# Teaching and Assessment in Veterinary Nursing



[1]

Ajjawi, R. et al. 2015. Learning clinical skills during bedside teaching encounters in general practice. Journal of Workplace Learning. 27, 4 (May 2015), 298–314. DOI:https://doi.org/10.1108/JWL-05-2014-0035.

[2]

ÅKerlind, G.S. 2003. Growing and Developing as a University Teacher--Variation in Meaning. Studies in Higher Education. 28, 4 (Oct. 2003), 375–390. DOI:https://doi.org/10.1080/0307507032000122242.

[3]

Albert Bandura | Social Learning Theory | Simply Psychology: https://www.simplypsychology.org/bandura.html.

[4]

Artemeva, N. et al. 2017. Situated Learning in Medical Education. Academic Medicine. 92, 1 (Jan. 2017). DOI:https://doi.org/10.1097/ACM.00000000001495.

[5]

Atkins, S. and Murphy, K. 1993. Reflection: a review of the literature. Journal of Advanced Nursing. 18, 8 (Aug. 1993), 1188–1192. DOI:https://doi.org/10.1046/j.1365-2648.1993.18081188.x.

[6]

Bate, E. et al. 2014. Problem-based learning (PBL): Getting the most out of your students – Their roles and responsibilities: AMEE Guide No. 84. Medical Teacher. 36, 1 (Jan. 2014), 1–12. DOI:https://doi.org/10.3109/0142159X.2014.848269.

[7]

Bennett, L. 2014. Putting in more: emotional work in adopting online tools in teaching and learning practices. Teaching in Higher Education. 19, 8 (Nov. 2014), 919–930. DOI:https://doi.org/10.1080/13562517.2014.934343.

[8]

Berk, R.A. 2005. Survey of 12 Strategies to Measure Teaching Effectiveness. 17, 1 (2005), 48–62.

[9]

Biggs, J. 1996. Enhancing teaching through constructive alignment. Higher Education. 32, 3 (Oct. 1996), 347–364. DOI:https://doi.org/10.1007/BF00138871.

[10]

Biggs, J. 2012. What the student does: teaching for enhanced learning. Higher Education Research & Development. 31, 1 (Feb. 2012), 39–55. DOI:https://doi.org/10.1080/07294360.2012.642839.

[11]

Biggs, J.B. et al. 2007. Teaching for quality learning at university: what the student does. Open University Press.

[12]

Biggs, J.B. et al. 2011. Teaching for quality learning at university: what the student does. McGraw-Hill/Society for Research into Higher Education/Open University Press.

[13]

Black, P. and William, D. 1998. Inside the Black Box. (1998).

[14]

Bligh, D. 1985. What's the use of lectures? Journal of Geography in Higher Education. 9, 1 (Apr. 1985), 105–106. DOI:https://doi.org/10.1080/03098268508708932.

[15]

Bogaard, A. et al. 2005. Small Group Teaching: Perceptions and Problems. Politics. 25, 2 (May 2005), 116–125. DOI:https://doi.org/10.1111/j.1467-9256.2005.00236.x.

[16]

Borneuf, A.-M. and Haigh, C. 2010. The who and where of clinical skills teaching: A review from the UK perspective. Nurse Education Today. 30, 2 (Feb. 2010), 197–201. DOI:https://doi.org/10.1016/j.nedt.2009.07.012.

[17]

Boulay, C. du and Medway, C. 1999. The clinical skills resource: a review of current practice. Medical Education. 33, 3 (Mar. 1999), 185–191. DOI:https://doi.org/10.1046/j.1365-2923.1999.00384.x.

[18]

Boursicot, K. and Roberts, T. 2005. How to set up an OSCE. The Clinical Teacher. 2, 1 (Jun. 2005), 16–20. DOI:https://doi.org/10.1111/j.1743-498X.2005.00053.x.

[19]

Boursicot, K.A.M. et al. 2007. Using borderline methods to compare passing standards for OSCEs at graduation across three medical schools. Medical Education. 41, 11 (Nov. 2007), 1024–1031. DOI:https://doi.org/10.1111/j.1365-2923.2007.02857.x.

[20]

Brown, G. and Manogue, M. 2001. AMEE Medical Education Guide No. 22: Refreshing

lecturing: a guide for lecturers. Medical Teacher. 23, 3 (Jan. 2001), 231–244. DOI:https://doi.org/10.1080/01421590120043000.

### [21]

Brown, J.S. et al. 1989. Situated Cognition and the Culture of Learning. Educational Researcher. 18, 1 (Jan. 1989), 32–42. DOI:https://doi.org/10.3102/0013189X018001032.

# [22]

Buckley, S. and Zamora, J. 2007. Effects of participation in a cross year peer tutoring programme in clinical examination skills on volunteer tutors' skills and attitudes towards teachers and teaching. BMC Medical Education. 7, 1 (Dec. 2007). DOI:https://doi.org/10.1186/1472-6920-7-20.

### [23]

Buckley, S. and Zamora, J. 2007. Effects of participation in a cross year peer tutoring programme in clinical examination skills on volunteer tutors' skills and attitudes towards teachers and teaching. BMC Medical Education. 7, 1 (Dec. 2007). DOI:https://doi.org/10.1186/1472-6920-7-20.

### [24]

Burgess, A. et al. 2014. Medical students as peer tutors: a systematic review. BMC Medical Education. 14, 1 (Dec. 2014). DOI:https://doi.org/10.1186/1472-6920-14-115.

# [25]

Cantillon, P. et al. 2003. ABC of learning and teaching in medicine. BMJ Books.

# [26]

Cardall, S. et al. 2008. Live Lecture Versus Video-Recorded Lecture: Are Students Voting With Their Feet? Academic Medicine. 83, 12 (Dec. 2008), 1174–1178. DOI:https://doi.org/10.1097/ACM.0b013e31818c6902.

[27]

Carless, D. and Boud, D. 2018. The development of student feedback literacy: enabling uptake of feedback. Assessment & Evaluation in Higher Education. 43, 8 (Nov. 2018), 1315–1325. DOI:https://doi.org/10.1080/02602938.2018.1463354.

[28]

Cassidy \*, S. 2004. Learning Styles: An overview of theories, models, and measures. Educational Psychology. 24, 4 (Aug. 2004), 419–444. DOI:https://doi.org/10.1080/0144341042000228834.

[29]

Choosing Action Verbs:

https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/intended-learning-outcomes/choosing-action-verbs/.

[30]

City and Guilds VN OSCEs:

https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/7457-veterinary-nursing#tab=documents.

[31]

Clouder, L. 2000. Reflective Practice in Physiotherapy Education: A critical conversation. Studies in Higher Education. 25, 2 (Jun. 2000), 211–223. DOI:https://doi.org/10.1080/713696142.

[32]

Connectivism - Wikipedia: https://en.wikipedia.org/wiki/Connectivism.

[33]

Crosby, R.M.H., Joy 2000. AMEE Guide No 20: The good teacher is more than a lecturer the twelve roles of the teacher. Medical Teacher. 22, 4 (Jan. 2000), 334–347. DOI:https://doi.org/10.1080/014215900409429.

[34]

Dale, V.H.M. et al. 2008. Adult Learning in Veterinary Education: Theory to Practice. Journal of Veterinary Medical Education. 35, 4 (Dec. 2008), 581–588. DOI:https://doi.org/10.3138/jvme.35.4.581.

[35]

Davis, M.H. et al. 2006. The Objective Structured Clinical Examination (OSCE) as a Determinant of Veterinary Clinical Skills. Journal of Veterinary Medical Education. 33, 4 (Dec. 2006), 578–587. DOI:https://doi.org/10.3138/jvme.33.4.578.

[36]

DAVIS, M.H. and HARDEN, R.M. 1999. AMEE Medical Education Guide No. 15: Problem-based learning: a practical guide. Medical Teacher. 21, 2 (Jan. 1999), 130–140. DOI:https://doi.org/10.1080/01421599979743.

[37]

Deborah, L. et al. eds. 2017. The Digital Academic. Routledge.

[38]

Dent, J.A. 2001. Current trends and future implications in the developing role of clinical skills centres. Medical Teacher. 23, 5 (Jan. 2001), 483–489. DOI:https://doi.org/10.1080/01421590120075724.

[39]

DeVon, H.A. et al. 2007. A Psychometric Toolbox for Testing Validity and Reliability. Journal of Nursing Scholarship. 39, 2 (Jun. 2007), 155–164. DOI:https://doi.org/10.1111/j.1547-5069.2007.00161.x.

[40]

Dilly, M. et al. 2017. A Survey of Established Veterinary Clinical Skills Laboratories from Europe and North America: Present Practices and Recent Developments. Journal of

Veterinary Medical Education. 44, 4 (Nov. 2017), 580–589. DOI:https://doi.org/10.3138/jvme.0216-030R1.

### [41]

DOLMANS, D.H.J.M. and SCHMIDT, H.G. 1994. What drives the student in problem-based learning? Medical Education. 28, 5 (Sep. 1994), 372–380. DOI:https://doi.org/10.1111/j.1365-2923.1994.tb02547.x.

### [42]

Downing, S.M. 2004. Reliability: on the reproducibility of assessment data. Medical Education. 38, 9 (Sep. 2004), 1006–1012. DOI:https://doi.org/10.1111/j.1365-2929.2004.01932.x.

### [43]

Downing, S.M. 2003. Validity: on the meaningful interpretation of assessment data. Medical Education. 37, 9 (Sep. 2003), 830–837. DOI:https://doi.org/10.1046/j.1365-2923.2003.01594.x.

### [44]

Du, S. et al. 2013. Web-based distance learning for nurse education: a systematic review. International Nursing Review. 60, 2 (Jun. 2013), 167–177. DOI:https://doi.org/10.1111/inr.12015.

### [45]

Dunkin, M.J. 1983. A Review of Research on Lecturing. Higher Education Research & Development. 2, 1 (Jan. 1983), 63–78. DOI:https://doi.org/10.1080/0729436830020105.

# [46]

Ebooks Corporation Limited 2016. ABC of clinical reasoning. Wiley Blackwell/BMJ Books.

# [47]

Edmunds, S. and Brown, G. 2010. Effective small group learning: AMEE Guide No. 48. Medical Teacher. 32, 9 (Sep. 2010), 715–726.

DOI:https://doi.org/10.3109/0142159X.2010.505454.

[48]

Entwistle, N.J. 2009. Teaching for understanding at university: deep approaches and distinctive ways of thinking. Palgrave Macmillan.

[49]

Epistemology and Education: https://www.youtube.com/watch?v=Dvvgifv7Xcs.

[50]

Equality & Diversity Human Rights Webpage: https://www.equalityhumanrights.com/en.

[51]

Ertmer, P.A. and Newby, T.J. 2013. Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. Performance Improvement Quarterly. 26, 2 (2013), 43–71. DOI:https://doi.org/10.1002/pig.21143.

[52]

Eva, K.W. 2005. What every teacher needs to know about clinical reasoning. Medical Education. 39, 1 (Jan. 2005), 98–106. DOI:https://doi.org/10.1111/j.1365-2929.2004.01972.x.

[53]

Field, M. et al. 2007. Peer-assisted learning: a novel approach to clinical skills learning for medical students. Medical Education. 41, 4 (Apr. 2007), 411–418. DOI:https://doi.org/10.1111/j.1365-2929.2007.02713.x.

[54]

Field, M. et al. 2007. Peer-assisted learning: a novel approach to clinical skills learning for medical students. Medical Education. 41, 4 (Apr. 2007), 411–418.

DOI:https://doi.org/10.1111/j.1365-2929.2007.02713.x.

[55]

Fitness to Practise - A Guide for UK Providers of Veterinary Nursing Education and Student Veterinary Nurses:

https://www.rcvs.org.uk/news-and-views/publications/fitness-to-practise-a-guide-for-uk-providers-of-veterinary/?destination=%2Fnews-and-views/publications%2F.

[56]

Frank, J.R. and Danoff, D. 2007. The CanMEDS initiative: implementing an outcomes-based framework of physician competencies. Medical Teacher. 29, 7 (Jan. 2007), 642–647. DOI:https://doi.org/10.1080/01421590701746983.

[57]

Fraser, M. 2018. Preparing students for practice. The Veterinary Nurse. 9, 3 (Apr. 2018), 132–137. DOI:https://doi.org/10.12968/vetn.2018.9.3.132.

[58]

Freeth, D. and Fry, H. 2005. Nursing students' and tutors' perceptions of learning and teaching in a clinical skills centre. Nurse Education Today. 25, 4 (May 2005), 272–282. DOI:https://doi.org/10.1016/j.nedt.2005.01.007.

[59]

Fry, H. et al. eds. 2015. A handbook for teaching and learning in higher education: enhancing academic practice. Routledge.

[60]

Galway, L.P. et al. 2014. A novel integration of online and flipped classroom instructional models in public health higher education. BMC Medical Education. 14, 1 (Dec. 2014). DOI:https://doi.org/10.1186/1472-6920-14-181.

[61]

George Siemens Connectivism: A Learning Theory for the Digital Age.

[62]

Glynn, L.G. et al. 2006. Helping each other to learn – a process evaluation of peer assisted learning. BMC Medical Education. 6, 1 (Dec. 2006). DOI:https://doi.org/10.1186/1472-6920-6-18.

[63]

Goldie, J.G.S. 2016. Connectivism: A knowledge learning theory for the digital age? Medical Teacher. 38, 10 (Oct. 2016), 1064–1069. DOI:https://doi.org/10.3109/0142159X.2016.1173661.

[64]

Graffam, B. 2007. Active learning in medical education: Strategies for beginning implementation. Medical Teacher. 29, 1 (Jan. 2007), 38–42. DOI:https://doi.org/10.1080/01421590601176398.

[65]

Graham Gibbs' Reflective Cylce: https://www.eln.io/blog/gibbs-reflective-cycle-model-1988.

[66]

Hall, E.J. and Simpson, A. 2018. Using video to support veterinary nursing students preparing for OSCEs. Veterinary Nursing Journal. 33, 5 (May 2018), 145–147. DOI:https://doi.org/10.1080/17415349.2018.1428918.

[67]

Hammersley-Fletcher, L. and Orsmond, P. Evaluating our peers: is peer observation a meaningful process?

[68]

Harden, R.M. et al. 2016. The definitive guide to the OSCE: the Objective Structured Clinical Examination as a performance assessment. Elsevier.

[69]

Hauer, K.E. et al. 2013. Understanding trust as an essential element of trainee supervision and learning in the workplace. Advances in Health Sciences Education. (Jul. 2013). DOI:https://doi.org/10.1007/s10459-013-9474-4.

[70]

HEA Feedback Toolkit: https://www.heacademy.ac.uk/knowledge-hub/hea-feedback-toolkit.

[71]

Hift, R.J. 2014. Should essays and other "open-ended"-type questions retain a place in written summative assessment in clinical medicine? BMC Medical Education. 14, 1 (Dec. 2014). DOI:https://doi.org/10.1186/s12909-014-0249-2.

[72]

Horii, C.V. 2007. Teaching Insights from Adult Learning Theory. Journal of Veterinary Medical Education. 34, 4 (Oct. 2007), 369–376. DOI:https://doi.org/10.3138/jvme.34.4.369.

[73]

Imenda, S.N. 2018. On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning. International Journal of Educational Sciences. 20, (2018), 86–95.

[74]

Intro to communities of practice: http://wenger-trayner.com/introduction-to-communities-of-practice/.

[75]

Janse van Rensburg, E.S. 2018. Effective online teaching and learning practices for undergraduate health sciences students: An integrative review. International Journal of Africa Nursing Sciences. 9, (2018), 73–80. DOI:https://doi.org/10.1016/j.ijans.2018.08.004.

[76]

Jaques, D. 2003. ABC of learning and teaching in medicine: Teaching small groups. BMJ. 326, 7387 (Mar. 2003), 492–494. DOI:https://doi.org/10.1136/bmj.326.7387.492.

[77]

Jarvis, P. et al. 2003. The theory & practice of learning. Kogan Page.

[78]

Jarvis, P. et al. 2003. The theory & practice of learning. Kogan Page.

[79]

Jessop, T. and Tomas, C. 2017. The implications of programme assessment patterns for student learning. Assessment & Evaluation in Higher Education. 42, 6 (Aug. 2017), 990–999. DOI:https://doi.org/10.1080/02602938.2016.1217501.

[80]

Kelly, M. et al. 2009. A multi-method study to determine the effectiveness of, and student attitudes to, online instructional videos for teaching clinical nursing skills. Nurse Education Today. 29, 3 (Apr. 2009), 292–300. DOI:https://doi.org/10.1016/j.nedt.2008.09.004.

[81]

Kennedy, D. Writing and using learning outcomes: a practical guide, University College Cork.

[82]

Khan, K.Z. et al. 2013. The Objective Structured Clinical Examination (OSCE): AMEE Guide

No. 81. Part I: An historical and theoretical perspective. Medical Teacher. 35, 9 (Sep. 2013), e1437-e1446. DOI:https://doi.org/10.3109/0142159X.2013.818634.

[83]

Khan, K.Z. et al. 2013. The Objective Structured Clinical Examination (OSCE): AMEE Guide No. 81. Part II: Organisation & Administration. Medical Teacher. 35, 9 (Sep. 2013), e1447–e1463. DOI:https://doi.org/10.3109/0142159X.2013.818635.

[84]

Kirkpatrick Evaluation Method:

https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/.

[85]

Kolb's Learning Styles:

https://www.businessballs.com/self-awareness/kolbs-learning-styles/.

[86]

Kop, R. and Hill, A. 2008. Connectivism: Learning theory of the future or vestige of the past? The International Review of Research in Open and Distributed Learning. 9, 3 (Oct. 2008). DOI:https://doi.org/10.19173/irrodl.v9i3.523.

[87]

Lane, E.A. 2008. Problem-Based Learning in Veterinary Education. Journal of Veterinary Medical Education. 35, 4 (Dec. 2008), 631–636. DOI:https://doi.org/10.3138/jvme.35.4.631.

[88]

Learning Theories and Learning Transfer: https://otec.uoregon.edu/learning theory.htm#SituatedLearning.

[89]

Lesson Plans - Wikipedia: https://en.wikipedia.org/wiki/Lesson plan.

[90]

Liu, C. An Introduction to Workplace-based Assessments', Gastroenterology and Hepatology, from Bed to Bench, 2012;5(1), pp. 24-28.

[91]

Lockspeiser, T.M. et al. 2008. Understanding the experience of being taught by peers: the value of social and cognitive congruence. Advances in Health Sciences Education. 13, 3 (Aug. 2008), 361–372. DOI:https://doi.org/10.1007/s10459-006-9049-8.

[92]

Marshall, S. ed. 2020. A handbook for teaching and learning in higher education: enhancing academic practice. Routledge.

[93]

Marshall, S. ed. 2020. A handbook for teaching and learning in higher education: enhancing academic practice. Routledge.

[94]

Marshall, S. ed. 2020. A handbook for teaching and learning in higher education: enhancing academic practice. Routledge.

[95]

Marton, F. et al. 2005. The experience of learning: implications for teaching and studying in higher education. University of Edinburgh, Centre for Teaching, Learning and Assessment.

[96]

May, S.A. and Head, S.D. 2010. Assessment of Technical Skills: Best Practices. Journal of Veterinary Medical Education. 37, 3 (Sep. 2010), 258–265.

DOI:https://doi.org/10.3138/jvme.37.3.258.

[97]

McKinley, D.W. and Norcini, J.J. 2014. How to set standards on performance-based examinations: AMEE Guide No. 85. Medical Teacher. 36, 2 (Feb. 2014), 97–110. DOI:https://doi.org/10.3109/0142159X.2013.853119.

[98]

Miller, G. The Assessment of Clinical Skills/Competence/Performance. Academic Medicine: September Supplement. 65, S63–S67.

[99]

Moore, D.A. et al. 2002. Teaching Implications of Different Educational Theories and Approaches. Journal of Veterinary Medical Education. 29, 2 (Jun. 2002), 117–123. DOI:https://doi.org/10.3138/jvme.29.2.117.

[100]

Mulliner, E. and Tucker, M. 2017. Feedback on feedback practice: perceptions of students and academics. Assessment & Evaluation in Higher Education. 42, 2 (Feb. 2017), 266–288. DOI:https://doi.org/10.1080/02602938.2015.1103365.

[101]

Murphy, P. 1998. Learners, learning and assessment. Paul Chapman.

[102]

Murtonen, M. et al. 2017. The return of behaviourist epistemology: A review of learning outcomes studies. Educational Research Review. 22, (Nov. 2017), 114–128. DOI:https://doi.org/10.1016/j.edurev.2017.08.001.

[103]

Newman, M.J. 2005. Problem Based Learning: An Introduction and Overview of the Key

Features of the Approach. Journal of Veterinary Medical Education. 32, 1 (Mar. 2005), 12–20. DOI:https://doi.org/10.3138/jvme.32.1.12.

# [104]

Newton, P.M. and Miah, M. 2017. Evidence-Based Higher Education – Is the Learning Styles 'Myth' Important? Frontiers in Psychology. 8, (Mar. 2017). DOI:https://doi.org/10.3389/fpsyg.2017.00444.

### [105]

Nicol, D.J. and Macfarlane-Dick, D. 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. Studies in Higher Education. 31, 2 (Apr. 2006), 199–218. DOI:https://doi.org/10.1080/03075070600572090.

### [106]

O'Flaherty, J. et al. 2015. Corrigendum to "The use of flipped classrooms in higher education: A scoping review" [The Internet and Higher Education 25 (2015) 85–95]. The Internet and Higher Education. 27, (Oct. 2015). DOI:https://doi.org/10.1016/j.iheduc.2015.05.001.

### [107]

Peel, D. 2005. Peer observation as a transformatory tool?1. Teaching in Higher Education. 10, 4 (Oct. 2005), 489–504. DOI:https://doi.org/10.1080/13562510500239125.

# [108]

Petty, G. 2009. Teaching today: a practical guide. Nelson Thornes.

# [109]

Postareff, L. et al. 2008. Consonance and dissonance in descriptions of teaching of university teachers. Studies in Higher Education. 33, 1 (Feb. 2008), 49–61. DOI:https://doi.org/10.1080/03075070701794809.

#### [110]

Poulos, A. and Mahony, M.J. 2008. Effectiveness of feedback: the students' perspective. Assessment & Evaluation in Higher Education. 33, 2 (Apr. 2008), 143–154. DOI:https://doi.org/10.1080/02602930601127869.

### [111]

Preusche, I. et al. 2012. Twelve tips for designing and implementing a structured rater training in OSCEs. Medical Teacher. 34, 5 (May 2012), 368–372. DOI:https://doi.org/10.3109/0142159X.2012.652705.

# [112]

Prosser, M. et al. 2003. Dissonance in Experience of Teaching and its Relation to the Quality of Student Learning. Studies in Higher Education. 28, 1 (Jan. 2003), 37–48. DOI:https://doi.org/10.1080/03075070309299.

#### [113]

Protected Characteristics:

https://www.equalityhumanrights.com/en/equality-act/protected-characteristics.

### [114]

**QAA Feedback From Assessment:** 

https://www.qaa.ac.uk/scotland/focus-on/feedback-from-assessment.

# [115]

Race, P. 2020. The lecturer's toolkit: a practical guide to assessment, learning and teaching. Routledge.

#### [116]

Race, P. 2020. The lecturer's toolkit: a practical guide to assessment, learning and teaching. Routledge.

#### [117]

Race, P. 2020. The lecturer's toolkit: a practical guide to assessment, learning and teaching. Routledge.

### [118]

Ramani, S. and Krackov, S.K. 2012. Twelve tips for giving feedback effectively in the clinical environment. Medical Teacher. 34, 10 (Oct. 2012), 787–791. DOI:https://doi.org/10.3109/0142159X.2012.684916.

### [119]

Ramani, S. and Leinster, S. 2008. AMEE Guide no. 34: teaching in the clinical environment. Medical Teacher. 30, 4 (Jan. 2008), 347–364. DOI:https://doi.org/10.1080/01421590802061613.

### [120]

Ramsden, P. 2003. Learning to Teach in Higher Education. Routledge.

#### [121]

Ramsden, P. 2003. Learning to Teach in Higher Education. Routledge.

### [122]

#### RCVS Centre Handbook:

https://www.rcvs.org.uk/news-and-views/publications/centre-handbook/.

#### [123]

RE educate 2016. Approaches in Psychology: Social Learning Theory (SLT).

### [124]

Reidsema, C. et al. eds. 2017. The Flipped Classroom: Practice and Practices in Higher Education. Springer Singapore.

# [125]

Rencic, J. 2011. Twelve tips for teaching expertise in clinical reasoning. Medical Teacher. 33, 11 (Nov. 2011), 887–892. DOI:https://doi.org/10.3109/0142159X.2011.558142.

#### [126]

Revell, A. and Wainwright, E. 2009. What Makes Lectures 'Unmissable'? Insights into Teaching Excellence and Active Learning. Journal of Geography in Higher Education. 33, 2 (May 2009), 209–223. DOI:https://doi.org/10.1080/03098260802276771.

### [127]

Royal College of Veterinary Surgeons 2016. RCVS Day One Skills for Veterinary Nurses. Royal College of Veterinary Surgeons.

# [128]

Royal College of Veterinary Surgeons RCVS VN Day One Competences. Royal College of Veterinary Surgeons.

### [129]

Savin-Baden, M. et al. 2004. Foundations of problem-based learning. Society for Research into Higher Education & Open University Press.

# [130]

Scalese, R.J. and Issenberg, S.B. 2005. Effective Use of Simulations for the Teaching and Acquisition of Veterinary Professional and Clinical Skills. Journal of Veterinary Medical Education. 32, 4 (Dec. 2005), 461–467. DOI:https://doi.org/10.3138/jvme.32.4.461.

#### [131]

Schuwirth, L.W.T. and van der Vleuten, C.P.M. 2004. Different written assessment methods: what can be said about their strengths and weaknesses? Medical Education. 38, 9 (Sep. 2004), 974–979. DOI:https://doi.org/10.1111/j.1365-2929.2004.01916.x.

# [132]

Scottish Qualification Authority: https://www.sqa.org.uk/sqa/83655.html.

#### [133]

Shaina Kriener 2015. Bandura's Social Learning Theory.

### [134]

Should We Be Using Learning Styles? What Research Has to Say to Practice: https://www.ncgs.org/wp-content/uploads/2017/11/Should-We-Be-Using-Learning-Styles-W hat-Research-Has-to-Say-to-Practice.pdf.

### [135]

Situated Learning – Learning Theories: https://www.learning-theories.org/doku.php?id=learning\_theories:situated\_learning.

#### [136]

Situated learning - Wikipedia: https://en.wikipedia.org/wiki/Situated\_learning.

### [137]

Smith, J.R. and Lane, I.F. 2015. Making the Most of Five Minutes: The Clinical Teaching Moment. Journal of Veterinary Medical Education. 42, 3 (Sep. 2015), 271–280. DOI:https://doi.org/10.3138/jvme.0115-004R.

### [138]

Snell, Y.S., Linda S. 1999. Interactive lecturing: strategies for increasing participation in large group presentations. Medical Teacher. 21, 1 (Jan. 1999), 37–42. DOI:https://doi.org/10.1080/01421599980011.

#### [139]

Social learning theory: https://en.wikipedia.org/wiki/Social learning theory.

### [140]

Stalmeijer, R.E. et al. 2009. Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? Advances in Health Sciences Education. 14, 4 (Oct. 2009), 535–546. DOI:https://doi.org/10.1007/s10459-008-9136-0.

#### [141]

Stalmeijer, R.E. et al. 2009. Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? Advances in Health Sciences Education. 14, 4 (Oct. 2009), 535–546. DOI:https://doi.org/10.1007/s10459-008-9136-0.

### [142]

Steinert, Y. 2013. The "problem" learner: Whose problem is it? AMEE Guide No. 76. Medical Teacher. 35, 4 (Apr. 2013), e1035-e1045. DOI:https://doi.org/10.3109/0142159X.2013.774082.

### [143]

Steinert, Y. and Macdonald, M.E. 2015. Why physicians teach: giving back by paying it forward. Medical Education. 49, 8 (Aug. 2015), 773–782. DOI:https://doi.org/10.1111/medu.12782.

### [144]

Stickle, J.E. et al. 1999. Learning styles in veterinary medicine: Relation to progression through the professional curriculum and integration into the profession. Journal of veterinary medical education. 26, 2 (1999), 9–12.

# [145]

Stuart, J. and Rutherford, R.J.D. 1978. MEDICAL STUDENT CONCENTRATION DURING LECTURES. The Lancet. 312, 8088 (Sep. 1978), 514–516. DOI:https://doi.org/10.1016/S0140-6736(78)92233-X.

#### [146]

Ten Cate, O. and Durning, S. 2007. Dimensions and psychology of peer teaching in medical education. Medical Teacher. 29, 6 (Jan. 2007), 546–552. DOI:https://doi.org/10.1080/01421590701583816.

#### [147]

The Evaluation Cookbook: http://www.icbl.hw.ac.uk/ltdi/cookbook/contents.html.

### [148]

The Flipped Classroom: A Survey of the Research Presented at Best of Computer in Education Division: https://peer.asee.org/the-flipped-classroom-a-survey-of-the-research.

#### [149]

The Trouble with Feedback: New Challenges, Emerging Strategies. Issue 2.: http://www.docs.hss.ed.ac.uk/iad/Learning\_teaching/Academic\_teaching/Resources/Interchange/spring2008.pdf.

#### [150]

Tichavsky, L.P. et al. 2015. "It's Just Nice Having a Real Teacher": Student Perceptions of Online versus Face-to-Face Instruction. International Journal for the Scholarship of Teaching and Learning. 9, 2 (Jul. 2015). DOI:https://doi.org/10.20429/ijsotl.2015.090202.

#### [151]

Tolsgaard, M.G. et al. 2007. Student teachers can be as good as associate professors in teaching clinical skills. Medical Teacher. 29, 6 (Jan. 2007), 553–557. DOI:https://doi.org/10.1080/01421590701682550.

### [152]

Topping, K.J. 2005. Trends in Peer Learning. Educational Psychology. 25, 6 (Dec. 2005), 631–645. DOI:https://doi.org/10.1080/01443410500345172.

# [153]

University of Glasgow Equality & Diversity: https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/.

#### [154]

Van de Vleuten, C. The assessment of professional competence: Developments, research and practical implications.

### [155]

VARK Website: http://vark-learn.com/.

# [156]

Varnhagen, C.K. and Wright, D.L. 2008. Learning Characteristics of Veterinary Technology Students in a Distance-Education and an On-Campus Program. Journal of Veterinary Medical Education. 35, 3 (Sep. 2008), 449–455. DOI:https://doi.org/10.3138/jvme.35.3.449.

### [157]

Vinten, C.E.K. et al. 2016. An Investigation into the Clinical Reasoning Development of Veterinary Students. Journal of Veterinary Medical Education. 43, 4 (Nov. 2016), 398–405. DOI:https://doi.org/10.3138/jvme.0815-130R1.

#### [158]

van der Vleuten, C.P.M. and Schuwirth, L.W.T. 2005. Assessing professional competence: from methods to programmes. Medical Education. 39, 3 (Mar. 2005), 309–317. DOI:https://doi.org/10.1111/j.1365-2929.2005.02094.x.

### [159]

Walton, H. 1997. Small group methods in medical teaching. Medical Education. 31, 6 (Nov. 1997), 459–464. DOI:https://doi.org/10.1046/j.1365-2923.1997.00703.x.

# [160]

Watson, L. 2016. The Epistemology of Education. Philosophy Compass. 11, 3 (Mar. 2016), 146–159. DOI:https://doi.org/10.1111/phc3.12316.

#### [161]

Weijs, C.A. et al. 2015. Final-Year Students' and Clinical instructors' Experience of Workplace-Based Assessments Used in a Small-Animal Primary-Veterinary-Care Clinical Rotation. Journal of Veterinary Medical Education. 42, 4 (Dec. 2015), 382–392. DOI:https://doi.org/10.3138/jvme.1214-123R1.

### [162]

Wenger, E. Learning in landscapes of practice.

# [163]

Yeates, P. et al. 2013. Seeing the same thing differently. Advances in Health Sciences Education. 18, 3 (Aug. 2013), 325–341. DOI:https://doi.org/10.1007/s10459-012-9372-1.

#### [164]

Yilmaz, K. 2011. The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices. The Clearing House: A Journal of Educational Strategies, Issues and Ideas. 84, 5 (Aug. 2011), 204–212. DOI:https://doi.org/10.1080/00098655.2011.568989.

### [165]

Yorke, M. 2003. Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. Higher Education. (2003).

#### [166]

Connectivism.

[167]
Connectivism as an online learning theory.
[168]
Connectivism Learning Theory Reviewed.
[169]
Situated Learning.
[170]
Situated Learning Theory.
[171]
Teaching in a Digital Age.