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Development of a distance education course on Skills and Strategies in Veterinary Communication (SSVC): a contribution to clinical research and evidence-based practice

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APPENDICES

Appendix 1

	MODULES 1, 2 and 3								Practical Exam
PHASES	Beginning of each module	Phase 1 Flipped learning concept			Phase 2 Team discussions (role-play practical class)			Phase 3 Wrap up, case-based 1h lecture		
TASK		**Task 1 Individual**	**Task 2 Individual**	**Task 3 Individual**	**Task 4 Team**	**Task 5 Team**	**Task 6 Team**	**Task 7 Individual**	**Lecture***	
TASK DESCRIPTION	Students will be: -Given objectives, list of topics and materials; -Told why the content is important for their lives; -Proposed a contract on why distractions have to be turned off	Two readings. Post the summary of one reading.	Search and post one piece of material and comment on it.	Assess colleague's comment on a material.	Study given roles in role-play and prepare short video for class.	Build table of more and less positive points of other team's role plays, to present in class.	Formulate one question about the role-plays per team. Choose most voted question in Kahoot®. All teams answer this question in Metimeter Word Cloud®.	Each student posts one question before the lecture.	**Parts** **A – B – C – D**	Role-play

LEARNING METHODOLOGY									
Encoding. **Engagement (top-down) by:** Priming the brain (what content and why it's important); Increasing attention (turn off distractions)	Encoding by student interaction **Extrinsic motivation by** accomplishing the activity	Encoding by student interaction **Extrinsic motivation by** accomplishing the activity	Encoding by student interaction **Engagement (top-down) by** Student's materials being commented by their peers; Consolidation by assessing colleague's comments **Extrinsic motivation by** peer assessment	Encoding student interaction **Engagement (bottom-up)** interaction in group discussion **Engagement (top-down)** increasing attention by enhancing intrinsic motivation (use of practical contexts) **Consolidation and retrieval** studying the roleplay roles.	Encoding student interaction **Engagement (bottom-up)** interaction in group discussion **Engagement (top-down)** having student's roles being commented by their peers **Consolidation and retrieval** building the table of more and less positive points **Extrinsic motivation** peer assessment	Encoding student interaction **Engagement (top-down)** answering a question. **Retrieval** formulating the question and voting in Kahoot®, answering the question in Metimeter Word Cloud® **Extrinsic motivation** peer assessment	Consolidation and retrieval when formulating the question **Extrinsic motivation by** accounting of the post	A **Encoding; Engagement (bottom-up); Consolidation; Extrinsic motivation** B **Consolidation; Extrinsic motivation** C **Consolidation and retrieval** D **Engagement (bottom-up / top-down)**	Extrinsic motivation; Retrieval.

***Lecture – Task Description**

A - Summarize main topics from student's individual posts, in task1. Answer 1 student question from task 7.

B - Summarize main more and less positive points reported by teams regarding role-plays, in task 5 of phase 2.

C – Present the module topic, integrating topics presented in A and B

D - Case-based discussion, based on 5-minute video of a consultation.

Lecture – Learning Methodology

A - **Encoding enhanced by:** Different Dynamics; Student interaction. **Engagement (bottom-up) by:** Teacher moving; Varying tone of voice; Different activities; Showing short video; Using students' posts and points for emotional engagement. **Consolidation by:** summarizing student's posts. **Extrinsic motivation by:** having one's posts chosen by the teacher to include in the lecture.

B - **Consolidation by:** summarizing more and less positive points from the role-play assessment by peers. **Extrinsic motivation by:** having one's posts chosen by the teacher to include in the lecture.

C - **Consolidation and retrieval by:** integrating topics presented in A and B.

D - **Engagement (bottom-up) by:** interaction in group discussion. **Engagement (top-down) by** increasing attention through enhancing intrinsic motivation.

Kahoot® game-based learning platform with user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app in a mobile phone.
Metimeter Word Cloud® app enables users to share knowledge and real-time feedback on mobile, where we're able to pose a question easily and within a minute or two, have aggregated responses from every participant, in an anonymous way.