Background
Students at the University of Liverpool often struggle with the volume and complexity of knowledge and learning skills required to master veterinary pathology.

Many students rely on learning lists and rote recall, limiting themselves to surface learning.

Games as a solution?
Games create an active learning environment, meeting key learning functions: enhanced problem solving, providing immediate feedback and encouraging systemised thinking and deep learning (Gee, 2007; Oblinger, 2004; Croco et al., 2016).

Flexible play
- Play cooperatively
  - Initial learning
- Play competitively
  - Testing knowledge
- Adjust difficulty
  - Start with fewer dice
  - Expand the system
  - Add dice to build layers of knowledge e.g. cell type
- Adapt to other subjects

Planned evaluation
Year 3 students, preceding exams
Case/control approach
  - Performance in a revision quiz
  - Observational analysis of game play

All students given opportunity to play game after quiz and before exams
Full cohort questionnaire following exposure to game