Our teaching innovation group has developed a reflective pedagogical approach, called "Weekly Reflection Papers (WRP)" for improving the learning environment as a contribution to the integral formation and meaningful education of the students. Evolution of the starting methodology led us to create a more valuable and precious teaching strategy named "Guided Weekly Reflection Papers" (GWRP). This adaptation encourages the students to solve some questions or problems proposed by the lecturers, to find solutions to situations of the real life. Recently, new items have been incorporated to help students develop abilities and competencies in the framework of information literacy.

The engagement and response of the students vary with the type and level of studies, and even within the same subject change from year to year. We can affirm that the large majority of our students start developing skills to be able to identify, situate, evaluate, and successfully use the information literacy for completing the GWRP.

CONCLUSIONS

- The reflective exercises would help students to work on clinical skills and transversal competences such as writing appropriate scientific reports, communication of data, clinical case-solving and clinical diagnoses (DMU).
- This teaching pedagogy may help students be more self-aware of their learning strengths and weaknesses, which in turn could impact on their final learning performance and marks (UAH).
- The creation and introduction of reflective exercises requires a considerable amount of dedication and time for the academic team.
- The results obtained are quite different for each subject.
- The teacher engagement and commitment in this innovative pedagogical approach is a key factor to improve the teaching-learning process and indicates that teachers with high levels of dedication show more desire to obtain greatest successes in achieving the teaching-learning goals.

Opinion of the participant students

I am currently doing Dr Mark Evans’ question for Monday and have a lot of other work that needs to be done this week too and am finding it really hard.

Thank you very much for the clear information and description on my paper. I have read through and made some amendments as commented. Would you like me to re-send you the answer please?

I’m glad I’ve done it to be honest! I will do the rest soon.

"Thank you very much for the feedback!"

Be aware of the usefulness of the knowledge acquired in the real life and in their professional future.

The development of the GWRP tool at the University of Alcalá has implied the adaptation of the strategy to the characteristics and expectations of the students belonging to different degrees, subjects and levels.

The De Montfort University (DMU) in Leicester (UK)

GWRP at the De Montfort University (DMU). Course 2014-2015

A chronic asthmatic patient treated appropriately with theophylline developed a severe chest infection; he was prescribed erythromycin and later presented to her GP complaining of tachycardia and dizziness. A concentration of 140 mmol/L was found in his plasma.

The role of theophylline in the treatment of asthma

Therapeutic range of this drug

The theophylline result

Therapeutic range of this drug

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