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Learning and Teaching
Support Network

Bioscience

Scenario 3 Group 1 Strategy

Scenario 3

Problem - practical classes in Animal Biology
reduced from 10×3 hours (lab)

↓
 ~~5×3 hours (lab)~~ (class)
or $10 \times 1\frac{1}{2}$ (lab) + $10 \times \frac{1}{2}$ hr

Aim - Maintain academic standards
& cover 10 species as before

Solutions -

Separate lab specific material ($\frac{1}{2}$ hr)
non-lab specific material $\frac{1}{2}$ hr in class

$\frac{3}{4}$ hr pre lab - introductory, schedules
etc

$\frac{3}{4}$ hr post-lab - disease results, data
etc.

lab specific - dissections, instruments, drawings
etc

If time (total) reduced from 30 hr \rightarrow 15 hr
then need back up

Self study (directed),

WGB CT,

CAL,

Video simulation etc



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Scenario 3 Group 1

Adv/Disadv

2 Major Advantages

- ① Still covering 10 species
- ② a) Improve practical time as previous
This hour is prep for prac class
- b) Encourage staff to think & streamline & focus on practicals

2 Major Disadvantages

- ① Staff have actually got to think!
- ② Rigid framework - may collapse if technicians etc let you down

Student compliance could be advantage or disadvantage at first



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Scenario 3 Group 2

Scenario 3

- 1) Review current pracs critically
 - decide on essential skills (eg underpinning)
 - desirable skills
 - techniques (how much repetition)
- 2) Look at on-line resources to increase knowledge base - use quizzes etc
Quiz at start of lab? (ensure preparation)
- 3) Within lab, groups of students can work on different aspects + teach each other
(teamwork/communication)

Adv : skills covered; academic knowledge maintained
more teamwork, communication,
use of other resources, peer teaching

Disadv : Needs more support - resources need checking each delivery.
No slack in system
Less time in 'working' environment