Nottingham Student Focus Group

12th July 2011

Seven students attended, mixture of current almost graduates and fourth years.

What you do to revise?

- Systematically working through two modules at a time making links in their mind
- Mind maps for clinical reasoning
- Write questions and answers
- Tried writing notes on the night of the lecture but difficult to keep that up, mostly at revision time
- Cards – one condition per card, highlighting clinical signs etc., learn by writing but also as a refresher (Pasquini style)
- Huge piece of paper containing everything/colour coding/pictures help
- Write all at first, highlight later and refine
- Dictaphone, record lecture, listen while driving, condensed version, (talking about a picture or so that cannot be seen is not that useful). Only key points mentioned.
- Webinars to listen to later are sometimes useful but time consuming
- Word document to annotate as you listen to the lecture would have been useful rather than just presentation (but had no printed notes given)
- Had few 'sample' questions but mainly oral exams so couldn't revise from past papers (also first graduates cohort)
- Videos/BVA

Have you used WikiVet? How?

- All used before, advertised quite well at Nottingham
- Good to search for a disease, quick information
- Little use of flashcards but didn't match their lecture notes
- Anatomy dissections look useful but only found them later in course of study
- Used for looking things up but wasn't complete enough in many places
- People setting exams haven't written/checked the pages so wouldn't trust it as a sole source
- Mainly used for course work when looking up information
- More useful in final year as no lectures
- Blank pages are off putting

Do you trust the site?

- Yes as assumed to have been written by a vet

What do you understand "Peer review" to be?

- Who wrote it is a vet and information is compiled from books, looked at by at least one other vet

When do you decide to use the site?

- First use Google then if cannot find the information go to WV
- Merck / Vetstream first / then WV
- Having to re-log in is off putting (actually is possible to save log in detail on a specific machine but it wasn't known to this student)
- IP access on campus would have been encouraging

Have you used any of the resources? Which? Were they useful?

- Some used flashcards
- Case based flashcards – Ketosis cow (Manson) was used because LM sent email around
- Links to quizzes etc. from pages useful, need to be more wide spread (one student would have wanted to have the links at the top of the page or at least to appear in the content list; some people ignore content lists)

OVAL resources:

CABI datasheet pages

- No one heard of CABI before
- Differentials – linking by age groups within a 'diarrhoea' etc. presenting complaint – would be extremely useful, would go above Merck in ranking
- Some flashcards have too long answers
- More concise than normal WV pages – good, flashcards very good, mainly key points, good length for revision
- Links good

Manson questions

- More colours in questions (colour coding), more pictures for questions/flashcards would stick in mind better, especially skin
- Flashcards are in much more detail but are more useful as extra rather than core information

- Some could be split into two questions, may be bold within answer too

Other points

- Different tip 'did you know you can' to appear every time you get to the front page
- Like Wikinormals
- How do we let people know. Tell staff to tell students, creates trust and they can guide to the right place
- Learning resources need to be made more obvious on WV too/user friendly access
- Ability to search for resources
- Wouldn't consider that there are cases etc., need to make it more obviously from the home page.
- "Common things are common" may be useful
- Learning resources should have a heading so that they appear within the content box