A collaborative approach to enhancing student learning in a second-year Pathology course.

Presented by
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4 Stage Tutor Apprenticeship

**Session One:** Introduction session-Course overview
- Brief them on their role in the Apprenticeship model
- Input for decoding in Pathology

**Second session:**
- Skills Hard copy
- Assignment details and overview
- Debriefing the student cohort-entry data
- Logs setup
- Submission logistics

**Third session:**
- Marking monitoring meeting

**Fourth session:**
- Course feedback and the media assignment

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**Developmental stages to enhance student learning**

**The Media Assignment**

**Role of the Researcher**

1. What does being a researcher mean to you?
2. What does 'writing like a researcher' mean to you?

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**Tutor Data**

Tutor Marking Mean: 22/30 (2009)

**Student Confidence Data**

- Percentage entry and exit confidence
- Not confident - Extremely confident

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**Assessment design**

- Decoding
- Collaboration

**2006**

**2007/8**

**2009**

**Learning Objective Groups (LOGs)**

Skills Focus
- Science Writing
- Literacy Workshops X 3

Marking criteria
- Tutor Data
- Student Confidence Data

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**Evolution of the Multidirectional Collaborative Apprenticeship Model**

(adapted from Glazer and Hannafin 2006)
Thank You