# A case study: Group-Based-Learning – the change driven by student voices

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# Group-Based Learning

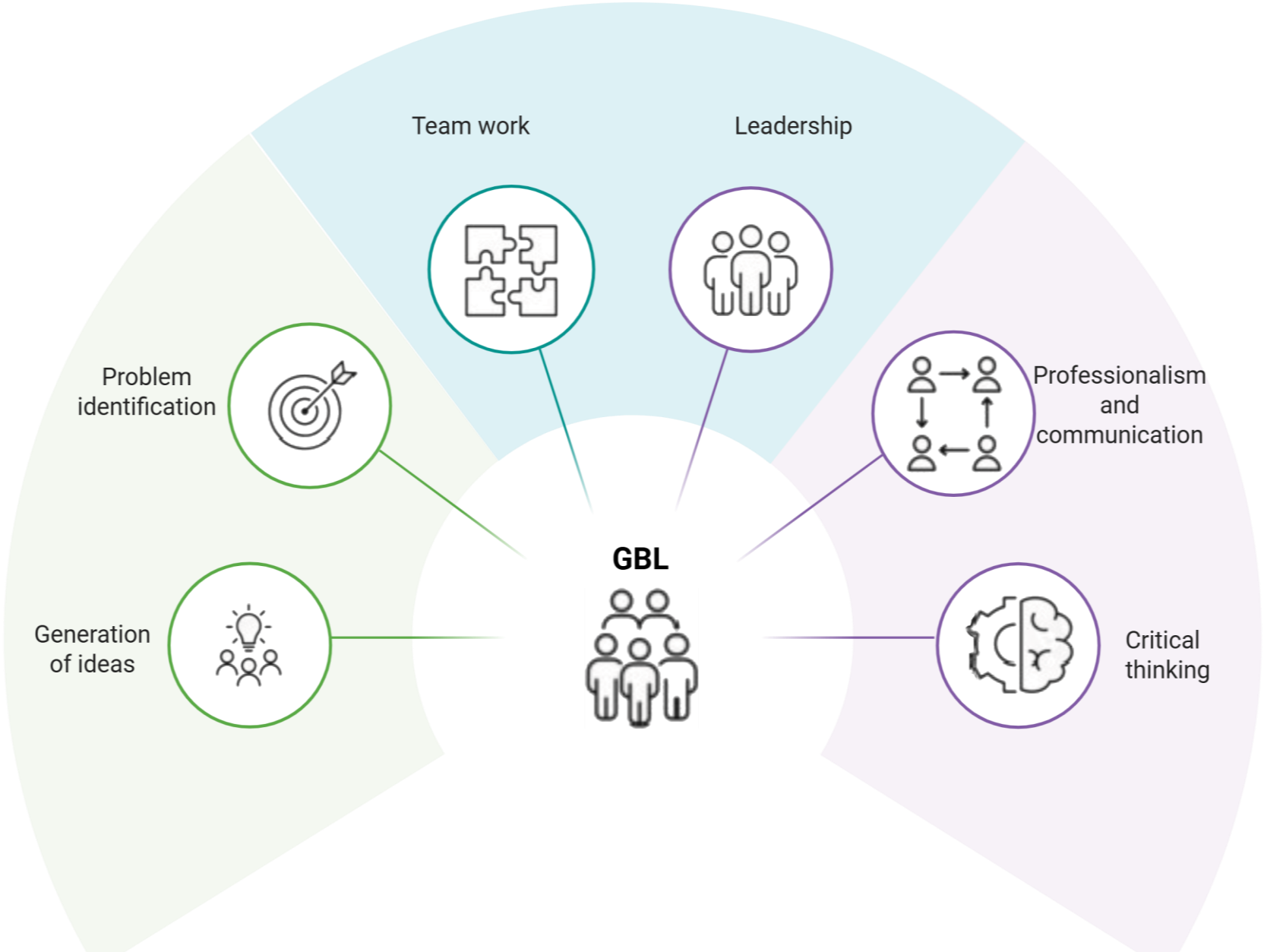
## Introduction

- GBL in the curriculum and in the classroom
- Changes in AY 2025-2026 to co-create learning
- Multiple modalities for students voicing feedback
- How "student voice" shapes GBL

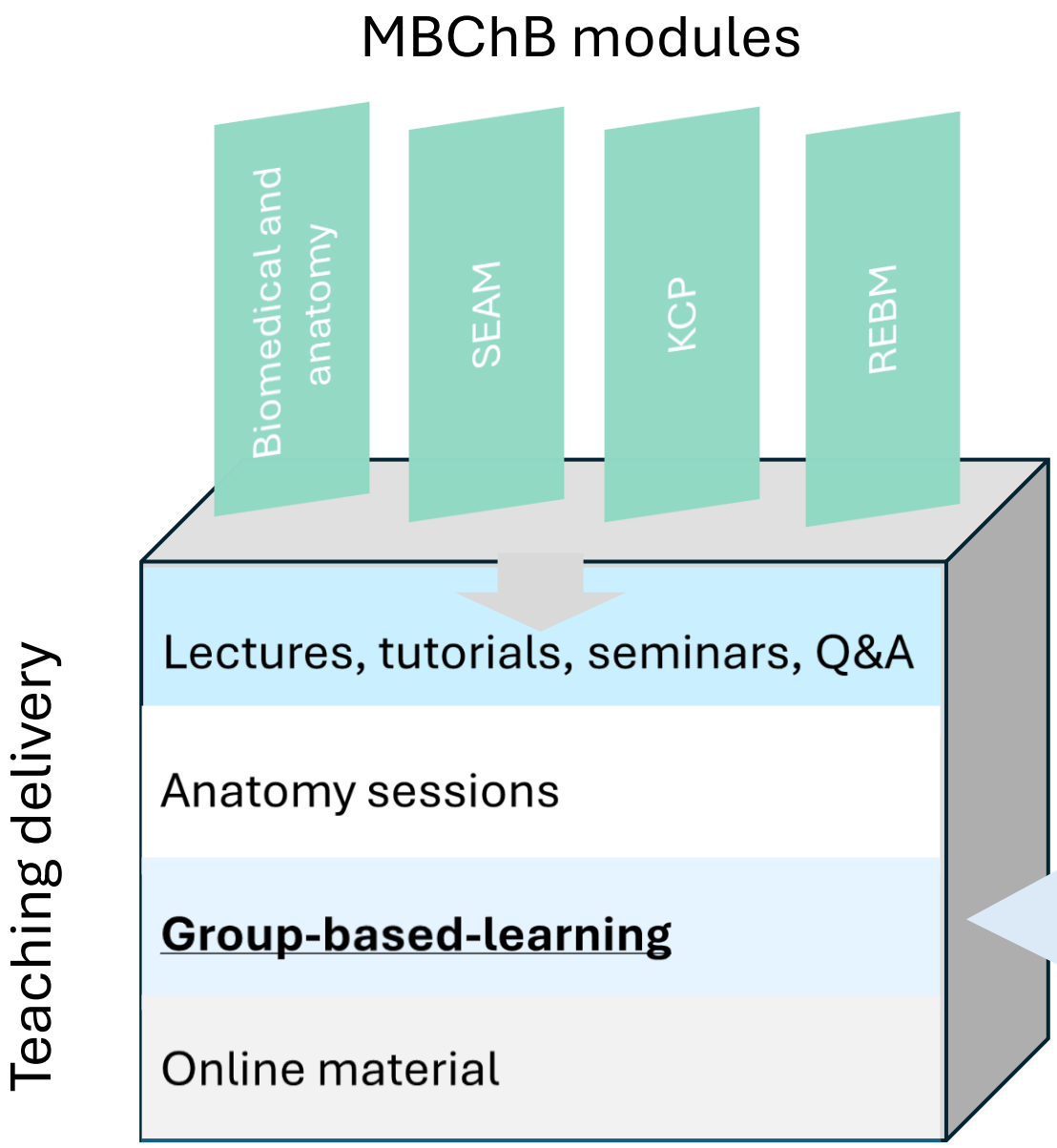
## Overall theme:

**This change** was driven by student voices, and its **impact** has been more prominent **student voice** adding value to GBL

# Learning Objectives and Values of GBL



# GBL in Pre-Clinical Years 1 & 2




24 GBL groups meeting over a year

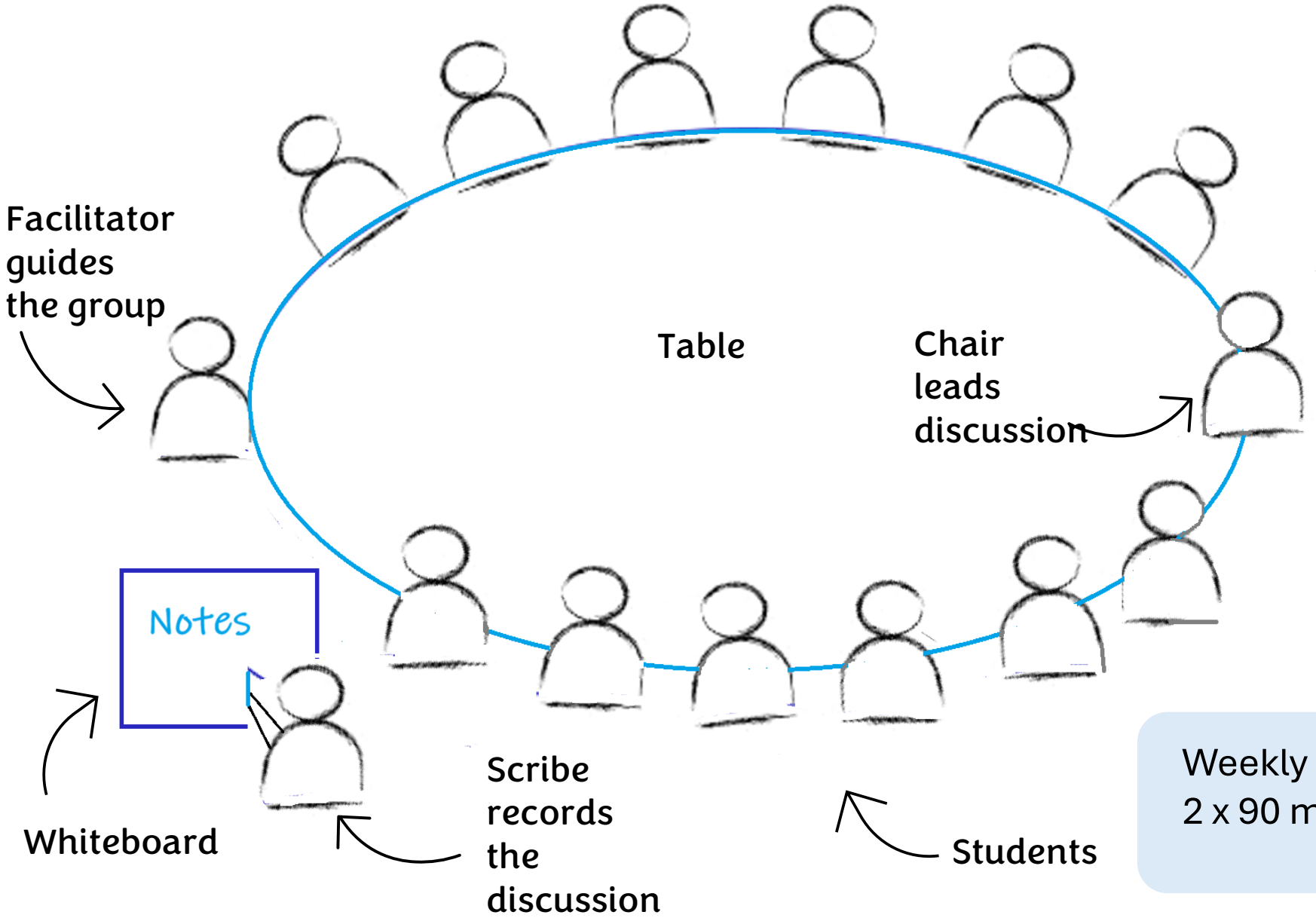
Semester 1:

- LOGO design case
- 7 clinical patient-centred cases
- Feedback case

Semester 2:

- 3 clinical patient-centred cases
- Reflective case
- DIY case creation

# Group-Based Learning in the Classroom




GBL group of

**12-14** students

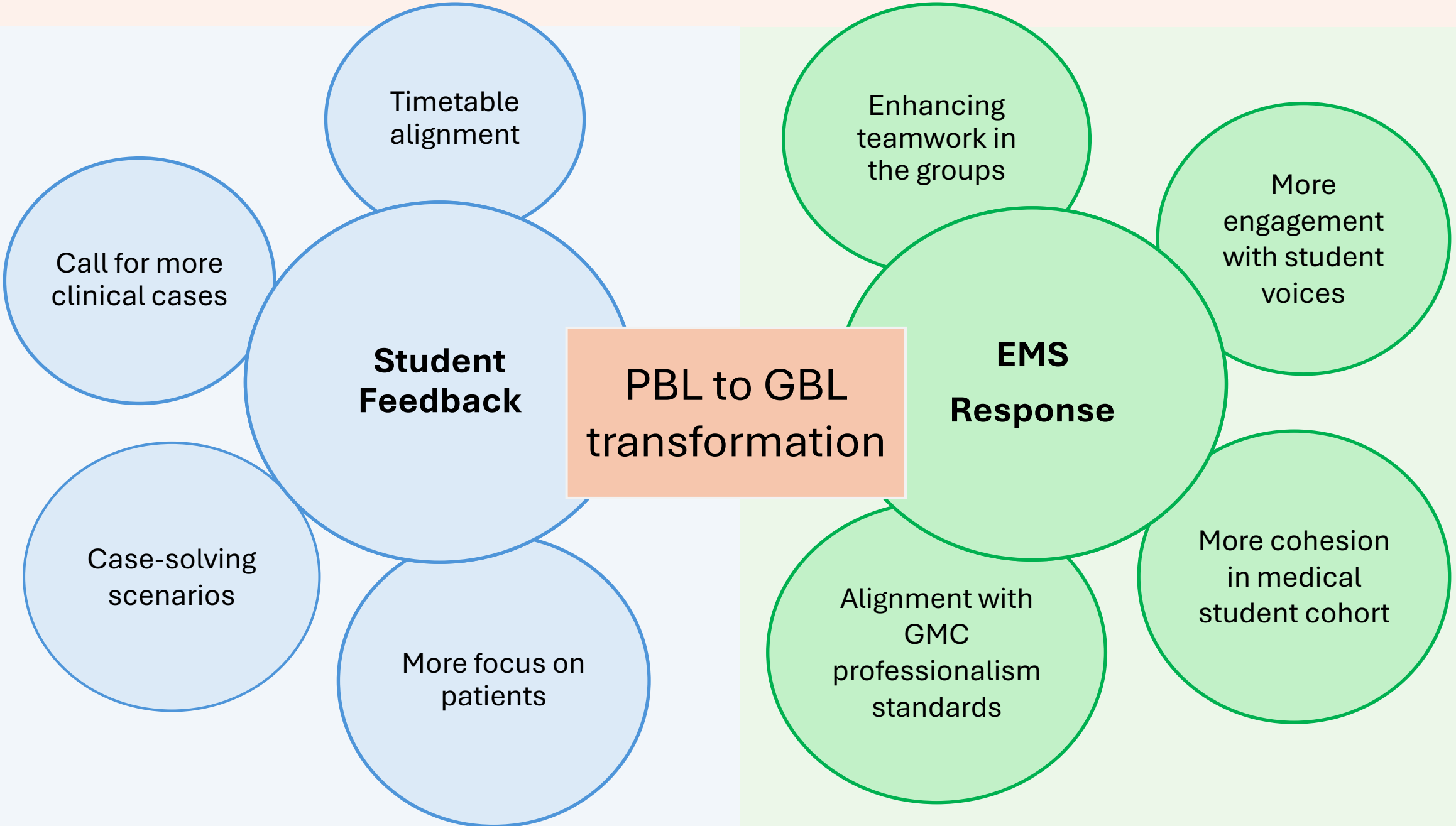
Case 1

- Patient scenario
- Multi-Disciplinary Teamwork
- Stepwise format

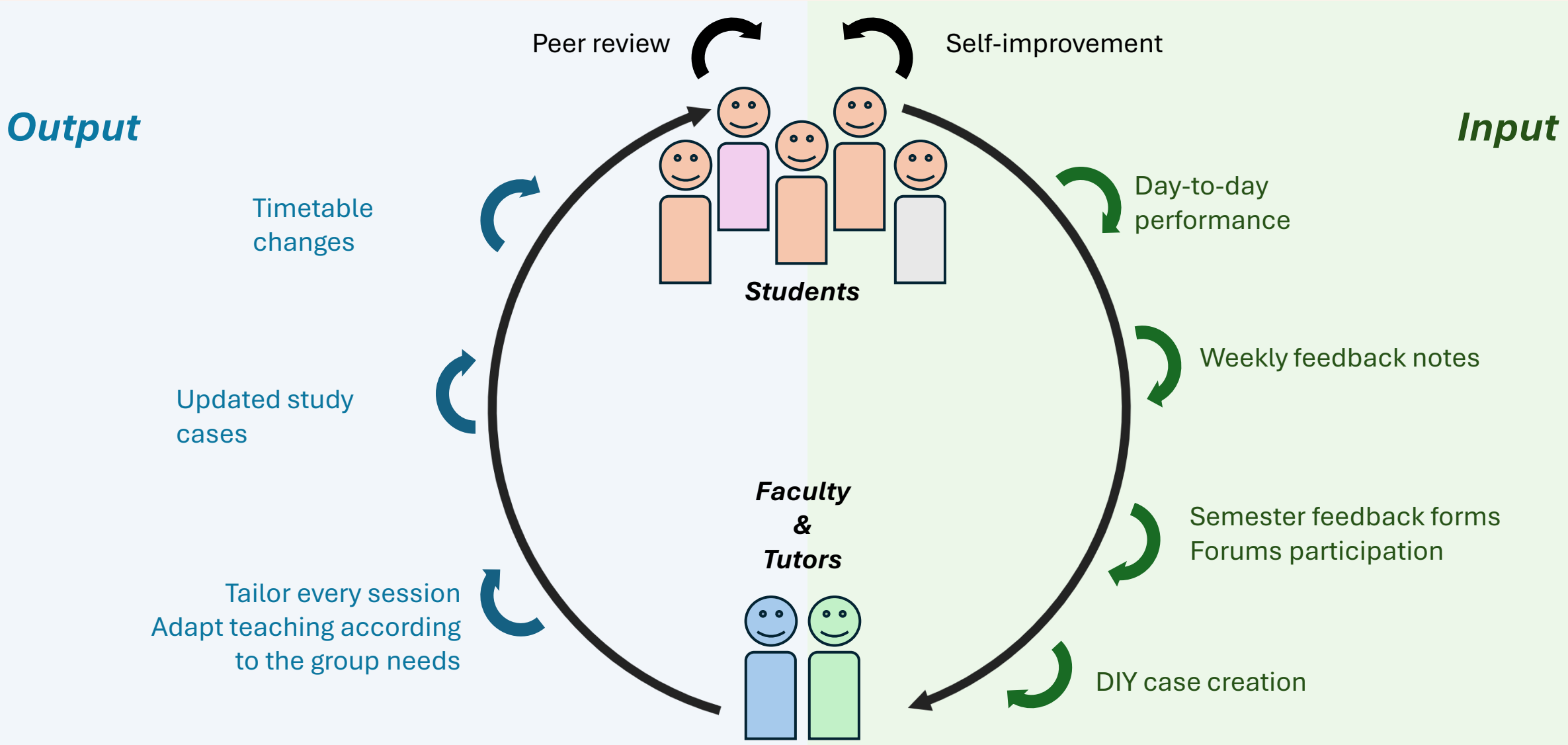
Learning Objectives

Weekly meetings
2 x 90 minutes Sessions

# Student Voice Driving Change



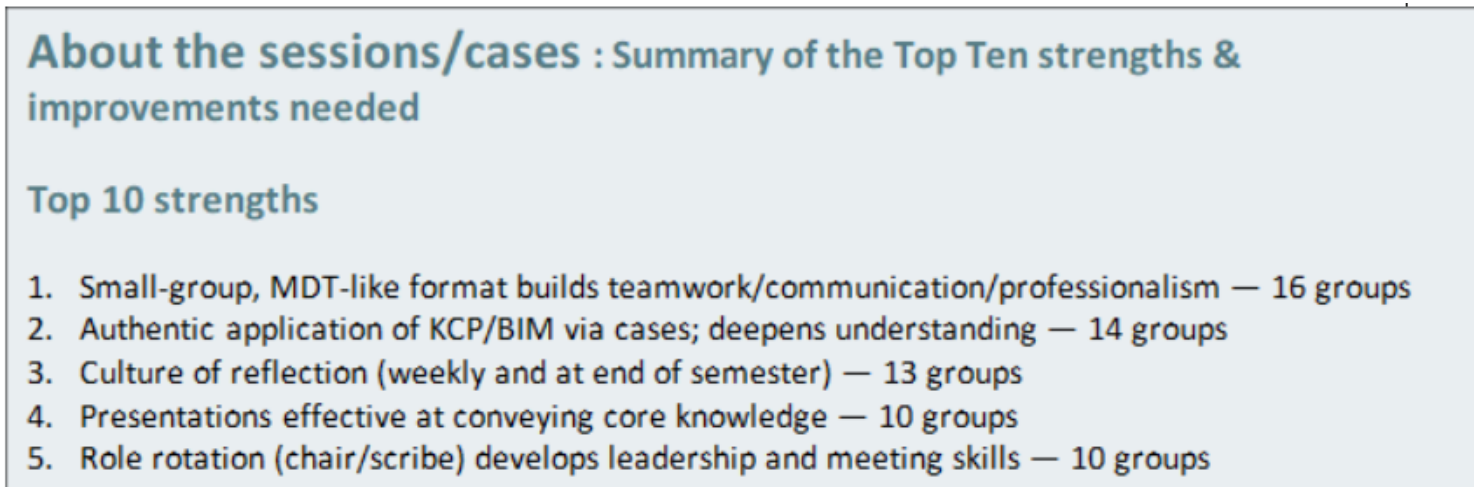
# Feedback Cycle throughout Semesters & Year



# ELM Analysis of Group Feedback

## Group Feedback Case

- Year 1 Semester 1 Dec 2026
- Feedback collected from students' responses to questions
- Information collated from 24 groups' feedback
- Analysis generated in Edinburgh Language Model (ELM)



**About the sessions/cases : Summary of the Top Ten strengths & improvements needed**

**Top 10 strengths**

1. Small-group, MDT-like format builds teamwork/communication/professionalism — 16 groups
2. Authentic application of KCP/BIM via cases; deepens understanding — 14 groups
3. Culture of reflection (weekly and at end of semester) — 13 groups
4. Presentations effective at conveying core knowledge — 10 groups
5. Role rotation (chair/scribe) develops leadership and meeting skills — 10 groups

## Top Strengths of GBL

1. Small-group, MDT-like format builds teamwork/communication/professionalism – 16 groups
2. Authentic application of KCP/BiM via cases; deepens understanding – 14 groups
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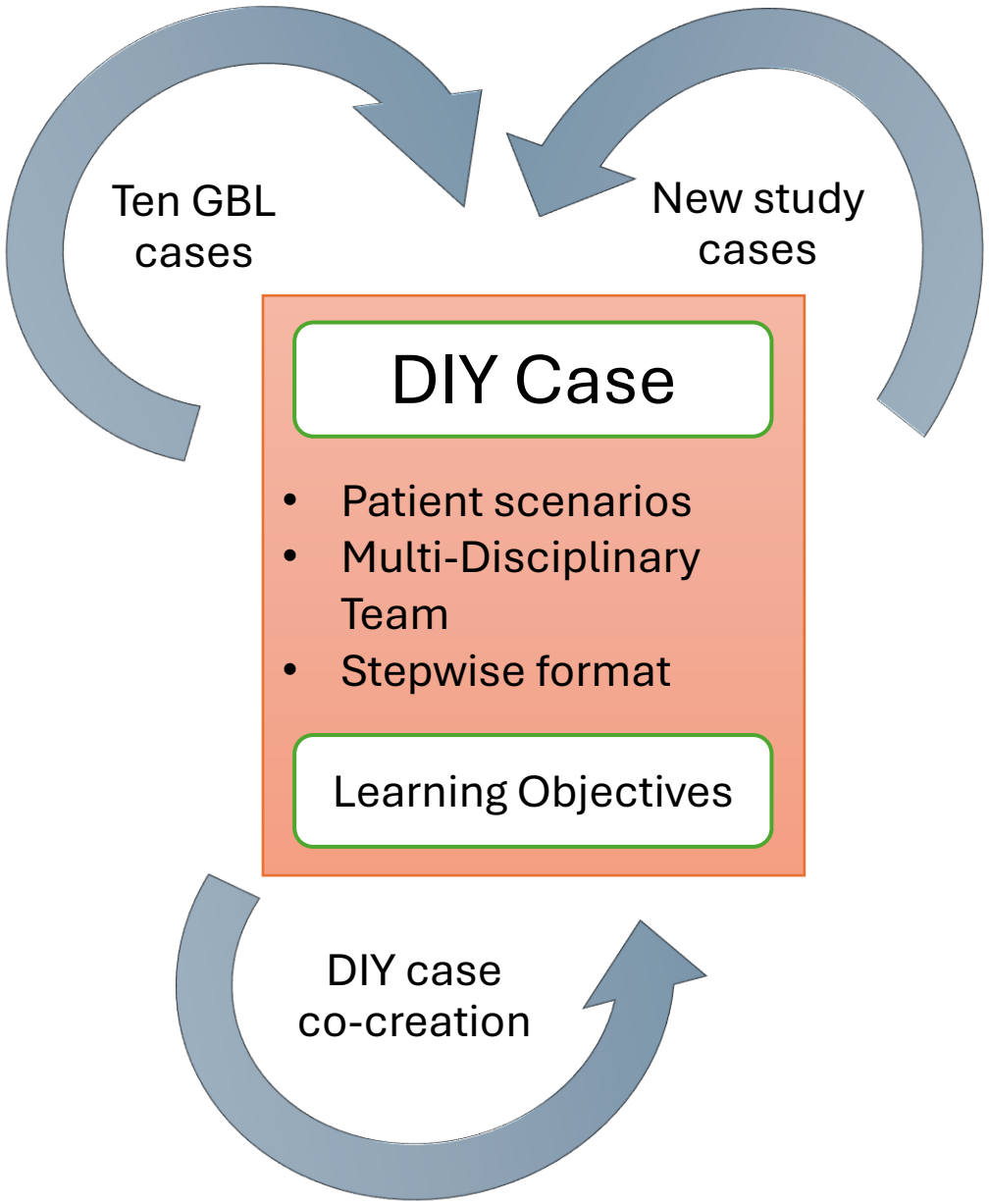
# DIY Study Case: Culmination of Feedback Process




What students do in the DIY case:

- Asking "What makes a good study case?"
- Reflecting on GBL experience over the year
- Applying knowledge from the curriculum
- Collaborating in creating their own case

Output:

- New student cases more complex than set cases!
- Novel feedback not otherwise available
- Empowered “Student Voice” through co-creation

# GBL Power of Student voice

- **Student voice** is empowered through…
  - Reflexive practices
  - Negotiating with peers and facilitators
  - Writing reflective accounts individually and as a group

- Feedback is…
  - Guiding curriculum development
  - More **relevant** & **robust** as more people are shaping GBL

# Key Takeaway Messages

GBL provides:

More **flexibility, variety and opportunities** for students to share their views

More **engagement** between students, facilitators, administration and senior faculty

Alignment with GMC standards to support **teamwork, communication and professionalism**

# Acknowledgements and Resources


- Thank you to all EMS **Medical Students**!
- To Dr Prost for allowing use of the ELM Analysis (EDINA, 2025 https://elm.edina.ac.uk/) and guidance on GBL course feedback and review process
- Prof Fairhurst, MBChB online information: What you will study | Edinburgh Medical School | College of Medicine and Vet Medicine
- PBL McMasters article: V.F.C. Servant-Miklos / Health Professions Education 5 (2019) 3–12


Thank you!