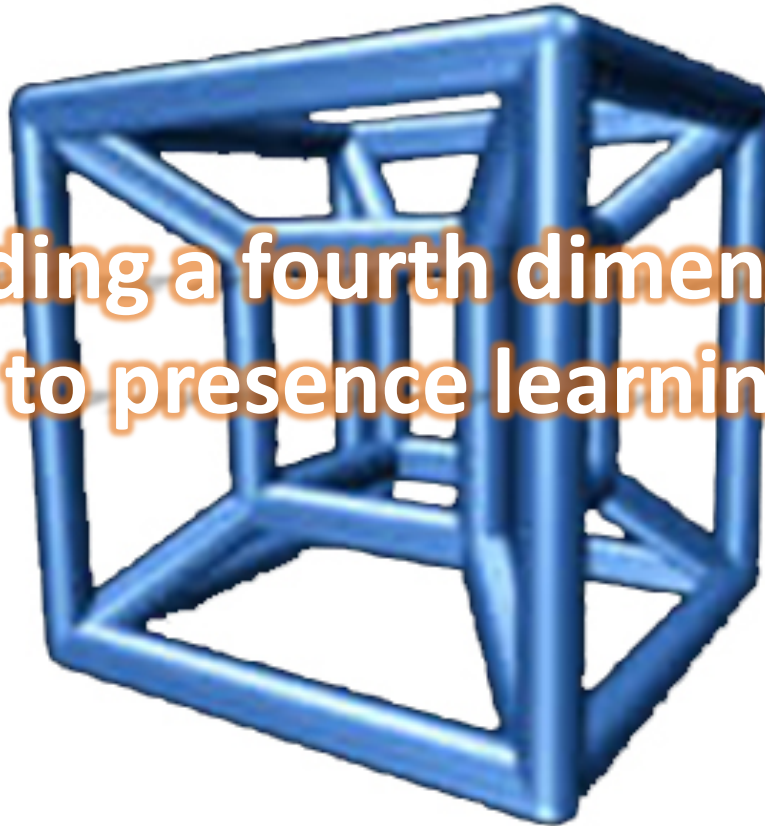


University of Berne, Switzerland
Department of Clinical Veterinary Medicine, Small Animal Clinic
And
Center for Continuing Education (ZUW)

Adding a fourth dimension to presence learning



F. Forterre, L. Rüfer, P. Stucki



Universität Bern | Universität Zürich

vetsuisse-fakultät



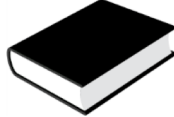



SPACE-POL

(Staged Progressive Approach to Clinical Exam by Problem-Orientated Learning)

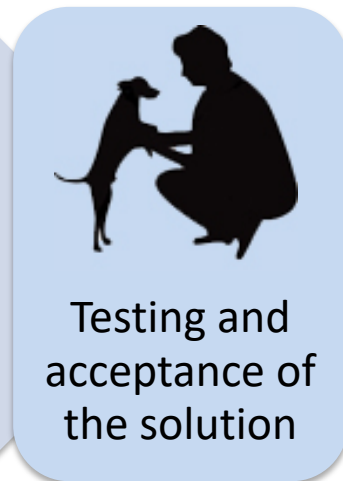
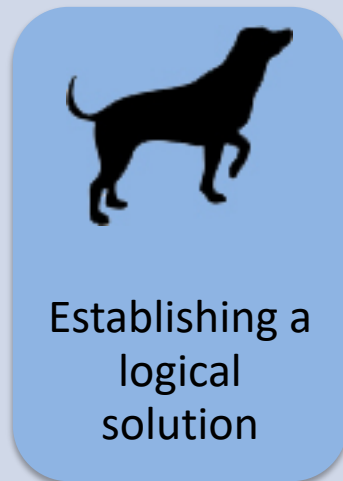
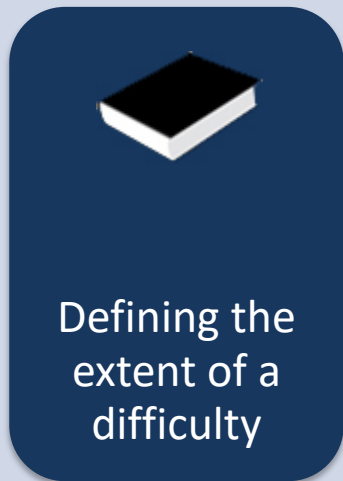
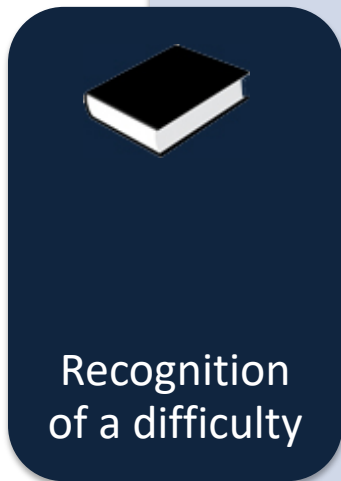
Exemplified by Veterinary Medicine Studies

The four dimensions of learning



1st dimension		To describe a real situation
2nd dimension		To depict a real situation
3rd dimension		To mimic a real situation
4th dimension		To experience a real situation with feedback

Basic model of POL (Dewey)



Analysis

Problem approach

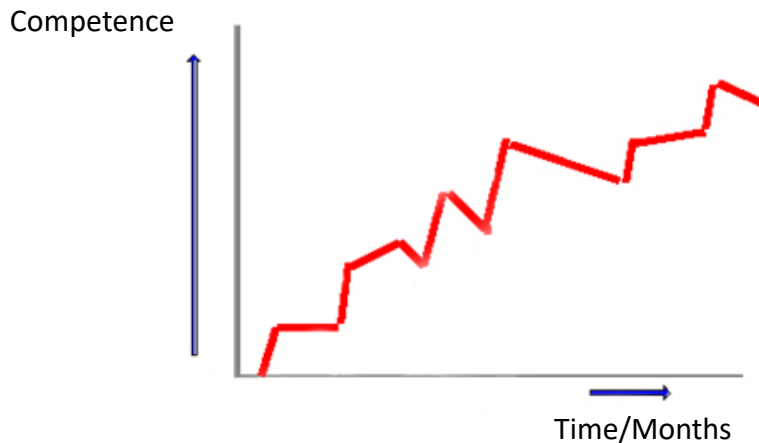
Plan of action

Implementation

Review

Main advantages of SPACE-POL

- Smooth and rapid learning curve
- High level of motivation
- Concept integrating all levels of difficulty successively (adaptation)
- Progressive associative learning including all steps from theory to a real situation (including stress), with feedback

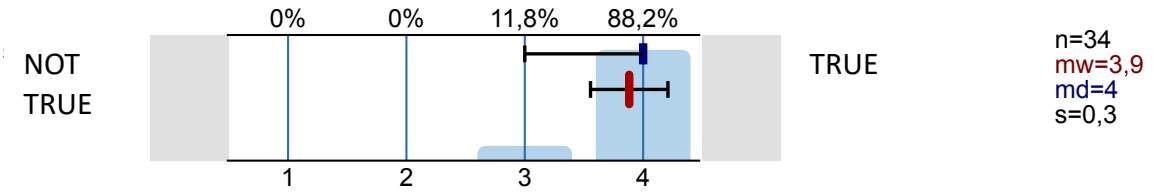


Main inconveniences of SPACE-POL

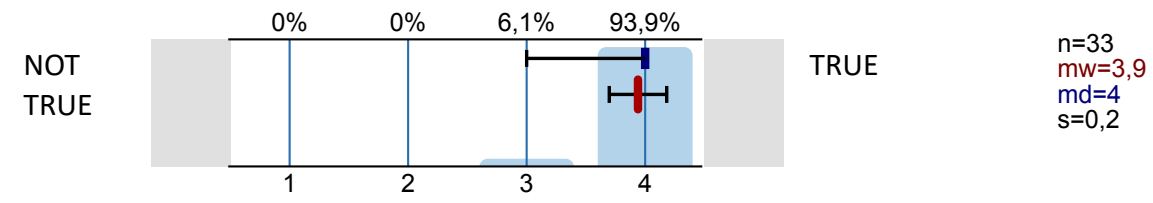
- Time-consuming
- High commitment of teacher mandatory (mostly as a moderator)
- Very elaborate organisation and planning mandatory
- ...but extremely rewarding

Students' evaluation

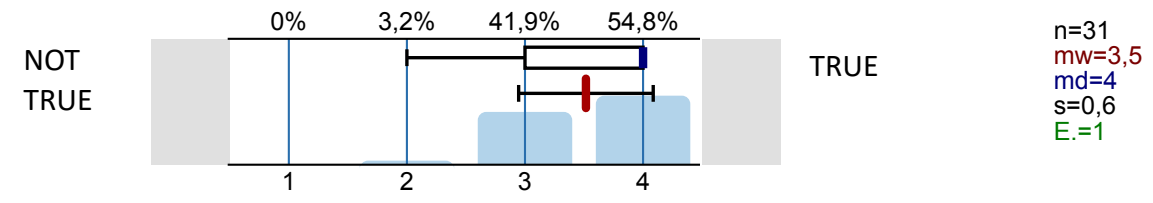
- Clear structure



- Usefulness for later work experience

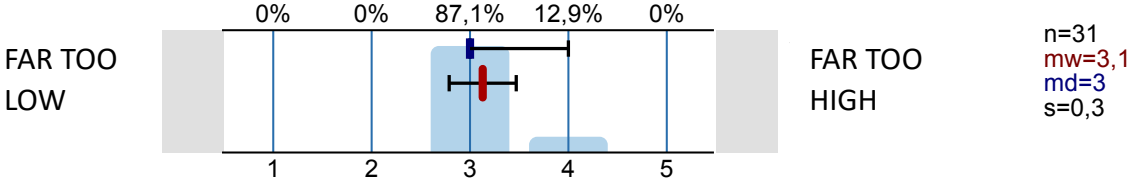


- Learning objectives accomplished

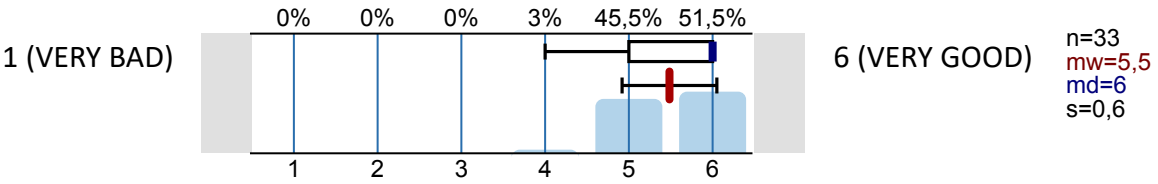


Students' evaluation

- Difficulty



- Learning effect



- Planning and execution



- Level of interestingness and relevance



Outlook

- Concept has been used successfully in other medical teaching domains
- Might be applicable to other fields of teaching
- Further studies have already been initiated