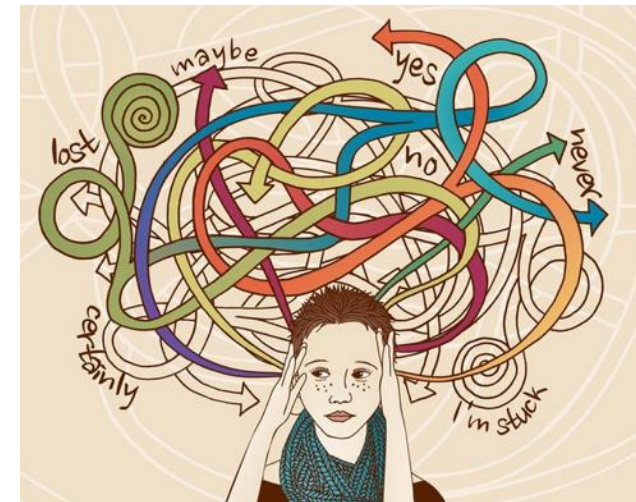


Pre-arrival blended learning approach to smooth transition to University

Fiona Dowell, Gordon McLeod and Alison King
School of Veterinary Medicine

What we used to do.....

- Paper-based “Induction Pack” by post, more recently by email
- Plus face to face session during induction week
- Steep learning curve both for VLE and the School/Programme as a whole.



Big Vet Wee Vet Student-led network to provide advice and guidance since 2010



Big Vet *wee vet*

Welcome to the University of Glasgow, School of Veterinary Medicine!

Big Vet Wee Vet is a mentoring programme set up and run by current students at the Vet School. The big vets are current students from all years and are here to help you make your way to Glasgow and support you once you get here. The Wee Vets are, obviously, YOU - the incoming 1st year class!

This programme is open to everyone in the incoming class, both British and International students, and our Big Vets come from all walks of life as well. Please use this site to help answer your initial questions about visas, accommodation, Glasgow life and the current curriculum. All material presented here is written by students at the university and represents people's personal views and advice. **Any questions can be directed to BigVetWeeVet@glg.ac.uk** or any more personal questions can be sent to your Big Vet directly!

Please ignore the login box - this is to allow administrators to update the information.



Big Vet - wee vet Survey



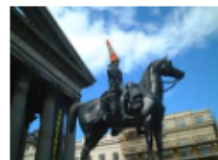
International Students



FAQs



Induction Guide
(from 30th April 2019)



Glasgow Life



Virtual Campus Tour

What we do now...

Incoming students have access to a range of prearrival resources relating to induction and orientation:

- [Vet School Induction Guide](#)
 - various aspects of information required in advance
 - available from early August *subject to a confirmed acceptance*
- [BVMS Moodle Orientation](#)
 - introduce the VLE and explain Moodle vs Mahara - series of tasks to complete
 - available from 1st September
- [BVMS Mahara Orientation](#)
 - designed to introduce key aspects of Mahara, key people and places at the SVM
 - also available from 1st September
- Face-to-face plus drop-in sessions during induction week

Congratulations – you are coming to Vet School!



Welcome to Vet School
Please Click Here
to view the Induction Guide

Vet School Induction Navigation

[Welcome to Vet School](#)

[Important Dates](#)

[BVMS Programme Information](#)

[Induction Week](#)

[Registration & Enrolment](#)

[Kit Requirements](#)

[Health & Disability](#)

[Important Reading & Declarations](#)

[Useful Information & Maps](#)

[Student Associations](#)

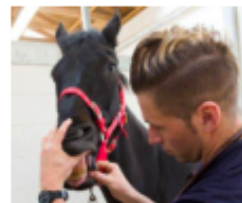
[Checklist](#)

[Useful Links & Contacts](#)

Basic analytics – page hits (2018-19)

Welcome page	950
Programme Info	829
Registration and Enrolment	4202
Information and Maps	779
Checklist	453
Useful Links and Contacts	565

Student intake = 145



This Orientation page on Moodle has been designed as part of your Induction to prepare you for your studies and introduce you to the technologies required on the BVMS Programme of study.

OVERVIEW:

The University uses a suite of integrated systems to enable students to access online services and course material:

- **MyGlasgow** – provides news, announcements and quick access to University online services
- **MyCampus** – is our comprehensive student information system providing a portal through which students can manage their applications, payments, enrolment and timetables
- **Moodle** – is the platform we use to deliver Core teaching material. The page you are on is a Moodle page and is designed to familiarise you with Moodle and some of the types of activities it can deliver. We will introduce you through a series of "tasks" (see below). When you have worked through the tasks there is a formative Quiz activity to see how well you can find your way around!
- **Mahara** – is our ePortfolio system but we also use a series of Mahara pages integrated into Moodle to provide course and programme documentation and a range of supporting resources, including our extensive "Learning Resource Library". The Induction information sent to you in August was presented via Mahara; you will also have access to a "Mahara Orientation" page which provides some general information and will familiarise you with key people, places and support available. You will be able to access the "Mahara Orientation" page from this link once you have completed "Task 2" (see below).

ABOUT MOODLE:

Moodle is our main virtual learning platform. Here you will find lecture PowerPoints and resources, take quizzes and submit assignments, and use other interactive and collaborative activities such as discussion forums. Feedback from previous students shows the best way to find out how to use Moodle is to take some time to explore - there is a lot of information and navigating around will get easier once you get familiar with the layout and content. Don't worry - you can't break it but if something doesn't seem to be working please let us know so we can fix it! e.g. if you find a broken link or get an "access denied" message, please let us know.

The "**BVMS Common Room**" is the main portal to access your courses. You will be given access to this during induction week. For a sneak preview - have a look at this [labelled image of the page](#) - we have included some guidance on what to find where. For a further preview and some guidance on how to find the Module Moodle pages and their typical content have a look at these [screen shots](#).

The "**Moodle Dashboard**" is the page that Moodle opens following login from MyGlasgow or the standard Moodle login page. The Moodle Dashboard displays your courses either based on deadlines for completing activities (timeline), alphabetically (courses - filtered by start date) or you can set up "favourites" to display your most frequent courses. However we recommend that you also **bookmark the BVMS Common Room** in your browser as this page is your portal to all of the key resources used in the Vet School, so is the best place to start. Note: you can use the "breadcrumb trail" at the top of any Moodle page to help navigate too. **Remember** - you will not get access to the full range of Moodle pages until after you arrive in induction week; during induction week there will be an introductory session to Moodle and staff available during drop-in sessions for support.

Reminder - you still have access to the "[Big Vet Wee Vet](#)" pages and the BVMS "[Induction Guide](#)" which provided some pre-arrival information and guidance. (*Info Note: as you can see in the paragraphs above we often embed links in the text - they typically appear in blue with bold/underline formatting.*)

Tasks and related analytics:

% complete	17-18	18-19
Profile (manual)	88	70
Photo uploaded		93
Request membership of Mahara group (manual)	90	70
What device do you use? (auto)	100	94
Orientation quiz info (manual)	76	59
BVMS 1 Induction Week quiz (auto)	94	90
Forum info (manual)	70	50
Guidance on the use of the Moodle forums (auto)	89	79
Induction Forum	35	28
Accessing Echo360 Recordings	38	35
Echo360 Course Portal	38	11
Induction Example Quiz Question Types (auto)	45	55

Key points:

- Limited analytics available
- Allows real-time monitoring so can pick and resolve issues promptly

Introduction

This Mahara page provides some general information about Mahara, including how and when we use Mahara within the BVMS Programme. In addition, we have included information and links to familiarise you with key people, places and support available. *Info Note: links on Mahara pages typically appear in a contrasting colour to the main text.*

About Mahara:

- Mahara is an ePortfolio system that is learner centred – this means that you can create, develop and share pages yourself. You have already been using a Mahara page – the “Induction Guide” sent out prior to arrival was created in Mahara.
- The BVMS programme uses Mahara to hosts a variety of self-directed learning resources (such as how-to videos - see link to Learning Resource Library below), and information on topics such as Programme and Phase specific requirements, Health & Safety and EMS. The sections below will explain and provide links to some of the key pages and information that you require. You should explore these pages and become familiar with their content as this is the primary source of information about the Programme - the Programme Information page link is a good place to start. Remember you have signed a document that accepts it is **your responsibility** to know the BVMS Course Information on Mahara - we would advise you spend a bit of time reviewing this information before classes start.
- In addition, Mahara is the tool that you will use to develop your ePortfolio over the next 5 years to demonstrate that you have met the Intended Learning Outcomes of the Programme. More info on this will be given to the class in the second module and you can find out more on the [ePortfolio Support](#) pages. You can also use Mahara to create personal or shared study resources such as subject-focused case studies and questions as part of your course modules.

Navigation in Mahara: moving around between pages in Mahara is not always intuitive and it is easy to get lost; there is currently no search function available. The best way to find Mahara pages is using the links we have embedded in Moodle and other Mahara pages. *It is often advisable to open as a new tab or window so that you retain your starting place (right click or click/hold on touch devices); unfortunately we cannot currently automate this.* You will learn more about navigating and creating resources in Mahara later in BVMS 1 when you start working on your Portfolio - there will be guidance and support on this in due course.

Who's Who

Key First Year Staff:



BVMS 1 Course Leader: [Alison King](#)



Clinical Skills Leader: [Lissann Wolfe](#)



E-Portfolio Coordinator: [Jennifer Hammond](#)



Foundation Phase Admin Assistant: [Katherine Stewart](#)

BVMS 1 Module Leaders:

Module 1 – Baseline Body Systems: [George King](#)

Module 2 – Natural Defences: [Neil Evans](#) (with Elsephth Waugh)

Module 3 – Digestion: TBC

Module 4 – Infectious Agents: [Paul Everest](#)

Module 5 – Reproduction: [Jane Robinson](#) (with Michelle Bellingham)

Module 6 – Urinary System: [Lubna Nasir](#)

Other important people to know!



Other sections:

- Links to Key Mahara Pages
- Other important people to know!
- Societies and Clubs
- Where can I find out more?

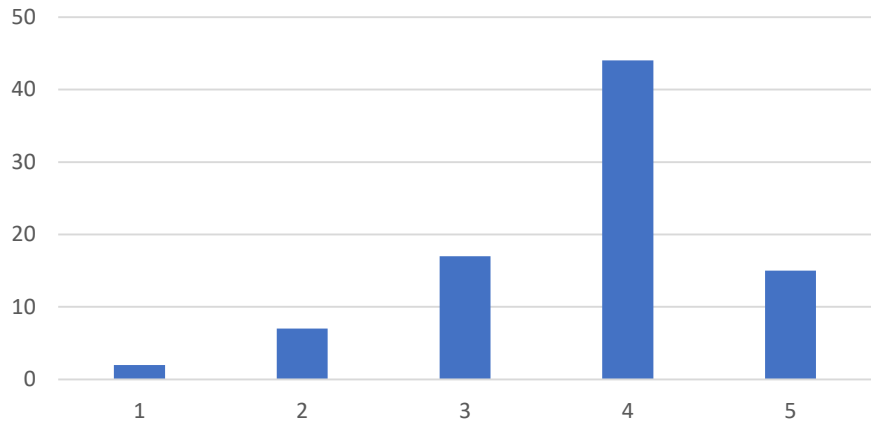
Page hits (18-19): 2521

Student intake = 145

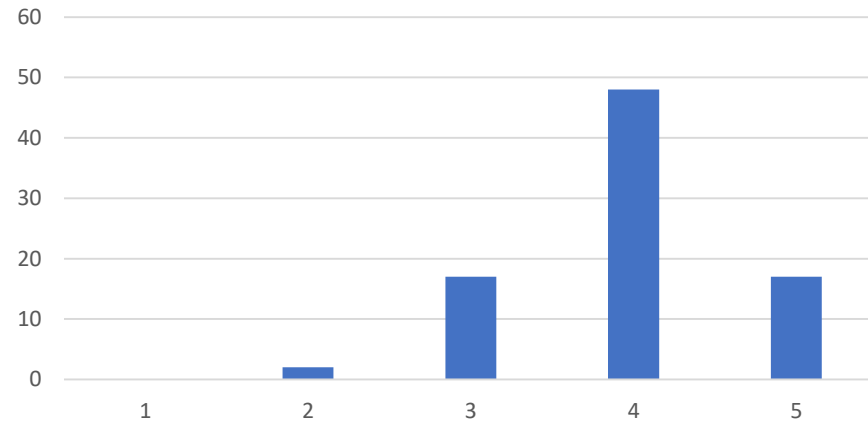
Evaluation – student perspective

- Student questionnaire
- Series of statements rated on a Likert scale
(1 = strongly disagree, 5 = strongly agree)
- End of Module 2 (8 weeks in)
- Discussion point in routine end of semester BVMS 1 course focus group

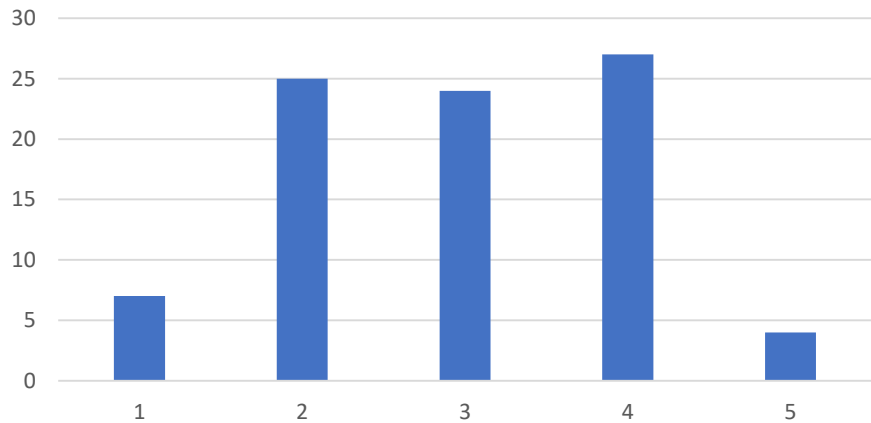
The information in the on-line BVMS Induction Guide was easy to understand.



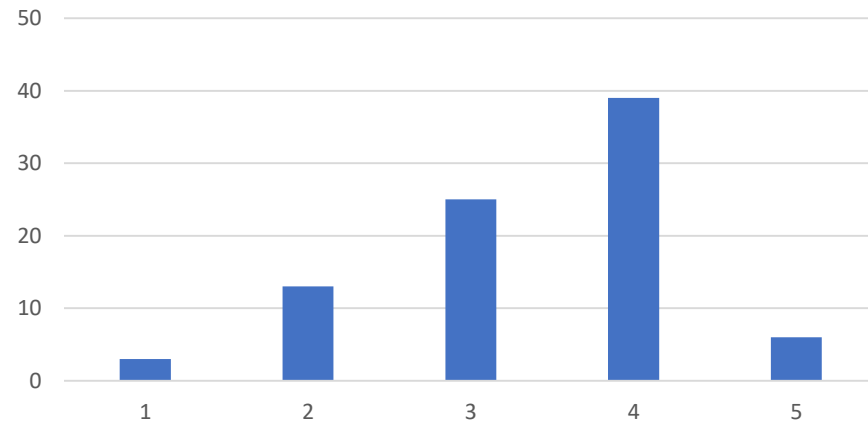
The information in the on-line BVMS Induction Guide was helpful.



The on-line Moodle and Mahara orientation pages were easy to follow

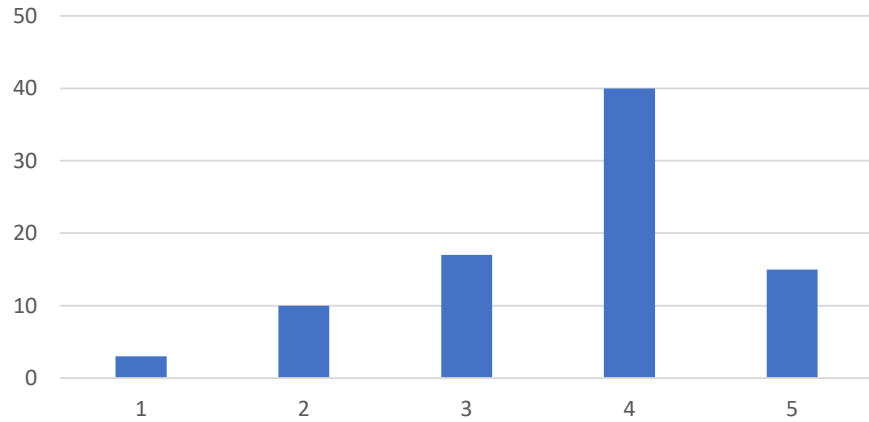


The on-line Moodle and Mahara orientation pages were a helpful introduction to the virtual learning environment (VLE)

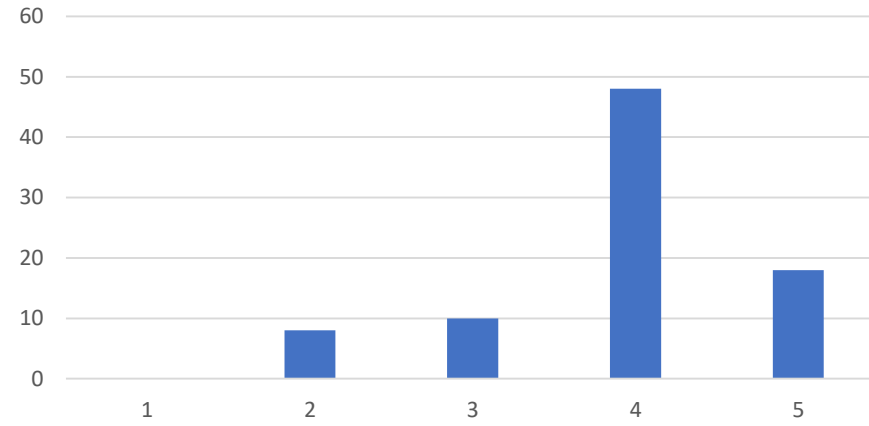


(1 = strongly disagree, 5 = strongly agree)

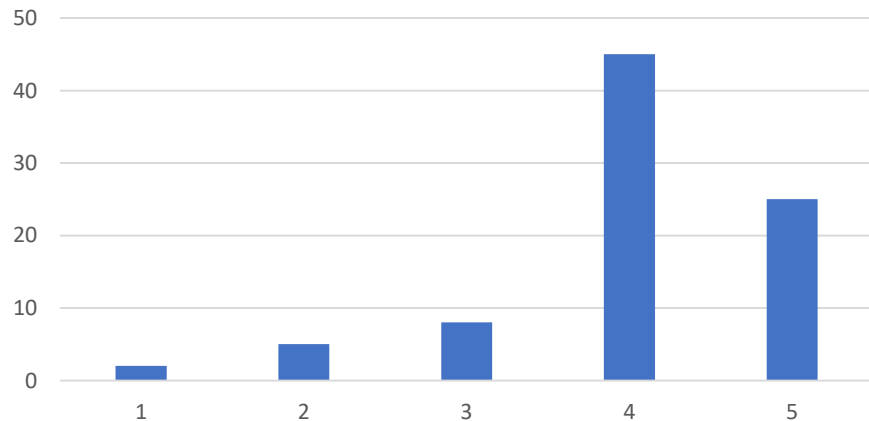
The face to face induction week sessions helped me to start gaining confidence using the VLE (Moodle & Mahara)



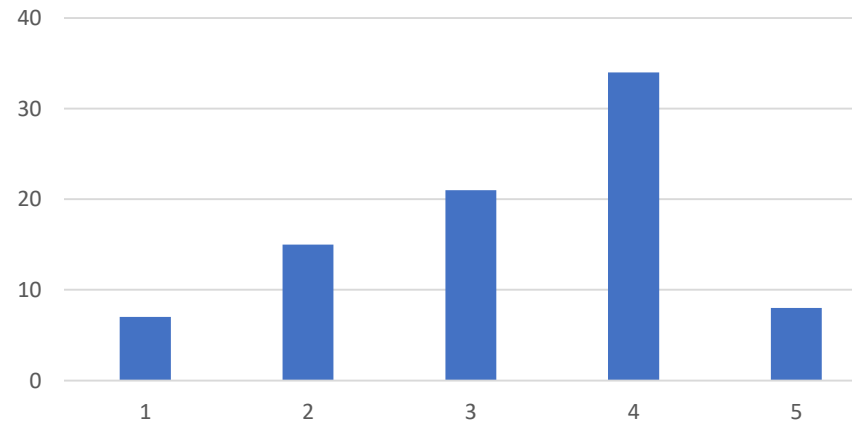
I know where to find the information that I need in relation to the course



I feel confident using Moodle



I feel confident using Mahara



(1 = strongly disagree, 5 = strongly agree)

Quotes.....

I think that the tasks set on moodle helped with familiarising with the site and how it works

Clear instructions of what we had to do.

I thought that pre-induction week was good and it was a good gradual introduction

Slightly fiddly with moodle and mahara because it was unfamiliar

A lot of information given at once

I really benefitted from being shown how to operate Moodle/Mahara

Mahara was initially difficult to navigate, particularly when not using a laptop/desktop

Evaluation – staff perspective

Impact – difficult to quantify

- Review and progress approach, continually improving process
- Allows us to troubleshoot as and when required
- Anecdotally better
 - No queues at student support office
 - Less demand at drop-in sessions
 - Feedback has become more granular

“it used to be chaos, now its not!”

Next steps

- Changes for this year
- Better analytics
- No downtime for VLE during induction week!

- Evaluate UX for incoming students?

Transferability to other Programmes/Schools

- Easy to adapt what we have done
 - Limitation - access to Moodle restricted until enrolment complete
 - Mahara – can use open pages so earlier access – large overseas cohort – early acceptance of offers
- Possibility of a University wide approach
 - Pros – centralised, consistent
 - Cons – personalised/targeted approach – time consuming but more effective

Take home messages....

- Can use core online tools to provide a blended learning approach supporting a diverse student population pre-arrival for an on-campus course
- Students express confidence in using the VLE early in the course
- Relatively easy to set up, some elements automated, supports transition from school or college to university