

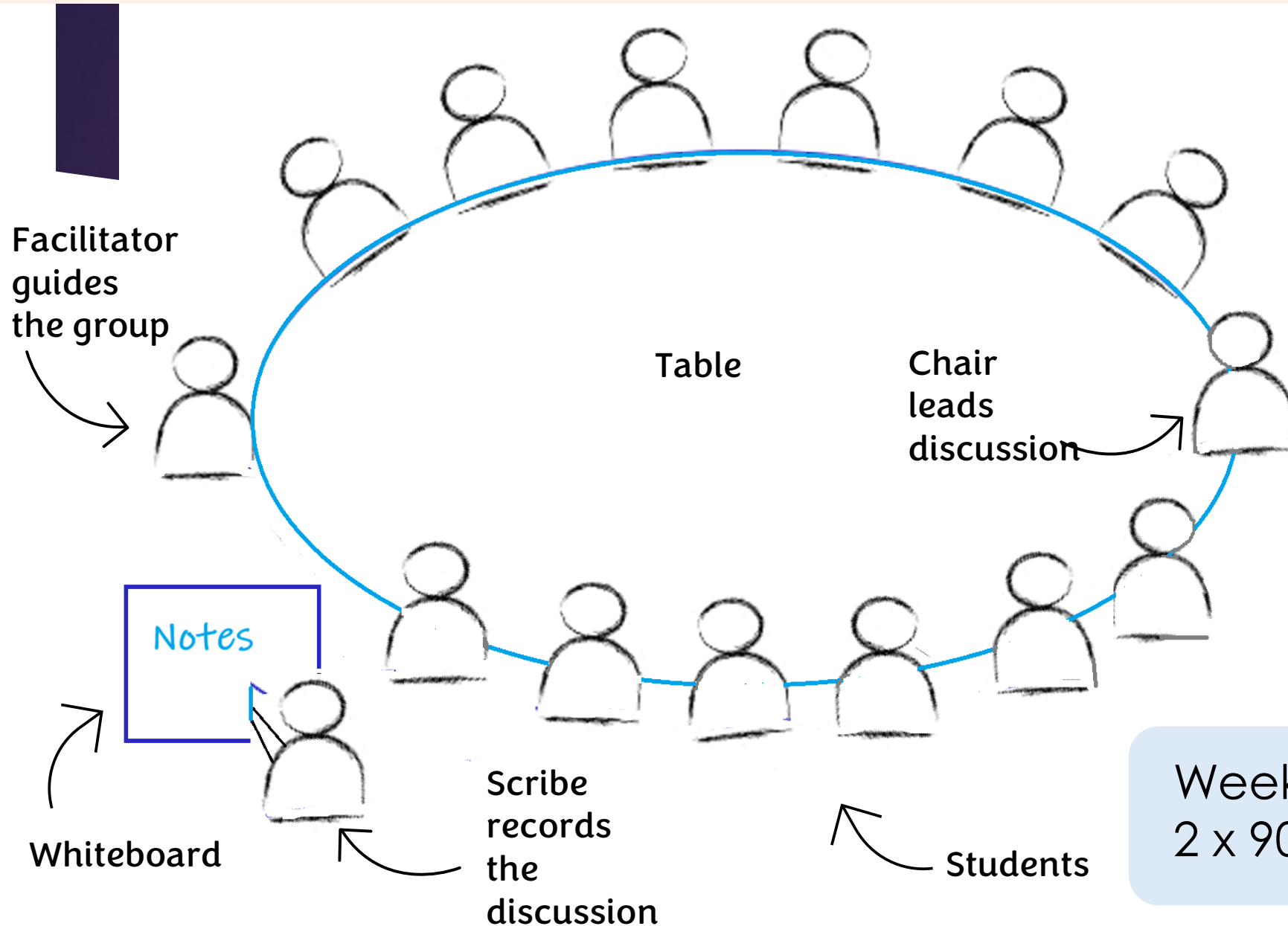
Students Co-Creating GBL Spaces to Voice “Unconfident Ideas”

- ▶ **Presenting team:** Amelia Johnson, Máté Novák, Lauraine Vivian.
- ▶ **Co-authors:** Cassandra Chua, Anna Crewes, Sean McLaughlin, Sam Hoare.
- ▶ ***Navigating and creating spaces for critical Student Voice***
- ▶ University of Edinburgh 8th Teaching and Learning Conference - 16th June 2026

Co-creating Year 2 GBL in MBChB - Lauraine

- ▶ Lauraine's PgCAP qualitative research described the perspectives of 5 second year MBChB students on the faculty's new group-based learning (GBL) of clinically based cases in MBChB years 1&2.

Group-based learning classroom format



GBL group of
12-14 students

Case 1

- Patient scenario
- Multi-Disciplinary Teamwork
- Stepwise format

Learning
Objectives

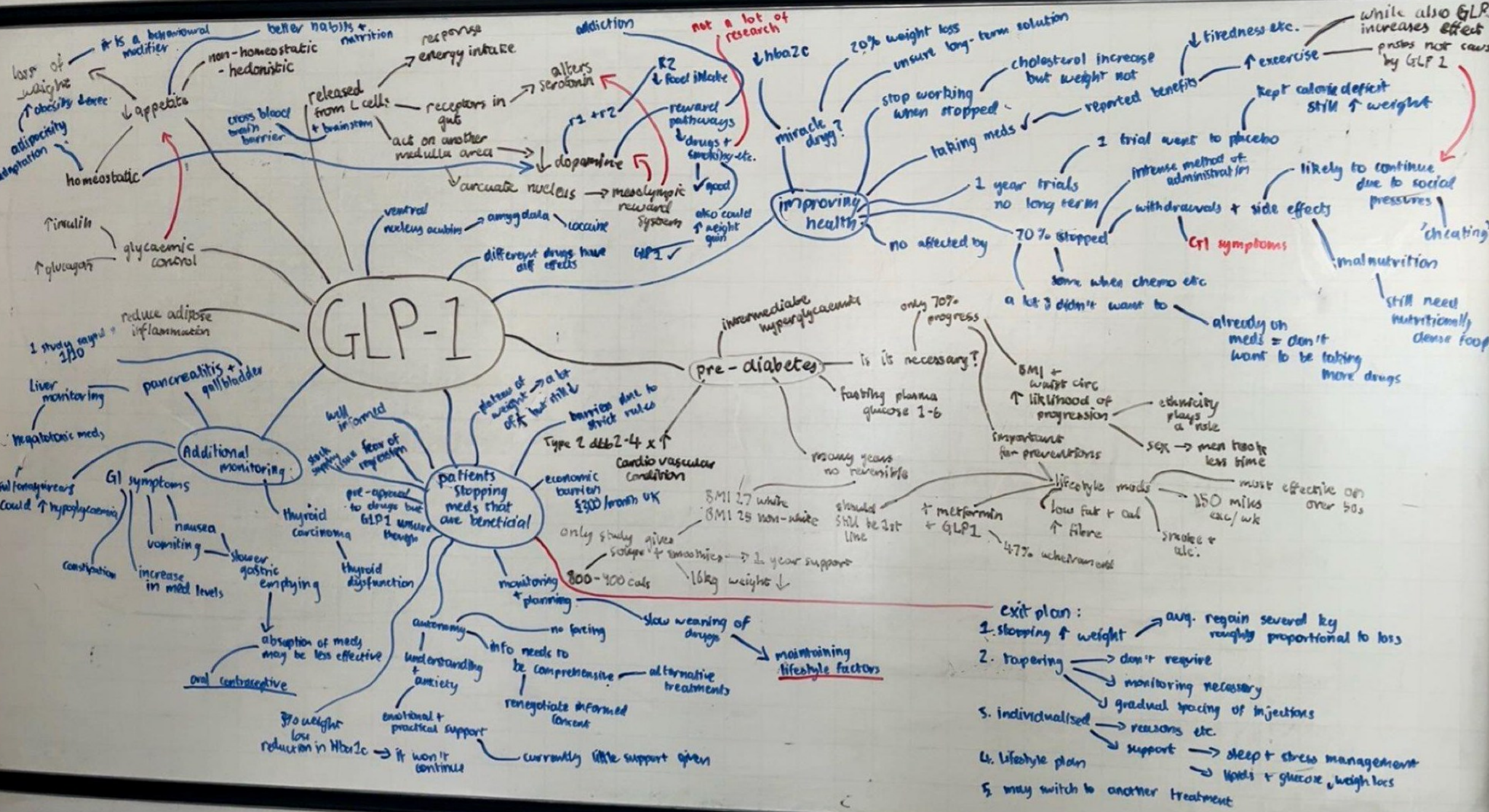
Weekly meetings
2 x 90 minutes Sessions

Group-based learning (GBL) - Amelia

→ Transformed Spaces

- ▶ The GBL contextual space – meaning and process.
- ▶ Cases focus on “common disorders” prompting discussion around pathophysiology and treatment, as well as social and ethical factors
- ▶ Flexibility allows individual groups to transform the session into a style that best furthers their understanding
 - ▶ Debate vs Discussion

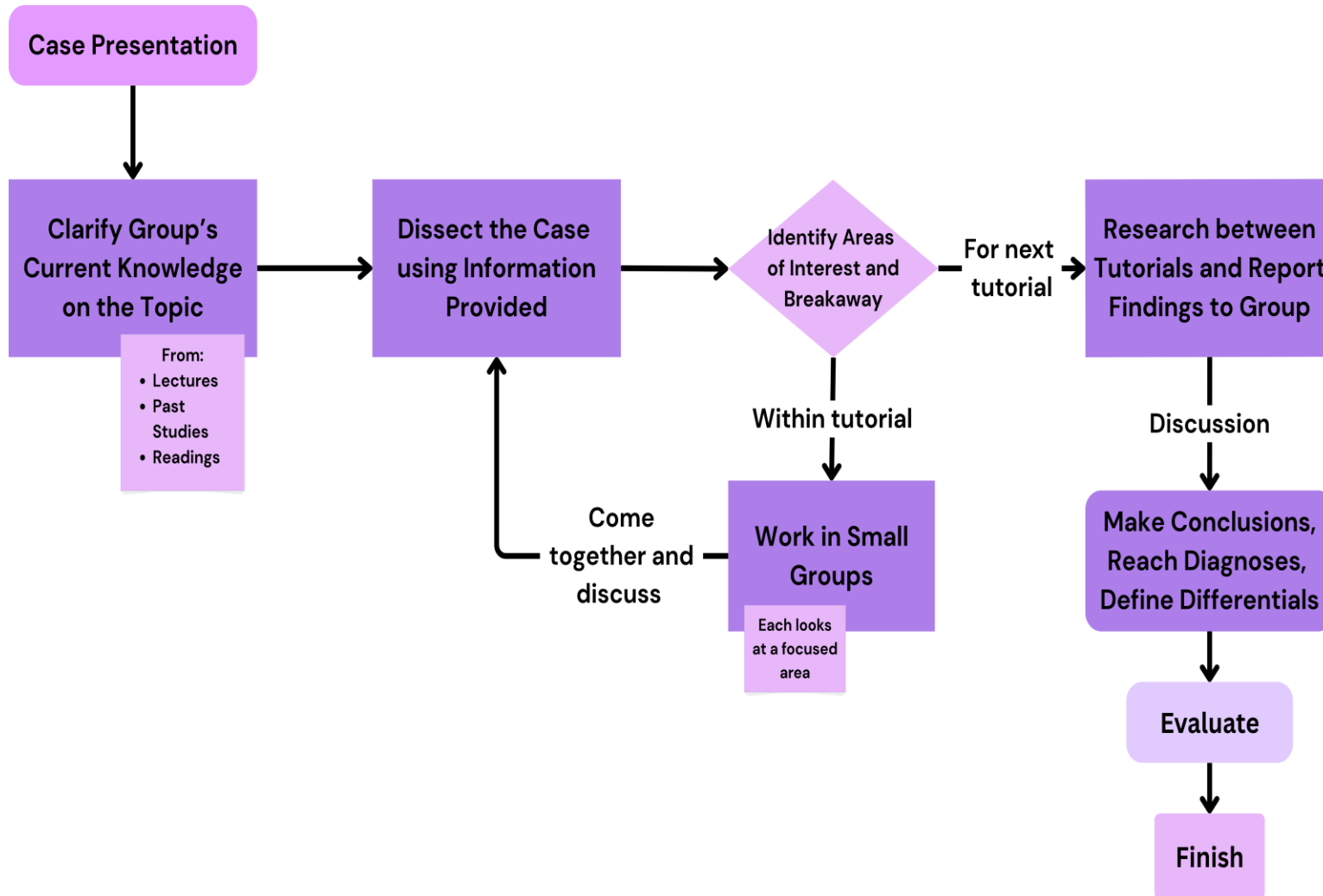
GLP-1



Unconfident Ideas - Máté

- ▶ GBL allowed students to create a supportive space where we feel safe working through “unconfident ideas”.
 - Unconfident $\neq$ Incorrect
- ▶ Over time, more comfortable with being uncertain.
- ▶ Students have different ideas that establish a shared knowledge base.





Dynamic Dissection - Máté

Creating a dialogue - Amelia and Máté

Bouncing
ideas

Evaluation

- ▶ In concluding our presentation, I would like you to reflect on one aspect of the discussion that you found most useful.
- ▶ Amelia
- ▶ Máté
- ▶ Lauraine
- ▶ **Thank you**