Game-ology!
Gaming for learning in veterinary pathology

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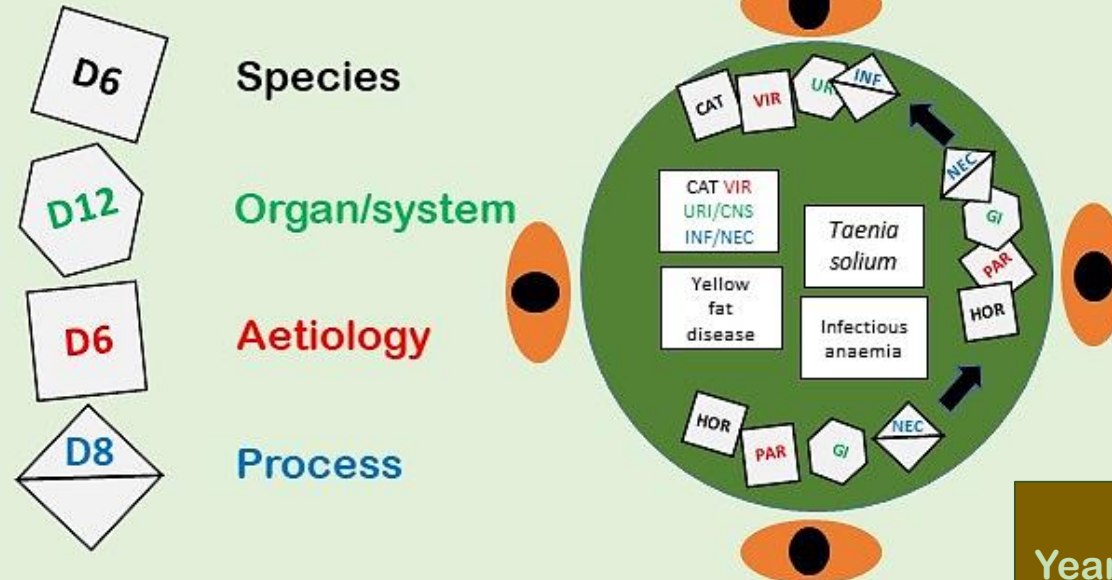UNIVERSITY OF LIVERPOOL

Background

Students at the University of Liverpool often struggle with the volume and complexity of knowledge and learning skills required to master veterinary pathology.

Many students rely on learning lists and rote recall, limiting themselves to surface learning.

Games as a solution?

Games create an active learning environment, meeting key learning functions: enhanced problem solving, providing immediate feedback and encouraging systemised thinking and deep learning (Gee, 2007; Oblinger, 2004;, Croco *et al.*, 2016).

The game

- D6 — Species
- D12 — Organ/system
- D6 — Aetiology
- D8 — Process

Flexible play

Play cooperatively
➤ Initial learning

Play competitively
➤ Testing knowledge

Adjust difficulty
➤ Start with fewer dice

Expand the system
➤ Add dice to build layers of knowledge e.g. cell type

Adapt to other subjects

Planned evaluation

Year 3 students, preceding exams
Case/control approach
• Performance in a revision quiz
+ Observational analysis of game play
All students given opportunity to play game after quiz and before exams
Full cohort questionnaire following exposure to game