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Faculty of
Veterinary Science

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Lefapha la Diseanse tša Bongakadiruiwa

Using data to evaluate the application of a short-time, high-intensity teaching programme and promotion rule on student success

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Introduction

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- Only veterinary faculty in RSA (Bachelor of Vet Science)
- 2nd year: <150 (2011) – 190+ (2015)

Introduction

- Short-term, high-intensity teaching programme (block system) + promotion rule

Title: A REVIEW OF TIME-SHORTENED COURSES ACROSS DISCIPLINES.

Authors: Daniel, Eileen L.

Source: College Student Journal. Jun2000, Vol. 34 Issue 2, p298. 11p.

Document Type: Article

Subject Terms: *COLLEGE curriculum

NAICS/Industry Codes: 611310 Colleges, Universities, and Professional Schools

Abstract: Intensive or time-shortened courses taught outside the traditional semester or quarter are becoming common at many colleges and universities due to the number of non-traditional students. While intense courses are convenient to these students, many educators are concerned about learning outcomes. This article summarizes literature related to the use of intensive course formats in higher education. An overview and history of time-shortened courses along with studies of educational outcomes related to these courses is discussed. Research that addresses teaching techniques for intensive courses, student and faculty perceptions of these courses, and the use of time-shortened courses in a variety of disciplines is discussed. [ABSTRACT FROM AUTHOR]

Introduction

- Short-term, high-intensity teaching programme (block system) + promotion rule

An analysis of student and faculty attitudes to intensive teaching

Suzan Burton and Paul Nesbit

Graduate School of Management, Macquarie University, Sydney, Australia

ABSTRACT

The Graduate School of Management at Macquarie University has been offering post-graduate courses by an intensive (five day), or 'block' format, and also by a more traditional weekly format for over ten years. The format is so successful that it has been copied by most business schools in Australia for their local and/or offshore programs. However block teaching has received very little attention in the academic literature. This paper reviews the research findings on intensive teaching, analyses student and staff reactions to block teaching, and identifies perceived advantages and disadvantages of the format. Implications for block scheduling and for actions to address perceived disadvantages of the block method are addressed.

Introduction

- Short-term, high-intensity teaching programme (block system) + promotion rule

Transition from Longitudinal to Block Structure of Preclinical Courses: Outcomes and Experiences

Darko Marinović[1], Darko Hren[2], Dario Sambunjak[1], Ivan Rašić[3], Ivan Škegro[4], Ana Marušić[5], Matko Marušić[5]

[1]University of Zagreb School of Medicine, Zagreb, Croatia

[2]University of Split Faculty of Philosophy, Split, Croatia

[3]Sisters of Mercy University Hospital, Zagreb, Croatia

[4]Koprivničko-križevačka County Medical Center, Đurđevac, Croatia

[5]University of Split School of Medicine, Split, Croatia

Aim To evaluate the transition from a longitudinal to block/modular structure of preclinical courses in a medical school adapting to the process of higher education harmonization in Europe.

Methods Average grades and the exam pass rates were compared for 11 preclinical courses before and after the transition from the longitudinal (academic years 1999/2000 to 2001/2002) to block/modular curriculum (academic years 2002/2003 to 2004/2005) at Zagreb University School of Medicine, Croatia. Attitudes of teachers toward the 2 curriculum structures were assessed by a semantic differential scale, and the experiences during the transition were explored in focus groups of students and teachers.

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Materials & Methods

- 2016 – Block System in BVSc II
  - Single module over short time period
  - Time-tabling according to credits
  - Various Workshops by Education Innovation
  - Student disruptions

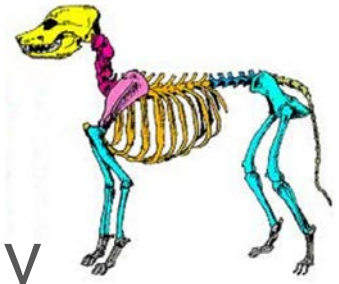
W	DAY	DATE	BVSc II	
	T	1	VCA 200 block 1	
	F	2	VCA 200 block 1	
	S	3	Rag	
10	S	4		
	M	5	VCA 200 block 1 test (CBT) WDE 213	
	T	6	WDE 213 VET200 Prac 1	
	W	7	WDE 213	
	T	8	WDE 213	
	F	9	WDE 213	
	S	10		
11	S	11		
	M	12	WDE 213 test VCA 200 block 2	
	T	13	VCA 200 block 2 VET200 prac 1	
	W	14	VCA 200 block 2	
	T	15	VCA 200 block 2	
	F	16	VCA 200 block 2	
	S	17		
12	S	18		
	M	19	VCA 200 block 2 test Prac VPH 200 block 2 Wednesday roster	W
	T	20	VPH 200 block 2 VET 202 prac 2	
	W	21	**Public holiday**	
	T	22	VPH 200 block 2	
	F	23	VPH 200 block	
	S	24		
13	S	25		
	M	26	VPH 200 block 2 Test WDE 213	
	T	27	WDE 213 VET 202 prac 2	GC
	W	28	WDE 213	
	T	29	**Recess**	
	F	30	**Public holiday**	
	S	31	**Recess**	

Materials & Methods

- 2016 – Block System in BVSc II
  - Single module over short time period
  - Time-tabling according to credits
  - Various Workshops by Education Innovation
  - Student disruptions

- 2017 – Promotion Rule for VCA200 and VPH200 (BVSc II)
  - ≥ 65% Year mark – promoted to BVSc III subjects
  - (Finnerty *et al.* 2010) – fundamental basic sciences

Materials & Methods



- VCA200 – Veterinary Comparative Anatomy

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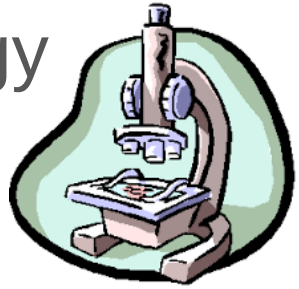
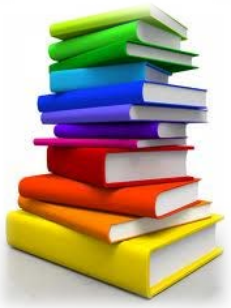
- VPH200 – Veterinary Physiology & Histology





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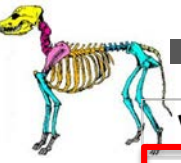
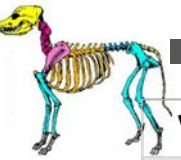
Materials & Methods

- Final marks (2015 – 2017) from UP PowerHEDA System (n = 1195)
- Year, Exam & Final marks (2012 – 2017) from UP Exam Commission (n = 2165)
- Student surveys



Results – PowerHEDA Analysis

VCA 200	Registered	Supplement	Pass rate
2015	**194**	**22**	**91.8%**
African	20	2	85.0%
Coloured	12	4	83.3%
Indian	21	5	85.7%
White	141	11	94.3%
2016	**187**	**26**	**91.8%**
African	31	8	80.6%
Coloured	10	1	87.5%
Indian	27	5	92.6%
White	119	12	94.9%
2017	**217**	**46**	**91.2%**
African	36	15	77.1%
Coloured	16	5	81.3%
Indian	29	8	86.2%
White	136	18	97.0%
Total	**598**	**94**	**91.6%**



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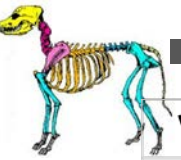

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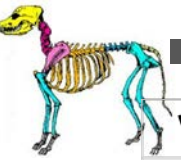

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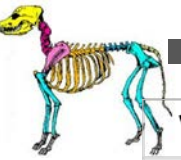

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VPH 200	Registered	Supplement	Pass rate
2015	**196**	**43**	**89.4%**
African	22	7	77.3%
Coloured	12	6	75.0%
Indian	21	3	90.5%
White	141	27	92.5%
2016	**187**	**34**	**83.8%**
African	31	9	71.0%
Coloured	10	3	88.9%
Indian	27	6	76.9%
White	119	16	88.2%
2017	**217**	**36**	**89.4%**
African	36	13	72.2%
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- Results – Exam Commission (2012 – 2017)
  - Effect of the block system

Row Labels	Average year mark	Average Exam mark	Average Supp conversion	Pass rate
Matrix	**63.4**	**56.3**	**64%**	**93%**
VCA 200	62.5	55.1	63%	92%
VPH 200	64.3	57.4	65%	93%
Block	**61.5**	**52.9**	**63%**	**90%**
VCA 200	60.6	52.6	81%	92%
VPH 200	62.4	53.2	45%	87%

- Results – Exam Commission (2012 – 2017)
  - Effect of the block system

Row Labels	Average year mark	Average Exam mark	Average Supp conversion	Pass rate
Matrix	**63.4**	**56.3**	**64%**	**93%**
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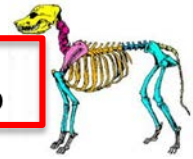

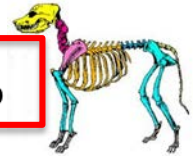

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- Results – Exam Commission (2012 – 2017)
  - Effect of the promotion rule

Row Labels	Average year mark	% 'promoting'	Average exam mark if the year mark <65%	Average Supp conversion	Pass rate
No	**62.6**	**43%**	**47.9**	**63%**	**92%**
VCA 200	61.6	39%	48.6	67%	92%
VPH 200	63.6	47%	47.0	59%	92%
Yes	**63.2**	**46%**	**43.1**	**64%**	**90%**
VCA 200	62.7	45%	37.5	78%	91%
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VCA 200	62.7	45%	37.5	78%	91%
VPH 200	63.7	47%	48.9	45%	89%

Results

1. What is your personal attitude towards the block system?

#	Answer		Response	%
1	Mostly positive		18	22%
2	Positive		23	28%
3	Neutral		15	18%
4	Negative		13	16%
5	Mostly negative		13	16%
	Total		82	100%

2. How do you perceive your fellow students' attitude towards the block system?

#	Answer		Response	%
1	Mostly positive		1	1%
2	Positive		3	4%
3	Neutral		14	17%
4	Negative		35	43%
5	Mostly negative		29	35%
	Total		82	100%

Results

3. How do you perceive the lecturers' attitude towards the block system?

#	Answer		Response	%
1	Mostly positive		1	1%
2	Positive		5	6%
3	Neutral		23	28%
4	Negative		38	46%
5	Mostly negative		15	18%
	Total		82	100%

Discussion

- Performance in certain demographic groups and subject matters decreased with the block system
  - Time-tabling
  - Faculty members
- Overall student success did not improve with the promotion rule
  - Importance of peer-teaching
- Critical look at credit loads

- Performance in third year (BVScIII)

Conclusion

- If a block system is considered:
  - Very good implementation
  - Faculty must get on board
  - Mode of teaching must adapt

Thank you

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