

Interactive activities for engagement and learning

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Who are we?

- ▶ Lauren Birkbeck – ARES
- ▶ Eleanor Power – School of Education



Aims

- ▶ To consider what is meant by passive and active learning
- ▶ To share transferable skills for interactive teaching
- ▶ To provide strategies for facilitating purposeful group discussions

Passive and Active Learning

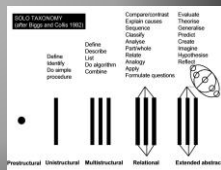
- ▶ As a table, arrange the activities on the washing line, from the least to the most interactive methods of learning.
- ▶ What are your top three?
- ▶ Where does 'watching a video' fit?

'Learning takes place through the active behaviour of the student: it is what he does that he learns, not what the teacher does.'
 Ralph Tyler (1949) in Biggs and Tang (2007)

Reciprocal Reading & Questioning

“... when reading the text for retention (studying) as well as comprehension, the mature learner employs a whole variety of time-consuming activities to ensure that comprehension and retention are occurring ...”
 Palinscar and Brown (1984)

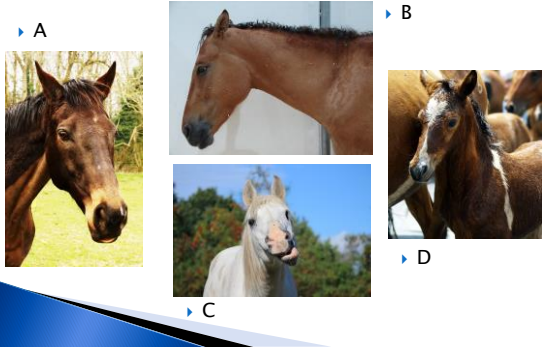
“Generic questions get to the point of the content; in SOLO terms they are relational.”
 Biggs (2004)



The Topic

- ▶ Assessing Pain in Horses
- ▶ Dalla Costa *et al.*, 2014.
- ▶ Development of the Horse Grimace Scale (HGS) as a pain assessment tool in horses.
- ▶ Prey animal – tend to mask pain
- ▶ Behaviour changes depending on site of pain
 - Limping
 - Kicking / biting belly or flank
 - Facial expression

Which one is in pain?



Introduction to HGS

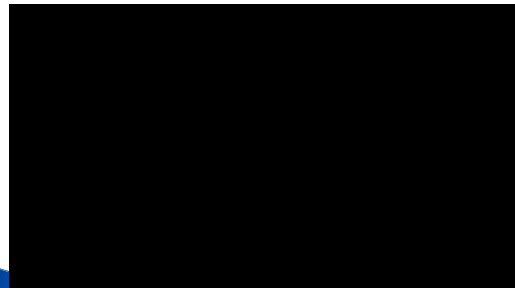


Reciprocal Reading

- ▶ Watch the clip to assimilate information ✓
- ▶ Assign the roles within your group
- ▶ Watch the clip again, this time bearing in mind what your role will be

Questioner	asks questions to help the group to understand the text
Clarifier	asks questions and highlights parts of the text where the meaning is unclear
Predictor	sets a purpose for what might be ahead in the text
Summariser	talks about the most important parts of the text in their own words

Introduction to HGS



Scoring

- ▶ HGS allows you to score for pain
- ▶ For each action unit, assign a score
- ▶ 0, 1 or 2
- ▶ Sum for total score
- ▶ 0 = not in pain
- ▶ 12 = OWWWW

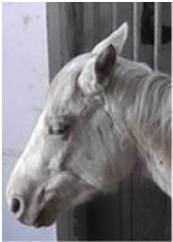
<p>Stiffly backwards ears</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>The ears are held stiffly and turned backwards. As a result, the space between the ears may appear wider relative to baseline.</p>	<p>Orbital tightening</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>The eyelid is partially or completely closed. Any pupil closure that reduces the eye size by more than half should be coded as 'obviously present' or '2'.</p>
<p>Tension above the eye area</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>The contraction of the muscles in the area above the eye causes the increased visibility of the underlying bony surfaces. If temporal crest bone is clearly visible should be coded as 'obviously present' or '2'.</p>	<p>Prominent strained chewing muscles</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>Strained chewing muscles are clearly visible as an increase tension above the mouth. If chewing muscles are clearly prominent and recognizable the score should be coded as 'obviously present' or '2'.</p>
<p>Mouth strained and pronounced chin</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>Strained mouth is clearly visible when upper lip is drawn back and lower lip causes a pronounced 'smile'.</p>	<p>Strained nostrils and flattening of the profile</p> <p>Not present (0) Moderately present (1) Obviously present (2)</p> <p>Nostrils look strained and slightly dilated, the profile of the nose flattens and lips elongate.</p>

Example



Facial Coding Unit	Score
Ear stiffly backwards	1
Orbital tightening	0
Tension above eye area	0
Prominent strained chewing muscles	0
Mouth strained & pronounced chin	0
Strained nostrils & flattening of the profile	0
Total pain score	1

Example (2)



Facial Coding Unit	Score
Ear stiffly backwards	2
Orbital tightening	2
Tension above eye area	0
Prominent strained chewing muscles	2
Mouth strained & pronounced chin	1
Strained nostrils & flattening of the profile	1
Total pain score	8

Which one is in pain?

▶ A



▶ B



▶ C

▶ D



Minute Paper Summary

- ▶ Spend one minute making notes that answer the following questions:
- ▶ Who needs to be able to recognise pain in animals?
- ▶ Why is it difficult to identify pain in animals?
- ▶ How can pain in horses be assessed?
- ▶ Summarise the Horse Grimace Scale

Feedback and Discussion

- ▶ How did the video and the assignment of roles support and/or scaffold your learning?
- ▶ How did having a purpose generate greater engagement?
- ▶ In what ways could these skills be transferred to your courses?



Thank you!

