

# Teaching and Assessment in Veterinary Nursing

View Online



1.  
Race P. The lecturer's toolkit: a practical guide to assessment, learning and teaching [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.taylorfrancis.com/books/9780429060205>
2.  
Marshall S, editor. A handbook for teaching and learning in higher education: enhancing academic practice [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>
3.  
Ramsden P. Learning to Teach in Higher Education [Internet]. Routledge; 2003. Available from: [http://www.gla.eblib.com/EBLWeb/patron/?target=patron&extendedid=E\\_338048\\_0](http://www.gla.eblib.com/EBLWeb/patron/?target=patron&extendedid=E_338048_0)
4.  
Biggs JB, Tang CS kum, Society for Research into Higher Education, Dawson Books. Teaching for quality learning at university: what the student does [Internet]. 3rd ed. Maidenhead: Open University Press; 2007. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780335235063>
5.  
Cantillon P, Wood D, Hutchinson L, NetLibrary, Inc. ABC of learning and teaching in medicine [Internet]. London: BMJ Books; 2003. Available from:

<http://ezproxy.lib.gla.ac.uk/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=87278>

6.

Crosby RMH Joy. AMEE Guide No 20: The good teacher is more than a lecturer - the twelve roles of the teacher. *Medical Teacher*. 2000 Jan;22(4):334-347.

7.

Åkerlind GS. Growing and Developing as a University Teacher--Variation in Meaning. *Studies in Higher Education*. 2003 Oct;28(4):375-390.

8.

Prosser M, Ramsden P, Trigwell K, Martin E. Dissonance in Experience of Teaching and its Relation to the Quality of Student Learning. *Studies in Higher Education*. 2003 Jan;28(1):37-48.

9.

Postareff L, Katajavuori N, Lindblom-Ylänne S, Trigwell K. Consonance and dissonance in descriptions of teaching of university teachers. *Studies in Higher Education*. 2008 Feb;33(1):49-61.

10.

Steinert Y, Macdonald ME. Why physicians teach: giving back by paying it forward. *Medical Education*. 2015 Aug;49(8):773-782.

11.

Watson L. The Epistemology of Education. *Philosophy Compass*. 2016 Mar;11(3):146-159.

12.

Fraser M. Preparing students for practice. *The Veterinary Nurse*. 2018 Apr 2;9(3):132-137.

13.

Moore DA, Leamon MH, Cox PD, Servis ME. Teaching Implications of Different Educational Theories and Approaches. *Journal of Veterinary Medical Education*. 2002 Jun;29(2):117-123.

14.

Royal College of Veterinary Surgeons. RCVS VN Day One Competences [Internet]. Royal College of Veterinary Surgeons; Available from: <https://www.rcvs.org.uk/setting-standards/accrediting-primary-qualifications/accrediting-veterinary-nursing-qualifications/rcvs-day-one-competences-skills-and-professional-behaviours-for/part-a/rcvs-day-one-competences-for-veterinary-nurses/#:~:text=The%20newly%20registered%20veterinary%20nurse%20must%20be%20fully,4%20client%20confidentiality%20and%20trust%205%20professional%20accountability.>

15.

Royal College of Veterinary Surgeons. RCVS Day One Skills for Veterinary Nurses [Internet]. Royal College of Veterinary Surgeons; 2016. Available from: <https://www.rcvs.org.uk/document-library/rcvs-day-one-skills-for-veterinary-nurses/rcvs-day-one-skills-list-sa-2016-.pdf>

16.

Saul Mcleod. Albert Bandura | Social Learning Theory | Simply Psychology [Internet]. Available from: <https://www.simplypsychology.org/bandura.html>

17.

Social learning theory [Internet]. Available from: [https://en.wikipedia.org/wiki/Social\\_learning\\_theory](https://en.wikipedia.org/wiki/Social_learning_theory)

18.

Jarvis P, Holford J, Griffin C. *The theory & practice of learning* [Internet]. 2nd ed. London: Kogan Page; 2003. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=182053>

19.

Jarvis P, Holford J, Griffin C. The theory & practice of learning [Internet]. 2nd ed. London: Kogan Page; 2003. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=182053>

20.

RE educate. Approaches in Psychology: Social Learning Theory (SLT) [Internet]. 2016. Available from: <https://www.youtube.com/watch?v=BM7gXsQH2xg>

21.

Shaina Kriener. Bandura's Social Learning Theory [Internet]. 2015. Available from: <https://www.youtube.com/watch?v=1pXxfANez88>

22.

Stalmeijer RE, Dolmans DHJM, Wolfhagen IHAP, Scherpbier AJJA. Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? *Advances in Health Sciences Education*. 2009 Oct;14(4):535-546.

23.

Murphy P. Learners, learning and assessment [Internet]. London: Paul Chapman; 1998. Available from: <https://contentstore.cla.co.uk//secure/link?id=f1c2cc15-fc40-e911-80cd-005056af4099>

24.

Brown JS, Collins A, Duguid P. Situated Cognition and the Culture of Learning. *Educational Researcher*. 1989 Jan;18(1):32-42.

25.

Situated learning - Wikipedia [Internet]. Available from: [https://en.wikipedia.org/wiki/Situated\\_learning](https://en.wikipedia.org/wiki/Situated_learning)

26.

Situated Learning – Learning Theories [Internet]. Available from:  
[https://www.learning-theories.org/doku.php?id=learning\\_theories:situated\\_learning](https://www.learning-theories.org/doku.php?id=learning_theories:situated_learning)

27.

Situated Learning [Internet]. Available from:  
[https://web.archive.org/web/20190417092838/https://www.niu.edu/facdev/\\_pdf/guide/strategies/situated\\_learning.pdf](https://web.archive.org/web/20190417092838/https://www.niu.edu/facdev/_pdf/guide/strategies/situated_learning.pdf)

28.

Learning Theories and Learning Transfer [Internet]. Available from:  
[https://otec.uoregon.edu/learning\\_theory.htm#SituatedLearning](https://otec.uoregon.edu/learning_theory.htm#SituatedLearning)

29.

Wenger E. Learning in landscapes of practice [Internet]. Available from:  
<https://www.youtube.com/watch?v=qn3joQSQm4o>

30.

Situated Learning Theory [Internet]. Available from:  
<https://www.youtube.com/watch?v=ivFVEgcJhc0>

31.

Stalmeijer RE, Dolmans DHJM, Wolfhagen IHAP, Scherpbier AJJA. Cognitive apprenticeship in clinical practice: can it stimulate learning in the opinion of students? *Advances in Health Sciences Education*. 2009 Oct;14(4):535–546.

32.

Artemeva N, Rachul C, O'Brien B, Varpio L. Situated Learning in Medical Education. *Academic Medicine*. 2017 Jan;92(1).

33.

Goldie JGS. Connectivism: A knowledge learning theory for the digital age? Medical Teacher. 2016 Oct 2;38(10):1064–1069.

34.

George Siemens. Connectivism: A Learning Theory for the Digital Age. Available from: [http://www.itdl.org/Journal/Jan\\_05/article01.htm](http://www.itdl.org/Journal/Jan_05/article01.htm)

35.

Connectivism - Wikipedia [Internet]. Available from: <https://en.wikipedia.org/wiki/Connectivism>

36.

Kop R, Hill A. Connectivism: Learning theory of the future or vestige of the past? The International Review of Research in Open and Distributed Learning. 2008 Oct 21;9(3).

37.

Connectivism Learning Theory Reviewed [Internet]. Available from: <https://www.youtube.com/watch?v=9vp824ZbksI>

38.

Connectivism [Internet]. Available from: <https://www.youtube.com/watch?v=-20Oqm1GvsU>

39.

Connectivism as an online learning theory [Internet]. Available from: <https://www.youtube.com/watch?v=Oa2ULVZhDIA>

40.

Teaching in a Digital Age. Available from:

<https://opentextbc.ca/teachinginadigitalage/chapter/3-6-connectivism/>

41.

Murtonen M, Gruber H, Lehtinen E. The return of behaviourist epistemology: A review of learning outcomes studies. *Educational Research Review*. 2017 Nov;22:114–128.

42.

Dale VHM, Sullivan M, May SA. Adult Learning in Veterinary Education: Theory to Practice. *Journal of Veterinary Medical Education*. 2008 Dec;35(4):581–588.

43.

Horii CV. Teaching Insights from Adult Learning Theory. *Journal of Veterinary Medical Education*. 2007 Oct;34(4):369–376.

44.

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

45.

Ertmer PA, Newby TJ. Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*. 2013;26(2):43–71.

46.

Imenda SN. On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning. *International Journal of Educational Sciences [Internet]*. 2018;20:86–95. Available from:  
[http://krepublishers.com/02-Journals/IJES/IJES-20-0-000-18-Web/IJES-20-1-3-000-18-Abst-PDF/IJES-20-1-3-086-18-789-Imenda-S-N/IJES-20-1-3-086-18-789-Imenda-S-N-Tx\[11\].pmd.pdf](http://krepublishers.com/02-Journals/IJES/IJES-20-0-000-18-Web/IJES-20-1-3-000-18-Abst-PDF/IJES-20-1-3-086-18-789-Imenda-S-N/IJES-20-1-3-086-18-789-Imenda-S-N-Tx[11].pmd.pdf)

47.

Epistemology and Education [Internet]. Available from:  
<https://www.youtube.com/watch?v=Dvvgifv7Xcs>

48.

Stickle JE, Lloyd J, Keller WF, Cherney E. Learning styles in veterinary medicine: Relation to progression through the professional curriculum and integration into the profession. *Journal of veterinary medical education* [Internet]. [Washington, D.C., etc.]: Association of American Veterinary Medical Colleges [etc.]; 1999;26(2):9–12. Available from:  
<https://contentstore.cla.co.uk//secure/link?id=d508750c-fc40-e911-80cd-005056af4099>

49.

Varnhagen CK, Wright DL. Learning Characteristics of Veterinary Technology Students in a Distance-Education and an On-Campus Program. *Journal of Veterinary Medical Education*. 2008 Sep;35(3):449–455.

50.

Cassidy \* S. Learning Styles: An overview of theories, models, and measures. *Educational Psychology*. 2004 Aug;24(4):419–444.

51.

Fry H, Ketteridge S, Marshall S, editors. *A handbook for teaching and learning in higher education: enhancing academic practice* [Internet]. Fourth edition. Abingdon, Oxon: Routledge; 2015. Available from:  
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781315763088>

52.

Entwistle NJ. *Teaching for understanding at university: deep approaches and distinctive ways of thinking* [Internet]. Basingstoke, Hampshire: Palgrave Macmillan; 2009. Available from:  
<https://contentstore.cla.co.uk//secure/link?id=d2a4281f-fc40-e911-80cd-005056af4099>

53.



Frank Coffield, David Moseley, Elaine Hall, Kathryn Ecclestone. Should We Be Using Learning Styles? What Research Has to Say to Practice [Internet]. Available from: <https://www.ncgs.org/wp-content/uploads/2017/11/Should-We-Be-Using-Learning-Styles-What-Research-Has-to-Say-to-Practice.pdf>

54.

Newton PM, Miah M. Evidence-Based Higher Education – Is the Learning Styles ‘Myth’ Important? *Frontiers in Psychology*. 2017 Mar 27;8.

55.

Biggs JB, Tang CS kum, Society for Research into Higher Education, Ebooks Corporation Limited. Teaching for quality learning at university: what the student does [Internet]. Fourth edition. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press; 2011. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=798265>

56.

Marshall S, editor. A handbook for teaching and learning in higher education: enhancing academic practice [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>

57.

Ramsden P. Learning to Teach in Higher Education [Internet]. Routledge; 2003. Available from: [http://www.gla.eblib.com/EBLWeb/patron/?target=patron&extendedid=E\\_338048\\_0](http://www.gla.eblib.com/EBLWeb/patron/?target=patron&extendedid=E_338048_0)

58.

Race P. The lecturer’s toolkit: a practical guide to assessment, learning and teaching [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.taylorfrancis.com/books/9780429060205>

59.

Marton F, Hounsell D, Entwistle NJ. The experience of learning: implications for teaching

and studying in higher education [Internet]. 3rd (Internet) edition. Edinburgh: University of Edinburgh, Centre for Teaching, Learning and Assessment; 2005. Available from: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/research/experience-of-learning>

60.

O'Flaherty J, Phillips C, Karanicolas S, Snelling C, Winning T. 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*. 2015 Oct;27.

61.

Dr. Jacob Bishop Dr. Matthew A Verleger. *The Flipped Classroom: A Survey of the Research Presented at Best of Computer in Education Division* [Internet]. Available from: <https://peer.asee.org/the-flipped-classroom-a-survey-of-the-research>

62.

Galway LP, Corbett KK, Takaro TK, Tairyan K, Frank E. A novel integration of online and flipped classroom instructional models in public health higher education. *BMC Medical Education*. 2014 Dec;14(1).

63.

Reidsema C, Kavanagh L, Hadgraft R, Smith N, editors. *The Flipped Classroom: Practice and Practices in Higher Education* [Internet]. Singapore: Springer Singapore; 2017. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1007/978-981-10-3413-8>

64.

Brown G, Manogue M. AMEE Medical Education Guide No. 22: Refreshing lecturing: a guide for lecturers. *Medical Teacher*. 2001 Jan;23(3):231–244.

65.

Dunkin MJ. A Review of Research on Lecturing. *Higher Education Research & Development*. 1983 Jan;2(1):63–78.

66.

Revell A, Wainwright E. What Makes Lectures 'Unmissable'? Insights into Teaching Excellence and Active Learning. *Journal of Geography in Higher Education*. 2009 May;33(2):209-223.

67.

Bligh D. What's the use of lectures? *Journal of Geography in Higher Education*. 1985 Apr;9(1):105-106.

68.

Graffam B. Active learning in medical education: Strategies for beginning implementation. *Medical Teacher*. 2007 Jan;29(1):38-42.

69.

Cardall S, Krupat E, Ulrich M. Live Lecture Versus Video-Recorded Lecture: Are Students Voting With Their Feet? *Academic Medicine*. 2008 Dec;83(12):1174-1178.

70.

Stuart J, Rutherford RJD. MEDICAL STUDENT CONCENTRATION DURING LECTURES. *The Lancet*. 1978 Sep;312(8088):514-516.

71.

Snell YS Linda S. Interactive lecturing: strategies for increasing participation in large group presentations. *Medical Teacher*. 1999 Jan;21(1):37-42.

72.

Ebooks Corporation Limited. ABC of clinical reasoning [Internet]. Cooper N, Frain J, editors. Chichester, West Sussex, UK: Wiley Blackwell/BMJ Books; 2016. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4530417>

73.

Eva KW. What every teacher needs to know about clinical reasoning. *Medical Education*. 2005 Jan;39(1):98-106.

74.

Rencic J. Twelve tips for teaching expertise in clinical reasoning. *Medical Teacher*. 2011 Nov;33(11):887-892.

75.

Vinten CEK, Cobb KA, Freeman SL, Mossop LH. An Investigation into the Clinical Reasoning Development of Veterinary Students. *Journal of Veterinary Medical Education*. 2016 Nov;43(4):398-405.

76.

Smith JR, Lane IF. Making the Most of Five Minutes: The Clinical Teaching Moment. *Journal of Veterinary Medical Education*. 2015 Sep;42(3):271-280.

77.

Ramani S, Leinster S. AMEE Guide no. 34: teaching in the clinical environment. *Medical Teacher*. 2008 Jan;30(4):347-364.

78.

Hauer KE, ten Cate O, Boscardin C, Irby DM, Iobst W, O'Sullivan PS. Understanding trust as an essential element of trainee supervision and learning in the workplace. *Advances in Health Sciences Education*. 2013 Jul 27;

79.

Ramani S, Krackov SK. Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher*. 2012 Oct;34(10):787-791.

80.

Intro to communities of practice [Internet]. Available from:  
<http://wenger-trayner.com/introduction-to-communities-of-practice/>

81.

Bogaard A, Carey SC, Dodd G, Repath ID, Whitaker R. Small Group Teaching: Perceptions and Problems. *Politics*. 2005 May;25(2):116-125.

82.

Jaques D. ABC of learning and teaching in medicine: Teaching small groups. *BMJ*. 2003 Mar 1;326(7387):492-494.

83.

Walton H. Small group methods in medical teaching. *Medical Education*. 1997 Nov;31(6):459-464.

84.

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

85.

Topping KJ. Trends in Peer Learning. *Educational Psychology*. 2005 Dec;25(6):631-645.

86.

Tolsgaard MG, Gustafsson A, Rasmussen MB, Høiby P, Müller CG, Ringsted C. Student teachers can be as good as associate professors in teaching clinical skills. *Medical Teacher*. 2007 Jan;29(6):553-557.

87.

Field M, Burke JM, McAllister D, Lloyd DM. Peer-assisted learning: a novel approach to clinical skills learning for medical students. *Medical Education*. 2007 Apr;41(4):411-418.

88.

Lockspeiser TM, O'Sullivan P, Teherani A, Muller J. Understanding the experience of being taught by peers: the value of social and cognitive congruence. *Advances in Health Sciences Education*. 2008 Aug;13(3):361-372.

89.

Buckley S, Zamora J. 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*. 2007 Dec;7(1).

90.

Field M, Burke JM, McAllister D, Lloyd DM. Peer-assisted learning: a novel approach to clinical skills learning for medical students. *Medical Education*. 2007 Apr;41(4):411-418.

91.

Glynn LG, MacFarlane A, Kelly M, Cantillon P, Murphy AW. Helping each other to learn – a process evaluation of peer assisted learning. *BMC Medical Education*. 2006 Dec;6(1).

92.

Ten Cate O, Durning S. Dimensions and psychology of peer teaching in medical education. *Medical Teacher*. 2007 Jan;29(6):546-552.

93.

Buckley S, Zamora J. 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*. 2007 Dec;7(1).

94.

Kelly M, Lyng C, McGrath M, Cannon G. A multi-method study to determine the effectiveness of, and student attitudes to, online instructional videos for teaching clinical

nursing skills. *Nurse Education Today*. 2009 Apr;29(3):292–300.

95.

Freeth D, Fry H. Nursing students' and tutors' perceptions of learning and teaching in a clinical skills centre. *Nurse Education Today*. 2005 May;25(4):272–282.

96.

Boulay C du, Medway C. The clinical skills resource: a review of current practice. *Medical Education*. 1999 Mar;33(3):185–191.

97.

Dent JA. Current trends and future implications in the developing role of clinical skills centres. *Medical Teacher*. 2001 Jan;23(5):483–489.

98.

Scalese RJ, Issenberg SB. Effective Use of Simulations for the Teaching and Acquisition of Veterinary Professional and Clinical Skills. *Journal of Veterinary Medical Education*. 2005 Dec;32(4):461–467.

99.

Dilly M, Read EK, Baillie S. A Survey of Established Veterinary Clinical Skills Laboratories from Europe and North America: Present Practices and Recent Developments. *Journal of Veterinary Medical Education*. 2017 Nov;44(4):580–589.

100.

Ajjawi R, Rees C, Monrouxe LV. Learning clinical skills during bedside teaching encounters in general practice. *Journal of Workplace Learning*. 2015 May 11;27(4):298–314.

101.

Burgess A, McGregor D, Mellis C. Medical students as peer tutors: a systematic review. *BMC Medical Education*. 2014 Dec;14(1).

102.

Borneuf AM, Haigh C. The who and where of clinical skills teaching: A review from the UK perspective. *Nurse Education Today*. 2010 Feb;30(2):197–201.

103.

Newman MJ. Problem Based Learning: An Introduction and Overview of the Key Features of the Approach. *Journal of Veterinary Medical Education*. 2005 Mar;32(1):12–20.

104.

Savin-Baden M, Major CH, Society for Research into Higher Education. *Foundations of problem-based learning*. Maidenhead: Society for Research into Higher Education & Open University Press; 2004.

105.

DOLMANS DHJM, SCHMIDT HG. What drives the student in problem-based learning? *Medical Education*. 1994 Sep;28(5):372–380.

106.

Bate E, Hommes J, Duvivier R, Taylor DCM. Problem-based learning (PBL): Getting the most out of your students – Their roles and responsibilities: AMEE Guide No. 84. *Medical Teacher*. 2014 Jan;36(1):1–12.

107.

DAVIS MH, HARDEN RM. AMEE Medical Education Guide No. 15: Problem-based learning: a practical guide. *Medical Teacher*. 1999 Jan;21(2):130–140.

108.

Lane EA. Problem-Based Learning in Veterinary Education. *Journal of Veterinary Medical Education*. 2008 Dec;35(4):631–636.



109.

Janse van Rensburg ES. Effective online teaching and learning practices for undergraduate health sciences students: An integrative review. *International Journal of Africa Nursing Sciences*. 2018;9:73–80.

110.

Du S, Liu Z, Liu S, Yin H, Xu G, Zhang H, Wang A. Web-based distance learning for nurse education: a systematic review. *International Nursing Review*. 2013 Jun;60(2):167–177.

111.

Tichavsky LP, Hunt A, Driscoll A, Jicha K. "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*. 2015 Jul 30;9(2).

112.

Marshall S, editor. *A handbook for teaching and learning in higher education: enhancing academic practice* [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=5983041>

113.

Bennett L. Putting in more: emotional work in adopting online tools in teaching and learning practices. *Teaching in Higher Education*. 2014 Nov 17;19(8):919–930.

114.

Deborah L, Inger M, Thomson P, editors. *The Digital Academic* [Internet]. Routledge; 2017. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.taylorfrancis.com/books/9781315473611>

115.

Biggs J. Enhancing teaching through constructive alignment. *Higher Education*. 1996 Oct;32(3):347–364.

116.

Frank JR, Danoff D. The CanMEDS initiative: implementing an outcomes-based framework of physician competencies. *Medical Teacher*. 2007 Jan;29(7):642-647.

117.

Kennedy D. *Writing and using learning outcomes : a practical guide*, University College Cork. Available from: <https://cora.ucc.ie/handle/10468/1613>

118.

Race P. *The lecturer's toolkit: a practical guide to assessment, learning and teaching* [Internet]. Fifth edition. Abingdon, Oxon: Routledge; 2020. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.taylorfrancis.com/books/9780429060205>

119.

Lesson Plans - Wikipedia [Internet]. Available from: [https://en.wikipedia.org/wiki/Lesson\\_plan](https://en.wikipedia.org/wiki/Lesson_plan)

120.

Hift RJ. Should essays and other "open-ended"-type questions retain a place in written summative assessment in clinical medicine? *BMC Medical Education*. 2014 Dec;14(1).

121.

Choosing Action Verbs [Internet]. Available from: <https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/intended-learning-outcomes/choosing-action-verbs/>

122.

McKinley DW, Norcini JJ. How to set standards on performance-based examinations: AMEE Guide No. 85. *Medical Teacher*. 2014 Feb;36(2):97-110.

123.

Biggs J. What the student does: teaching for enhanced learning. *Higher Education Research & Development*. 2012 Feb;31(1):39-55.

124.

Jessop T, Tomas C. The implications of programme assessment patterns for student learning. *Assessment & Evaluation in Higher Education*. 2017 Aug 18;42(6):990-999.

125.

Weijs CA, Coe JB, Hecker KG. 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*. 2015 Dec;42(4):382-392.

126.

Miller G. The Assessment of Clinical Skills/Competence/Performance. *Academic Medicine: September Supplement* [Internet]. 65:S63-S67. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://oce.ovid.com/article/00001888-199009000-00045/HTML>

127.

Liu C. An Introduction to Workplace-based Assessments', *Gastroenterology and Hepatology, from Bed to Bench*, 2012;5(1), pp. 24-28. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4017451/>

128.

Downing SM. Reliability: on the reproducibility of assessment data. *Medical Education*. 2004 Sep;38(9):1006-1012.

129.

Downing SM. Validity: on the meaningful interpretation of assessment data. *Medical Education*. 2003 Sep;37(9):830-837.

130.

DeVon HA, Block ME, Moyle-Wright P, Ernst DM, Hayden SJ, Lazzara DJ, Savoy SM, Kostas-Polston E. A Psychometric Toolbox for Testing Validity and Reliability. *Journal of Nursing Scholarship*. 2007 Jun;39(2):155-164.

131.

Van de Vleuten C. The assessment of professional competence: Developments, research and practical implications. Available from:  
<https://ezproxy.lib.gla.ac.uk/login?url=https://link.springer.com/article/10.1007%2FBF00596229>

132.

Schuwirth LWT, van der Vleuten CPM. Different written assessment methods: what can be said about their strengths and weaknesses? *Medical Education*. 2004 Sep;38(9):974-979.

133.

van der Vleuten CPM, Schuwirth LWT. Assessing professional competence: from methods to programmes. *Medical Education*. 2005 Mar;39(3):309-317.

134.

Boursicot KAM, Roberts TE, Pell G. Using borderline methods to compare passing standards for OSCEs at graduation across three medical schools. *Medical Education*. 2007 Nov;41(11):1024-1031.

135.

Preusche I, Schmidts M, Wagner-menghin M. Twelve tips for designing and implementing a structured rater training in OSCEs. *Medical Teacher*. 2012 May;34(5):368-372.

136.

Yeates P, O'Neill P, Mann K, Eva K. Seeing the same thing differently. *Advances in Health*

Sciences Education. 2013 Aug;18(3):325–341.

137.

Khan KZ, Ramachandran S, Gaunt K, Pushkar P. The Objective Structured Clinical Examination (OSCE): AMEE Guide No. 81. Part I: An historical and theoretical perspective. *Medical Teacher*. 2013 Sep;35(9):e1437–e1446.

138.

Khan KZ, Gaunt K, Ramachandran S, Pushkar P. The Objective Structured Clinical Examination (OSCE): AMEE Guide No. 81. Part II: Organisation & Administration. *Medical Teacher*. 2013 Sep;35(9):e1447–e1463.

139.

Harden RM, Lilley P, Patricio M, Norman GR, Dawson Books. The definitive guide to the OSCE: the Objective Structured Clinical Examination as a performance assessment [Internet]. Edinburgh: Elsevier; 2016. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780702055492>

140.

Boursicot K, Roberts T. How to set up an OSCE. *The Clinical Teacher*. 2005 Jun;2(1):16–20.

141.

City and Guilds VN OSCEs [Internet]. Available from: <https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/7457-veterinary-nursing#tab=documents>

142.

Hall EJ, Simpson A. Using video to support veterinary nursing students preparing for OSCEs. *Veterinary Nursing Journal*. 2018 May 4;33(5):145–147.

143.

May SA, Head SD. Assessment of Technical Skills: Best Practices. *Journal of Veterinary Medical Education*. 2010 Sep;37(3):258–265.

144.

Davis MH, Ponnamparuma GG, McAleer S, Dale VHM. The Objective Structured Clinical Examination (OSCE) as a Determinant of Veterinary Clinical Skills. *Journal of Veterinary Medical Education*. 2006 Dec;33(4):578–587.

145.

Nicol DJ, Macfarlane-Dick D. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*. 2006 Apr;31(2):199–218.

146.

Mulliner E, Tucker M. Feedback on feedback practice: perceptions of students and academics. *Assessment & Evaluation in Higher Education*. 2017 Feb 17;42(2):266–288.

147.

Carless D, Boud D. The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. 2018 Nov 17;43(8):1315–1325.

148.

HEA Feedback Toolkit [Internet]. Available from:  
<https://www.heacademy.ac.uk/knowledge-hub/hea-feedback-toolkit>

149.

QAA Feedback From Assessment [Internet]. Available from:  
<https://www.qaa.ac.uk/scotland/focus-on/feedback-from-assessment>

150.

Hounsell D. The Trouble with Feedback: New Challenges, Emerging Strategies. Issue 2. [Internet]. Available from: [http://www.docs.hss.ed.ac.uk/iad/Learning\\_teaching/Academic\\_teaching/Resources/Interchange/spring2008.pdf](http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Interchange/spring2008.pdf)

151.

Poulos A, Mahony MJ. Effectiveness of feedback: the students' perspective. *Assessment & Evaluation in Higher Education*. 2008 Apr;33(2):143–154.

152.

Yorke M. Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education* [Internet]. 2003; Available from: <http://web.a.ebscohost.com.ezproxy.lib.gla.ac.uk/ehost/detail/detail?vid=0&sid=02535da1-5b74-469c-9b8b-2111027f5bb5%40sessionmgr4007&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=31159425&db=tfh>

153.

Petty G. *Teaching today: a practical guide* [Internet]. 4th ed. Cheltenham, Glos: Nelson Thornes; 2009. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781408507346>

154.

Black P, William D. *Inside the Black Box*. Phi Delta Kappan.; 1998; Available from: <https://weaeducation.typepad.co.uk/files/blackbox-1.pdf>

155.

Steinert Y. The "problem" learner: Whose problem is it? *AMEE Guide No. 76. Medical Teacher*. 2013 Apr;35(4):e1035–e1045.

156.

Equality & Diversity Human Rights Webpage [Internet]. Available from:

<https://www.equalityhumanrights.com/en>

157.

University of Glasgow Equality & Diversity [Internet]. Available from:  
<https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/>

158.

Scottish Qualification Authority [Internet]. Available from:  
<https://www.sqa.org.uk/sqa/83655.html>

159.

VARK Website [Internet]. Available from: <http://vark-learn.com/>

160.

Kirkpatrick Evaluation Method [Internet]. Available from:  
<https://www.businessballs.com/facilitation-workshops-and-training/kirkpatrick-evaluation-method/>

161.

Kolb's Learning Styles [Internet]. Available from:  
<https://www.businessballs.com/self-awareness/kolbs-learning-styles/>

162.

Graham Gibbs' Reflective Cycle [Internet]. Available from:  
<https://www.eln.io/blog/gibbs-reflective-cycle-model-1988>

163.

RCVS Centre Handbook [Internet]. Available from:  
<https://www.rcvs.org.uk/news-and-views/publications/centre-handbook/>



164.

Fitness to Practise - A Guide for UK Providers of Veterinary Nursing Education and Student Veterinary Nurses [Internet]. Available from:  
<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>

165.

Protected Characteristics [Internet]. Available from:  
<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

166.

Hammersley-Fletcher L, Orsmond P. Evaluating our peers: is peer observation a meaningful process? Available from:  
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.tandfonline.com/doi/full/10.1080/0307507042000236380>

167.

Peel D. Peer observation as a transformatory tool?1. Teaching in Higher Education. 2005 Oct;10(4):489-504.

168.

Clouder L. Reflective Practice in Physiotherapy Education: A critical conversation. Studies in Higher Education. 2000 Jun;25(2):211-223.

169.

The Evaluation Cookbook [Internet]. Available from:  
<http://www.icbl.hw.ac.uk/ltidi/cookbook/contents.html>

170.

Atkins S, Murphy K. Reflection: a review of the literature. Journal of Advanced Nursing. 1993 Aug;18(8):1188-1192.

171.

Berk RA. Survey of 12 Strategies to Measure Teaching Effectiveness. *International Journal of Teaching and Learning in Higher Education*; 2005;17(1):48–62. Available from: <http://www.isetl.org/ijtlhe/pdf/IJTLHE8.pdf>