Chapter 16

Examining the Use of Web-Based Reusable Learning Objects by Animal and Veterinary Nursing Students

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ABSTRACT

This intervention study examined the interaction of animal- and veterinary nursing students with reusable learning objects (RLO) in the context of preparing for summative assessment. Data was collected from 199 undergraduates using quantitative and qualitative methods. Students accessed RLO via personal devices in order to reinforce taught sessions. Interviewees reported that the RLO helped them meet the requirements of the curriculum. Quantitative data supported two valid points; the lack of engagement of students when given a free-choice and reluctance for self-assessment. The practical significance of the qualitative outcomes lies with how first year undergraduates on animal and veterinary nursing-related courses use RLO designed to address equine management and health topics, where the students have mixed equine experience.

INTRODUCTION

The increased demand from learners in higher education to access study materials at any time, at any location and increasingly on a range of platforms including mobile devices has resulted in considerable development in the usage of Reusable Learning Objects (RLO) across the sector (RLO-CETL, 2005; Jenkinson, 2009; Kurilovas et al., 2011; Windle et al., 2011; Windle et al., 2010). RLO, also known

DOI: 10.4018/978-1-5225-5640-4.ch016
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as Shared Content Objects (SCO) are self-contained digital resources such as video, audio, web-pages, documents and graphics which are stored and accessed independently and can be used to support web-based learning. Kay and Knaack (2007) expand on this by saying that RLO are interactive tools which enhance and amplify the cognitive processes of learners. Literature tells us that one purpose of RLO is to enable students to learn new skills (Windle et al., 2010), within a controlled environment, at a range of difficulty levels and with arrangements for regular feedback (AAMC, 2007). Although there have been a number of studies undertaken to examine the role of RLO in higher education, they originate from medicine and health sciences education in the main. Therefore, in the first instance, practice in Veterinary Education must draw from findings in other subject areas.

A number of researchers have identified that the underpinning rationale for developing RLO is wide ranging, but those studies have emphasized flexibility (Johnson et al., 2013; AAMC, 2007), achievement of higher grades (Windle et al., 2011; Lynn et al., 2008; Trowler, 2010; Bacsich et al., 2011), meeting the needs of professional practice (Windle et al., 2011; Windle et al., 2010; Keefe & Wharrad, 2012; DoH, 2011; Evans, 2013; Blake, 2010) or those of institutions (Johnson et al., 2013; AAMC, 2007; Concannon et al., 2005; Evans, 2013; Kurilovas et al., 2011) as opposed to attempting to impact student learning as a whole. Firstly, to help students achieve higher marks in summative assessment and/or an improved overall outcome (Trowler, 2010), educators typically supplement face to face teaching (Lynn et al., 2008) with additional learning resources. The need to do this may in part be explained by the challenging nature of a subject for some students (Windle et al., 2011; Lynn et al., 2008). It has also been reported that some students feel they lack time to study content heavy modules, so they take a superficial approach to their studies, over which they feel they have limited control (Windle et al., 2011). To be effective, RLO require students to actively engage with the content (Johnson et al., 2013; AAMC, 2007). We know that student engagement per se is the extent to which students take an active role in a range of educational activities and that this process is likely to lead to high quality deeper learning (Trowler, 2010). Furthermore, formative assessment as a function within RLO would be advantageous in terms of preparing students for the high stakes summative assessment. RLO have been found to have a significant effect on examination result (Windle et al., 2011; Keefe and Wharrad, 2012), where RLO users have achieved an improved performance in assessment over non-users (Johnson et al., 2013).

Secondly, like other vocational disciplines, medical and veterinary sciences are subject to change in professional practice or policies (Windle et al., 2011; Blake, 2010) with typically profession-driven curricula (Keefe and Wharrad, 2012). Both these issues could be effectively addressed via RLO. It is important to note that high examination results and professional competencies have been considered as separate variables effected by RLO use, although based on the principle of active engagement, one could argue that the engaged students may achieve both high examination results and the required professional competencies following RLO use. Researchers have found a number of other desirable outcomes have been affected by RLO use including learning experience (Blake, 2010), critical thinking, practical competence, skills transferability, cognitive and psychological development, self-esteem, formation of identity, moral and ethical development and student satisfaction (Trowler, 2010; Sandlin et al., 2014). Lastly, development of RLO has in some cases been driven by the need for institutions to save money (Johnson et al., 2013; Kurilovas et al., 2014), be more competitive and attract a wider cross section of the potential student market. In addition, institutions have in some cases needed to reduce staff contact time within a module (Johnson et al., 2013).

The reasons why students choose to use RLO is reported as being affected by a number of factors, one being the student’s prior experiences (Bacsich et al., 2011; Kirkwood, 2008; Littlejohn et al., 2010).
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