

Using goal setting and targeted portfolio feedback to underpin individual student success in the MVM distance programme

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- Asynchronous online learning
- Synchronous contact workshops
- Evidenced based teaching



**ONLINE
MASTERS**



MAKE A SPLASH WITH YOUR VETERINARY CAREER

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Course work criteria for excellence

- **Learning Portfolios** → coursework to be graded
- **Driver for participation** - honours the time commitment students make in creating the work and joining asynchronous discussions.
- **Choice list:** present clinical case, research and summarise, review paper to share with class...
- **Self-reflection** → **important skill**
 - Post THM, write a reflection (not shared)
- **Each item type has a set of criteria for excellence**



4D: Use the Massey university databases to research therapeutic interventions for **cyclic recurrent flank alopecia** (CRFA). *500-750 words*

An excellent report or summary

- » Is on topic and addresses the question
- » Shows a capacity for analysis and critique
- » Is factually correct, incorporates all key concepts or findings or, if discussing original ideas, provides a sound justification
- » Shows evidence of thinking about the information in a larger context – relating it to own experience, other students work or the published literature, applying it in a new way or raising further questions, demonstrating the clinical significance
- » Is written in your own words (is not plagiarised)
- » Cites all sources
- » Uses predominantly primary sources to illustrate the discussion and justify its conclusions
- » When literature searching is required, identifies key literature
- » Is found useful by other students

Overarching outcomes & criteria

- **Learning Portfolios:** aligned to specific learning outcomes which may vary between semesters
- **Overarching portfolio criteria**
 - **Content and application**
 - **Readability**
 - **Utility and relevance**



Portfolio submission form

Portfolio 1 (wks 1-12) learning outcomes 1&3:

1. Use the **results of diagnostic evaluations** including examination, radiography and advanced imaging **to accurately identify and differentiate** a range of common and uncommon Orthopedic diseases in dogs and cats.
3. **Collate and present clinical information**, locate relevant literature, critically review and synthesise its contents and show how this will inform clinical practice. **Effectively communicate** your findings to others.

Portfolio 2 (wks 13-24) learning outcomes 2&4:

2. **Apply the principles of Orthopedic surgery**, including current evidence-based thinking regarding the pathophysiology of disease, diagnosis and treatment, **to critically evaluate diagnosis and management and prognosis** of a range of common and uncommon canine and feline Orthopedic diseases.
4. Utilise **peer feedback** and **reflection** to improve clinical practice.

Novice - you are just beginning
Apprentice - you are getting it, but sometimes you need some support
Practitioner - you have met the goal
Expert - you can achieve more than expected

Criteria signposted in the admin guide

Content and application
 The work demonstrates knowledge of the subject, ability to apply it and support it from case examples, research evidence, opinion

Rate your items - portfolio submission form

Aspects evaluated:

- » **Content.** The content is misconceptions.
- » **Connections.** The work of analysis, synthesis, evaluation a different conclusion, making
- » **Evidence.** Statements and experience or the research are used thoughtfully and

Novice

1. How do you rate your items with respect to the CONTENT?

AIM: Content is up-to-date, complete and accurate.

2. How do you rate them with respect to the CONNECTIONS?

AIM: Demonstrates connected knowledge i.e. contains analysis, synthesis, evaluation and originality.

3. How do you rate them with respect to EVIDENCE?

AIM: Statements or opinions in the items are backed up by our information (evidence) such as personal experience or research literature.

Goal suggestions - portfolio submission form

- **Content** - finding more recent articles, challenging yourself to find more primary literature or using the Massey Library databases in a more proficient way.
- **Connections** - avoiding unintentional plagiarism, using your own voice, demonstrating your familiarity with the topic and current literature, ability to incorporate your personal experience.
- **Evidence** - Improve citation and use of primary references, well-constructed reference list to allow others to locate your sources, getting to grips with Endnote...



Targeted feedback on goals aligned to individual needs

CONTENT

Finding the key references and new developments will stand you in good stead.

Tip: Make sure you are logged into the Library when searching for literature...

Tip: If you have a specific title you are trying to find - copy and paste it into the “Discover” tab on the library home page.

CONNECTIONS

Incorporating personal experience will help make connections between your new and established knowledge.



EVIDENCE

Your commitment to finding good evidence shows in your posts keep it up!

[Citation searching](#) (6:30 min.)
An introduction to citation...

[Search Techniques](#) (7:30 min.)
An introduction to creating a search strategy for any article database...

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Criteria signposted in the admin guide

Readability

The work is succinctly presented and well written including correct use of referencing.

Aspects evaluated:

- » **Writing structure.** The work is well written with correct spelling. The best work is succinct. You write case reports and records in your clinic.
- » **Succinct.** The work is concise. Reports should be no longer than necessary. Should be no longer than necessary.
- » **Citation.** It is clear through the work of others. Citations are used correctly.

Rate your items - portfolio submission form

4. How do you rate your items with respect to WRITING STRUCTURE?

AIM: Well written in an academic style with correct punctuation.

5. How do you rate them with respect to SUCCINCTNESS?

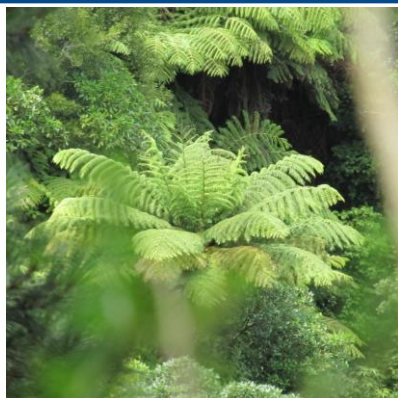
AIM: My writing is concise without extra words.

6. How do you rate them with respect to CITATION?

AIM: It is clear which ideas are my own and which are ideas of others. Correct academic format has been used for citation.

Goals suggestions - portfolio submission form

- **Writing structure** - Check out the OWLL links for "improving your writing", read my next reference with special attention to the writing structure and format - note down the papers I find easy to read and take note of the writing styles that are hard to follow...
- **Succinctness** - focus on removing unnecessary words, getting closer to or beating the word limits on learning activity tasks.
- **Citation** - watch an online Endnote tutorial, attend an Endnote connect session.



Linking students to resources

WRITING STRUCTURE

Academic scientific style

<https://owl.massey.ac.nz/main/academic-writing.php>

P.I.E. structure

NCTL-PG learning consultant



SUCCINCT

reading your post aloud and remove unnecessary words...

With tight word limits focusing on the topic is key...

Writing mechanics

<https://researchpointers.wordpress.com/>

CITATION

List your sources....

Aim for a consistent style (NZVJ)

Get started with EndNote → use the EndNote threads.

If your references are not formatting as you expected...

- EndNote forum MVM Commons
- Contact SciLib@massey.ac.nz

Utility and relevance

Criteria signposted in the admin guide

The work is helpful to other students and shows that you have been engaging with the course material and online discussions.

Aspects evaluated:

» **Relevance.** The work is relevant to the subject at hand and on topic. It relates well to what else is being discussed by other students.

» **Utility.** The work is useful to other students. It is proposed by another student as useful. It is useful to other students. It is useful to other students. It is useful to other students.

» **Originality.** The work has not been shared by you or other students. It is new. Here are some examples of things that are not original.

Examples of things that are not original:

- Postings that have already been shared by other students and therefore contain no new information.
- Rewriting some of the course material.

Examples of things that are considered original:

- Postings that take information that has already been shared but draw it together and summarise it in a way that is very useful and would be considered original. They substantially reform the information.

» **Timeliness.** The work was originally submitted during the time that that topic was discussed and is relevant to the topics or discussions going on at that time. Works submitted late or just before portfolios are due will not meet this criterion well.

Reflect on why you chose your items portfolio submission form

- Give a brief comment on how you think you have performed against the aims for utility and relevance.

- **AIM:** My work is helpful to other students. It shows that I have been engaging with the course material in a timely fashion.

Goals suggestions - portfolio submission form

- **Relevance** – posts that are on topic, contribute to or extend the active discussion, contain support from the literature.
- **Utility** – posts that answer another student's question, stimulate further discussion, receive multiple 'likes' etc.
- **Original** – posts which add to and extend the conversation without being repetitious, in my own voice.
- **Timeliness** – posts which are added during the active discussion period and within the eligible time periods for portfolio items.

Targeted feedback on goals aligned to individual needs

RELEVANCE

- # Personal experience automatically increases relevance to other students...
- # Try to extend the discussion
- # Source a relevant reference or ask a question



UTILITY

- # Remember to like or comment on posts you have found useful
- # Be prepared to field questions on your posts

ORIGINALITY

- # Select one aspect of the discussion to keep your post short and original...
- # talking about your experience helps this aspect of your writing

TIMELINESS

- # COVID means timeliness is up in the air for everyone this year...
- # The timeliness criterion is taking a back seat for now...
- # You are making great use of the time you have available for study.
- # Be strategic, focus on creating your portfolio-2 items first, it is fine to read and comment if you don't have time to create a post.

Turnitin feedback

Turnitin report writing sample



Targeted feedback on using personal voice.

Technical language (anatomical landmarks, surgical approaches, dose rates and medications)

Intext citation / reference lists

<https://owll.massey.ac.nz/referencing/plagiarism.php>

<https://owll.massey.ac.nz/referencing/paraphrasing-and-summarising.php>

Portfolio 2 Feedback

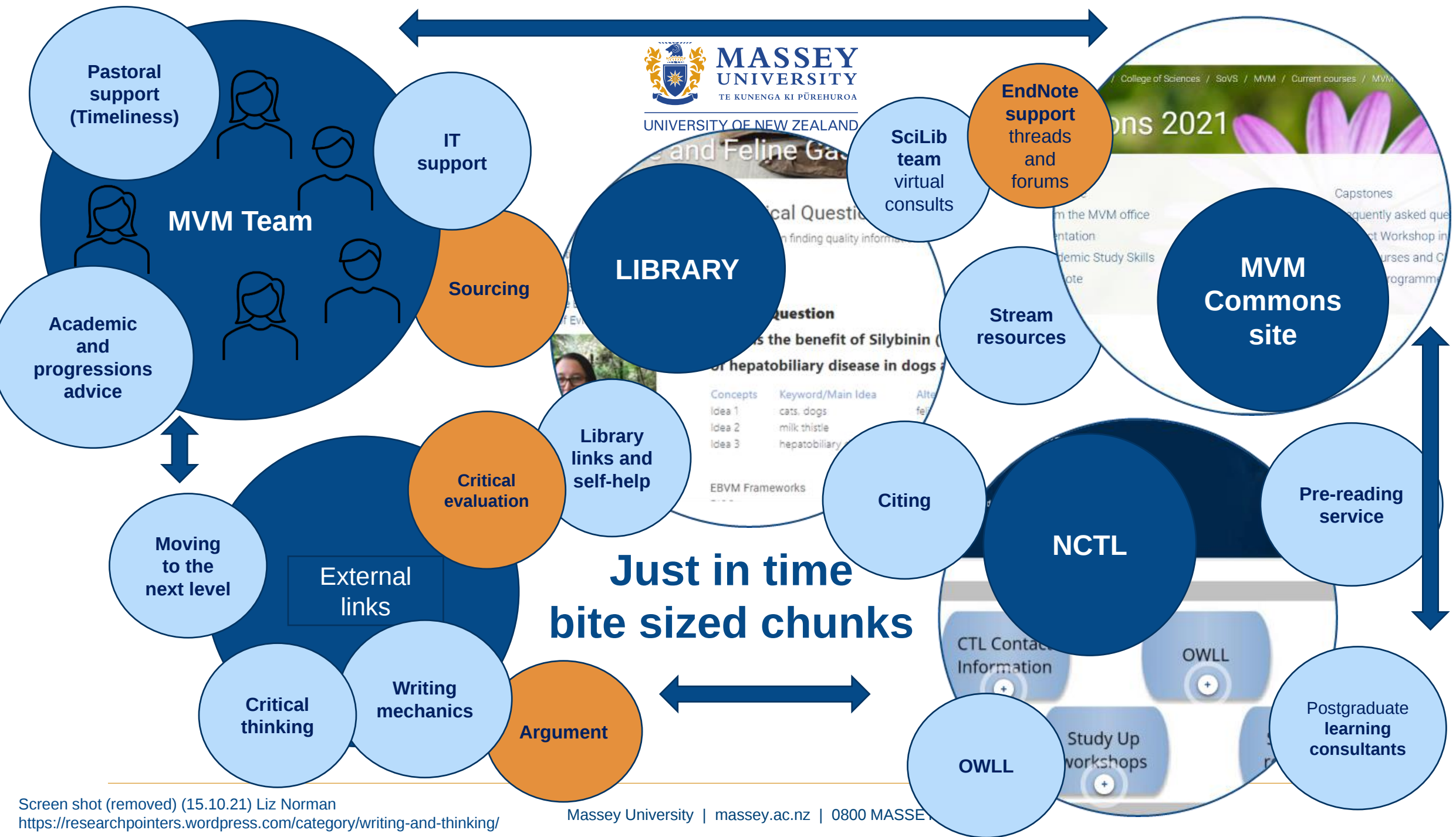
- Highlight and praise progress
- Encourage further growth in future courses

“Really excited to read everyone smashing goals set at P1. Really excited to see the progression”.

Challenge yourself to extend your use of EndNote

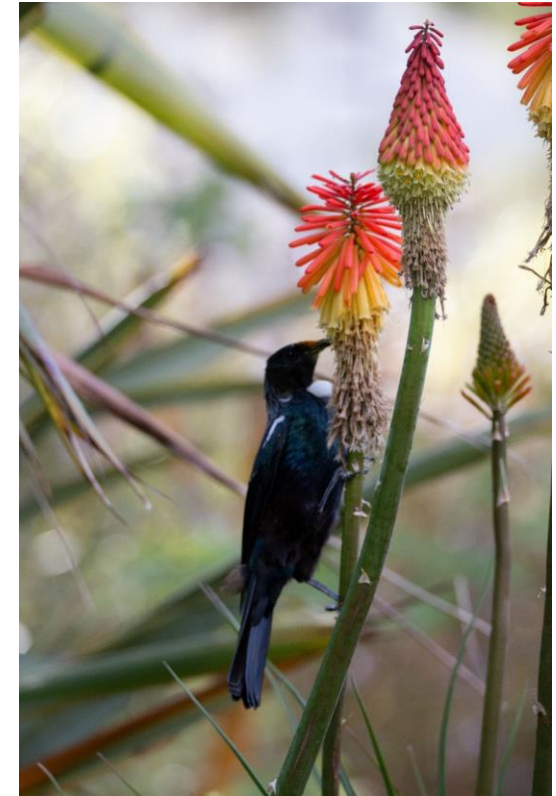
Don't be afraid to request help via the forum on the MVM Commons...





Programme wide – goal setting and feedback in portfolios

- Allows students to select an area of focus and develop at their own pace across the taught courses.
- Supports development of academic writing skills
- Introduces staff from the NCTL and the Library
- Familiarises students with reference management software ahead of the Capstone research report
- Builds staff-student relationships and open communication channels
- Allows targeted support for student success



Thank you for your attention

- **References**

- Bartlett K (2020). Helping students take control of their learning via aligned assessment practices. In; Baughan P (Eds.) (2020) On Your Marks: Learner-focused Feedback Practices and Feedback Literacy. Advance HE.
- Biggs, J. B., & Collis, K. F. (1982). Evaluating the quality of learning. The SOLO taxonomy (Structure of the Observed Learning Outcome). New York: Academic Press.
- Pratt K (2015). Supporting distance learners: Making practice more effective. Journal of Open, Flexible and Distance learning, 19(1):12-26.
- We would like to acknowledge our colleague Dr Liz Norman for her work on the creation of the portfolio criteria