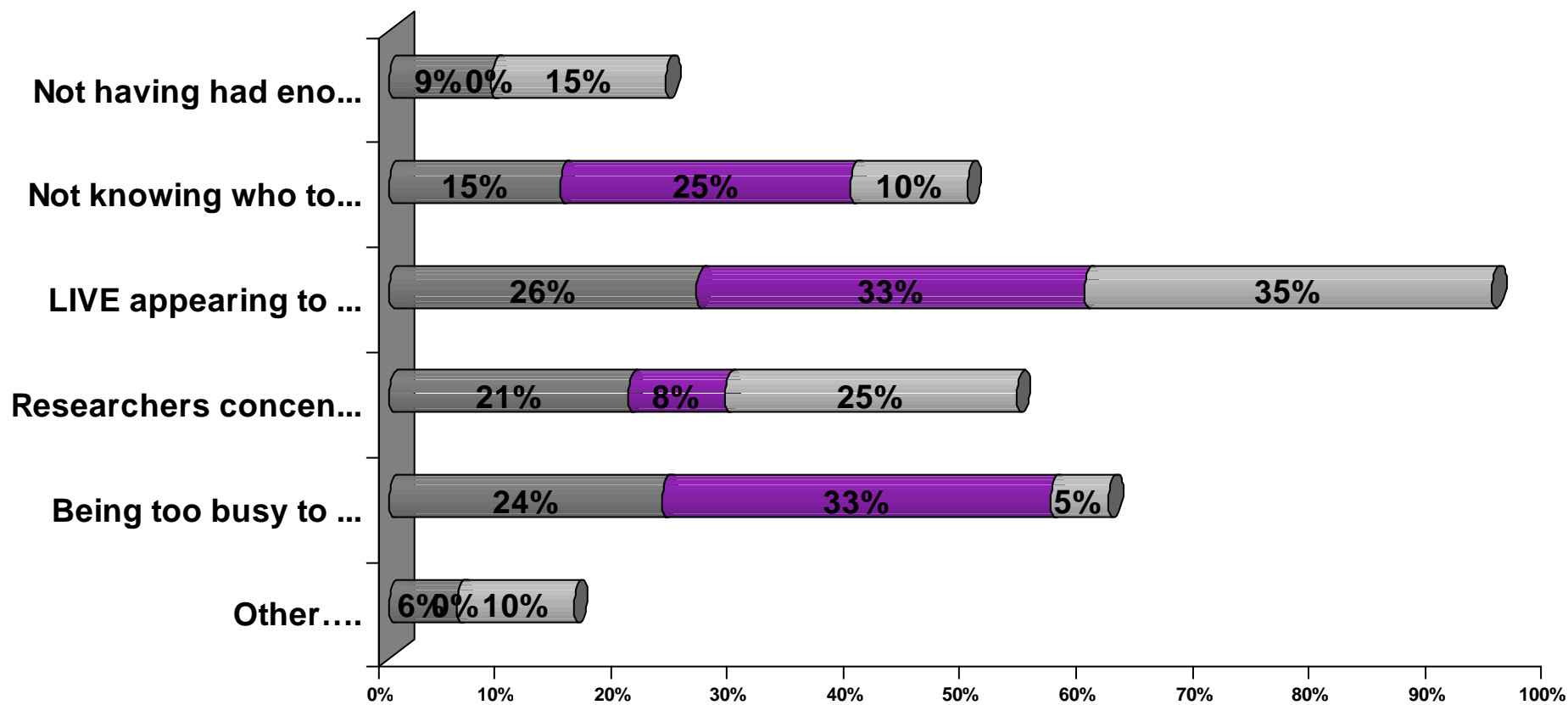
LIVE has not really penetrated the consciousness of most academics from the point of view of altering their view of teaching and assessment

What are the main barriers to LIVE becoming integrated into the mainstream (vote for up to 3)?

1. Not having had enough time yet
2. Not knowing who to talk to
3. LIVE appearing to be self-contained and therefore distinct
4. Researchers concentrating their own questions and not those relevant to others
5. Being too busy to talk to each other
6. Other.....



What are the main barriers to LIVE becoming integrated into the mainstream (vote for up to 3)?



What can we do about it?