

# The benefits to students during their creation of an OER in Pathology

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## (Abstract) Faculty & Student Benefits

The authors observed benefits to students during their generation of OER content. The faculty also benefited greatly from student involvement with respects to time, and insights gained from a student perspective

## (Background) Student Roles

Authors' original intentions to involve & benefit students:

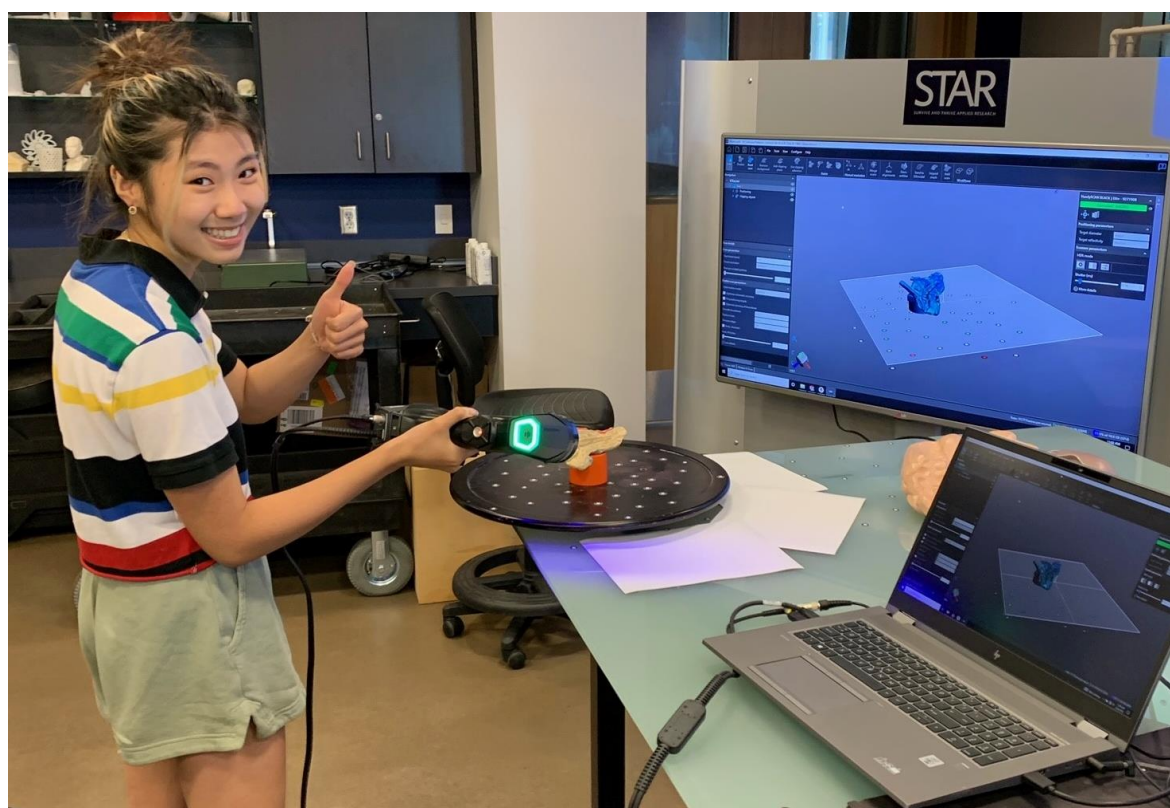
- Monetary gains for students
- Assist with development of OER
- Expose students to pedagogical practices.
- Develop writing and research skills

### Student recruitment, demographics & roles:

- 20 UBC-V & 20 UBC-O students recruited (2021-23)
  - 33 were undergraduate science
  - 6 were graduate science or in a professional health program (MD or BSN)
  - 1 was an undergraduate in Creative Writing

### Roles:

- Writers for subchapters and student-centered exercises, tests, and cognitive skills
- Creators of histology & critical thinking videos
- Writers of patient narratives from the perspective of vulnerable populations
- Researchers & writers of significant scientific contributors from underrepresented populations
- Medical illustration and video creation
- 3D imaging of teaching models for student exercises



**Students create learning activities they would appreciate when learning** (UBC-O student 3D-scans a teaching model to create an anatomy exercise)

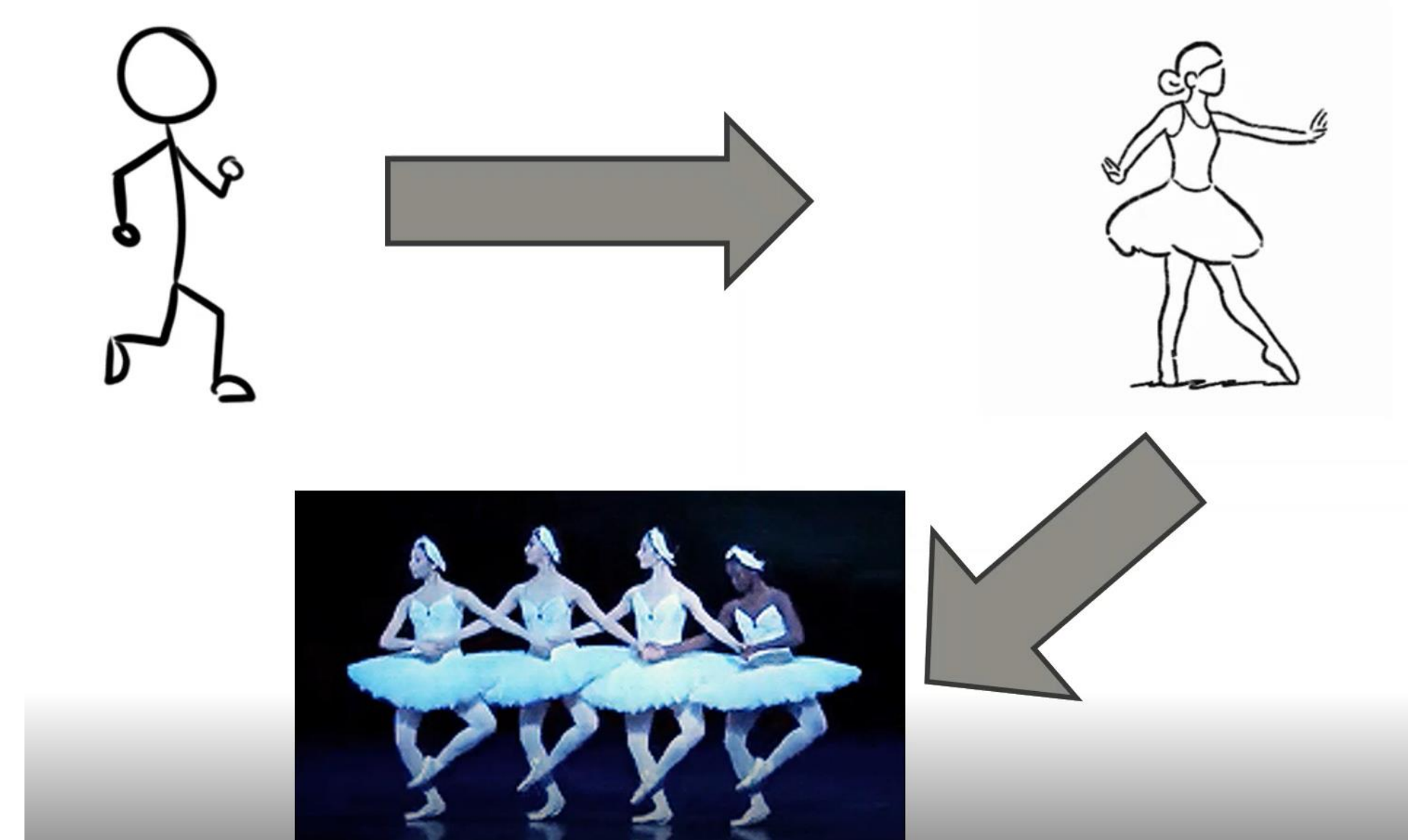
## Student testimonials

*"It allowed me to combine my passion for science/learning with my passion for inclusion advocacy."*



**Student creations allow them to use their skills in a new venue and build their portfolio** (Story written by A. Liao and illustration created by S. Pinault, Case Study for Pneumonia Miki Huang, Day 3)

*"It challenged me to create interactive study methods to help students, like myself, excel in their studies. .... it feels empowering to be a part of a project whose goal is to expand accessible learning."*



**Students create videos to teach and demonstrate skills with analogies/stories that have worked for them** Screen shot of the "Introduction to Critical thinking video" created by G. Sokhanran, S.J. Lam, and K.D. Go (In development)

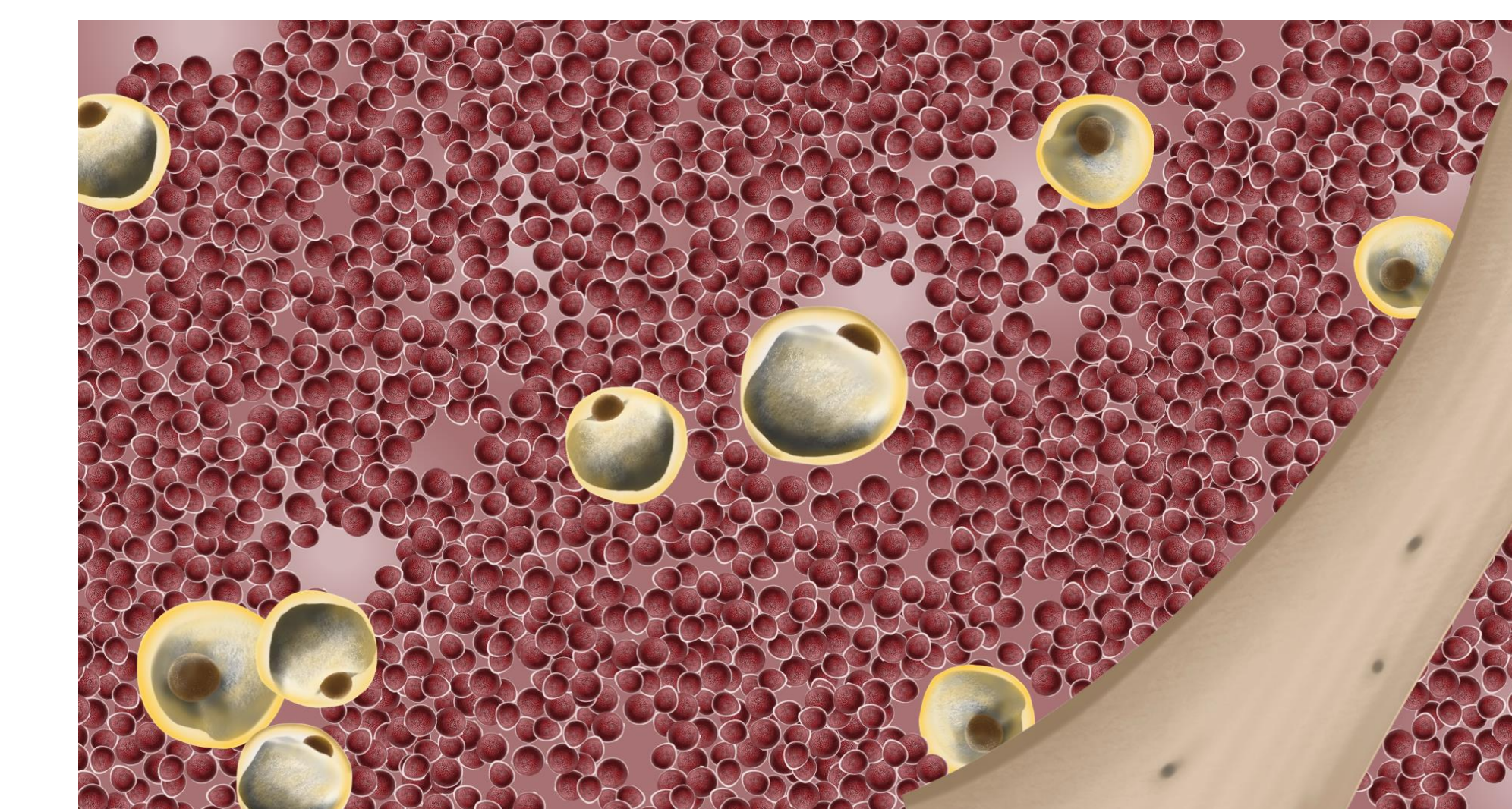
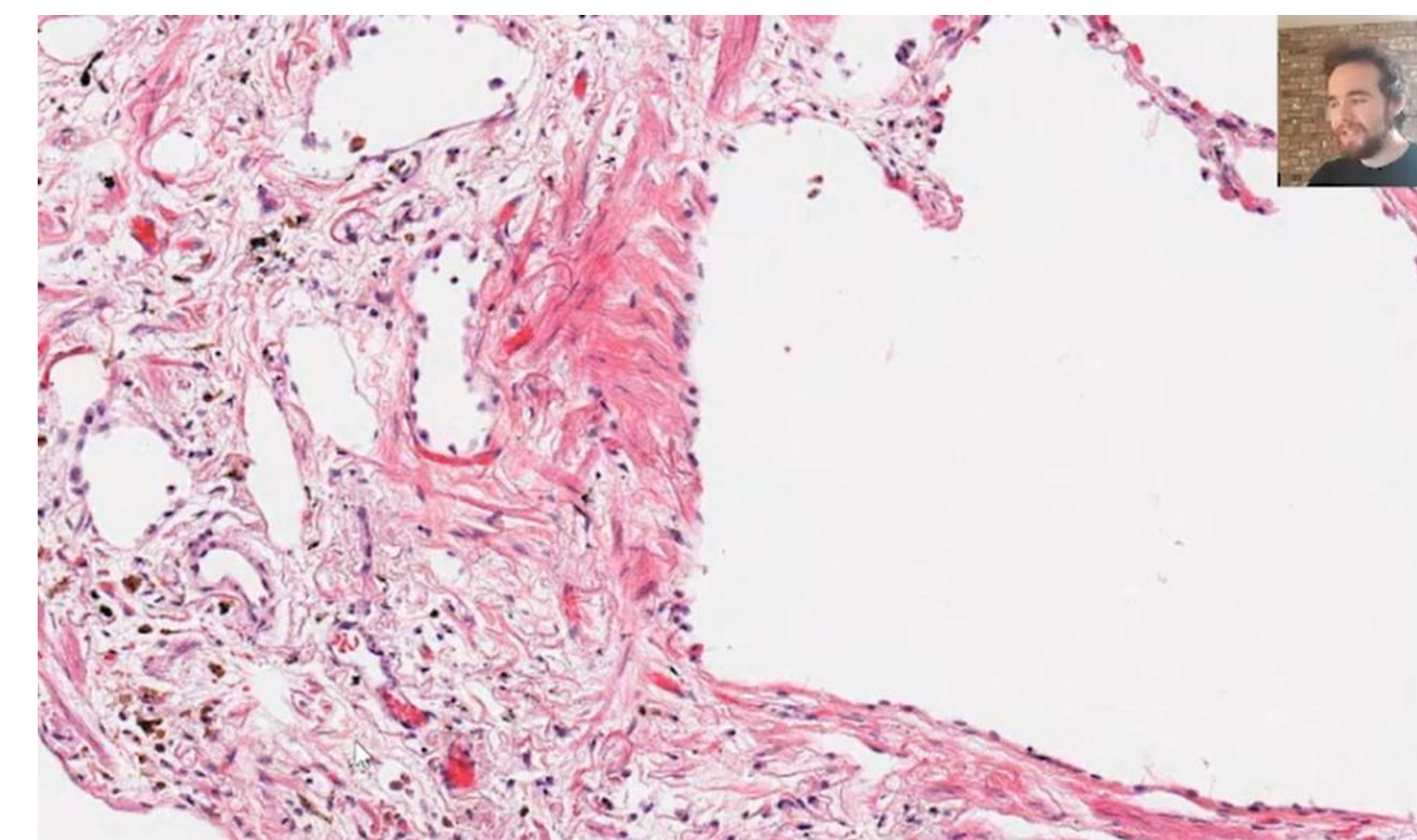
*"Another skill that I have reinforced is the ability to translate complex scientific concepts into accessible and engaging language."*

## Testimonials (cont'd)

*"As well, I believe that the Scientist Spotlights will spur the interest of students in the field of research"*

*"... an amazing opportunity to both use what I learned during my degree, as well as extend my knowledge and delve into topics not covered in my undergraduate classes... learning to present information to different audiences...opportunities to interact with experts were extremely valuable as a learner...considering different careers going forward, and the exposure I gained has definitely helped to shape my plans for the future."*

*"This role would be a great opportunity to use what I'd learned to give back to future students."*



**Students create videos that deepen their understanding and enable them to collaborate with peers and experts** Above: screen shot of the "Histopathology of Interstitial Pneumonia" video created by N. Stewart; Below: screen shot from the video "Leukemic Bone Marrow" created by S.T. Lam and S. Pinault

## (Results) Observed Student benefits

- Create engaging material that they would appreciate as a student
- Share a different perspective of a patient's experience with pathology (ESL, BIPOC, body size)
- Add to their portfolio/CV
- Interprofessional network with other institutions, schools, and programs
- Increased depth of understanding
- Develop their own pedagogical style
- Real life experience in clinical pathology
- Share personal 'lessons learned' to student readers
- A topic for medical education research

## Future directions

The authors are currently gathering data on this project's impact:

- Student readers engagement with OER (UBC-V & UBC-O)
- Benefits gained by student creators of this OER (UBC-V)
- Pros and Cons of faculty recruiting students to generate OER (UBC-V)
- And more!



## Reference

- <https://pressbooks.bccampus.ca/pathology>

## Acknowledgement

We gratefully acknowledge the financial support for this project provided by UBC Vancouver & Okanagan students via the UBC OER Fund Implementation Grants 2021-22 and 2022-23 and ALT2040 and UBCO IKB FoS CTIG

We gratefully acknowledge the financial support for this project provided by UBC Okanagan students via the Aspire-2040 Learning Transformations Fund.

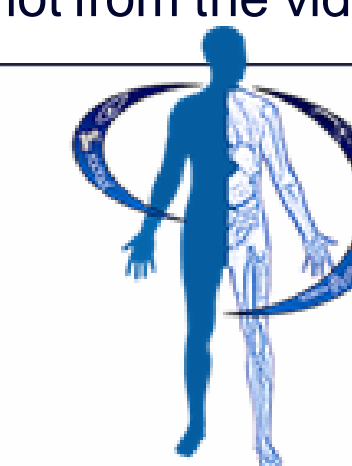
We thank our students who made this project possible



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