Welcome to the ViEW Newsletter
Number 4.1
June 2012

Veterinary Education Worldwide

ViEW represents a community of individual scholars committed to excellence in veterinary education worldwide. ViEW is a not-for-profit organisation which brings together colleagues involved in veterinary education, and shares ideas and experiences with those from allied disciplines such as medicine, dentistry, and nursing. For more information, and to join, please go to www.veteducation.org.
The President’s View

It seems that everyday I read something about the use of technology in veterinary and medical education. There are continuous queries about using technology on medical education list-servs, with countless tips given. Technology use spans across large classrooms, small group learning activities, simulations, and clinical environments. Learners can now carry tomes of information in the palms of their hands, and communicate with their peers, faculty, staff, preceptors and even clients via email, twitter, facebook, skype, mobile phone texts and phone calls, and still occasionally face-to-face.

Technological enhancements and evolution are inevitable. Technology directly impacts what and how learners learn. Therefore we as educators have a responsibility to embrace it and move our curricula forward in ways that maximize its efficiency of use, and also its ease and functionality in both classrooms and clinics. Instead of debating whether to use technology in education, we are moving into an era where we are questioning and demonstrating best practices for its use. It is indeed an exciting time for educators and learners alike.

As we plan ahead to AMEE 2012 in Lyon, let’s reflect on ways that we currently use technology in veterinary education, and think of ways that we still need to explore. The ViEW Pre-Symposium workshop will focus on technology-based educational methods. It will be a wonderful beginning to AMEE where I am sure that technology once again will be showcased.

If you will be travelling to Lyon, I look forward to meeting you. The ViEW Annual General Meeting will be held during the lunch hour on Monday, August 27. And our annual dinner will be held on Tuesday evening. The location will be announced during our meeting on Monday.

Also, please bring your ideas and suggestions for moving ViEW forward, and supporting you in all your educational activities. I look forward to seeing you soon.

Best regards,

John Tegzes, ViEW President
Western University of Health Sciences, LA, USA

In this issue...

We have a range of short reports on projects and educational initiatives followed by a brief summary of some upcoming events. There are some really interesting pieces and I would like to thank those who have sent them in. We also have a great ‘summer of conferences and workshops’ to look forward to and these are summarised in the second half of the newsletter. Who would have believed it when a few veterinary educationalists gathered for a workshop before AMEE in Edinburgh in 2004 and formed ViEW, that the world of veterinary education would have so many exciting events for us all to chose from, where we can share our ideas, innovations and best practice. The autumn ViEW newsletter will include reports from these conferences and the veterinary abstracts from AMEE.

ViEW Newsletter Editor: Sarah Baillie, School of Veterinary Sciences, University of Bristol, UK
Educational Initiatives and Project Reports

Development of a new approach to gathering student feedback

For several years now, staff and students at the University of Liverpool School of Veterinary Science have expressed dissatisfaction with the use of on-line surveys to collect feedback on course organisation and teaching, with the most common complaints being the very low response rates and lack of useful qualitative data (from staff) and the “tick-box exercise” format (from students). Some members of staff still used paper surveys, administered at the end of a teaching session to a “captive” audience, but this brought added problems of excessive paperwork, and the feeling that students just completed these without much thought, so that they could “escape”!

The curriculum development group, who were developing a completely new BVSc curriculum, thought seriously about using focus groups for feedback, with the idea that these would be facilitated by “near peers” (eventually), and by student representatives (in the initial phase). Around the same time, those responsible for the teaching on clinical rotations had approached the University's Educational Development team to request help with developing a new approach to rotation feedback. An initial meeting was held to discuss the purpose of the evaluation, agree on the questions to be asked, and explore the way that data would be collected. It was decided to run focus groups, facilitated by two members of the ED team during the pilot phase. These were scheduled to take place in May and June 2012.

The student evaluation cycle

1. Set out purpose
2. Agree what questions to ask
3. Agree on method (focus group)
4. Conduct of focus groups
5. Compiling draft report
6. Draft report sent to students for confirmation
7. Production of final report
8. Circulation of report to staff
9. Presentation and discussion of report
10. Action & feedback to students
List of questions

1. What aspects of the rotation best facilitated your learning?
2. What aspects of the rotation inhibited your learning?
3. What aspects of the rotation caused the most stress/anxiety and did this stress/anxiety worsen or lessen as the rotation progressed?
4. Additional Specific Questions – subject based
5. Can you suggest one or two different ways in which the rotation could be improved?
6. How did this method (focus group) work for you, especially in comparison with past surveys?

A first staff debrief was held soon after the first focus group meetings. The quality of feedback received on each rotation block was very high, with constructive suggestions offered in response to the question on suggested changes.

Feedback on the process, following the first round of focus groups, was positive in terms of the independence of the facilitators. From the outset, it was agreed that it was important that students would receive feedback on their feedback, and this was confirmed during the focus groups. When students were asked about the process used, they reaffirmed the importance of staff responding to their feedback and seeing some attempts to make changes, following the initial meetings. Staff took the decision to respond immediately by e-mail to the whole year, to outline planned changes that can be implemented in the short term, and to explain why some aspects cannot be changed at the moment.

Further analysis of responses will be carried out following the next round of focus group meetings.

Carol Gray, Tunde Varga-Atkins, Trish Lunt
University of Liverpool
Establishing a center of excellence for teaching in veterinary medicine funded by the Volkswagen Foundation and the Foundation Mercator

The University of Veterinary Medicine Hannover (TiHo), together with seven partners, leads the nationwide initiative "Bologna - The future of teaching" with funding of €742,000 from the Volkswagen Foundation and the Foundation Mercator. The project involves the construction of a "competence center for e-learning, didactics and educational research in veterinary medicine". Veterinary schools in the German-speaking countries from universities in Berlin, Giessen, Leipzig, Munich, Bern, Zurich and Vienna are all involved in developing the teaching and learning center of excellence. The central aim of the project is that veterinary education and training is improved. The curricula at individual sites are quite different in some areas e.g. the practical clinical training is organized towards the end of the course. The project partners will share experiences of their curricula and share successful ideas between each other.

The first part of the project involves some research into veterinary medical education at all the participating universities, which is being evaluated with the aim of improving veterinary teaching. In addition, high-quality educational research will be established as a basis for training programs and as part of the ongoing improvement process. A further target is that the participating universities want to establish long-term cooperation in the field of teaching and support continuous improvements of the quality of veterinary education in Germany and other German-speaking countries. Dr. Jan Ehlers, veterinarian and educationalist, has already conducted the e-learning consultation at the TiHo. He is also the head of the competence center and says: "After successful pilot projects, we are starting the first comprehensive joint project in veterinary medical education. This shows the importance of a high quality education for the veterinary schools."

While this is a joint project for all the participating institutions, the advisory and training services of the centre of excellence will take place locally and will reflect the focus of each participating university - which will in turn be free for members of all the other partners. The initiators and participants are sure that in a short time a comprehensive and sustainable improvement in the quality of veterinary education will be achieved.


Jan Ehlers Stiftung Tierärztliche Hochschule (TiHo), Hannover, Germany
THE BROOKE VETERINARY DISCUSSION FORUM

As part of the Brooke’s ongoing efforts to provide technical veterinary support to our vets working in developing countries the Brooke Veterinary Discussion forum was started up on 30th March 2012. Our successful moodle site provided the platform for the forum and it has proved an unqualified success with over 2231 hits since it began.

The idea was conceived to provide a method for all vets to have better access to context specific support at times when the UK is still sleeping. On 22nd May a vet from Nepal posted photos from a difficult and urgent case he was struggling to diagnose and treat. By the time we had arrived in the office he had already had suggestions from vets in Pakistan and Jordan on what he should do next.

This is a fantastic example of someone receiving advice from vets working in similar areas and with similar challenges; a far more relevant place to be receiving advice from. Encouragingly, senior vets who have previously had more access to Brooke online resources such as the VetWiki (an online wiki style working equid specific handbook), have been citing this as a source of further information to other forum users, thus linking all our learning resources and disseminating them wider than one team can hope to.

The forum also acts as a vital learning platform for all Brooke vets. Many work in volatile areas and receive little face-to-face teaching and learning opportunities. The forum acts as a peer learning
Those vets who have attended recent international workshops are encouraged to start new discussions around their learning so information that originally was passed to just 7 or 8 vets filters out to a wider audience.

Discussions are not limited to cases people want help with. They have ranged from treating wounds with honey, to drug efficacy in trypanosomiasis, to experiences caring for older donkeys in a working equid context. The only rule on the forum is that there is no right or wrong discussion with everyone’s opinions respected. This has been absolutely upheld by all participants and discussions are now being taken beyond simple veterinary learning to more complex threads around animal welfare and equine stress.

Laura Skippen, John Harvey, Tamsin Fussey, Josep Subirana The Brooke Vet Team
Best Evidence Veterinary Medical Education (BEVME) – A Dialogue

Success in the 21st Century will be dependent on one’s ability to learn and to thrive through change. Substantial changes have been taking place both within business and Veterinary Education and the BEVME community offers a new way to look at veterinary education and CPD.

“BEVME – A Dialogue” is a three year, practitioner led initiative that aims to bring together stakeholders from all aspects and stages in Veterinary Education to provide constructive solutions for the future. To register an interest/join the group just register online at http://www.surveymonkey.com/s/BEVME. (2 Minutes)

Recruitment is currently at the halfway stage with about 2,500 veterinary GP’s/practices as members. To date, two veterinary universities have indicated their support and we are hopeful that at least another couple will follow shortly. Greatest interest has come from corporate practices that seem quite open to the new ideas presented together with quite an “action” orientation with regard to getting involved. Recruitment of veterinary organisations will take place during the summer and finally existing CPD providers will be invited to join in autumn 2012.

The BEVME Group operates as a virtual Community of Practice (COP) offering knowledge, resources and collaboration and using a Systems Based approach, we focus as much on the relationships as on the factual stuff because we believe relationships nurture learning and learning nurtures wellbeing. In addition, we focus on Positivity because our wellbeing depends on it and Solutions because they are a lot more interesting and worthwhile than the currently prevalent Problem bias.

Benefits
Participation is entirely at the discretion of the individual and there are no costs involved. You can make as much or as little of your membership of BEVME as you wish.

E Newsletter
Each month you will receive an E-Newsletter, this contains a range of articles on a variety of subjects relevant to Continuing Professional Development, news of what’s happening within BEVME and the odd bit of humour. There are opportunities to get involved or you can just be informed.

Articles
We have available a broad range of articles centred around what it is to be a veterinary professional and the thinking skills involved in clinical practice, developing expertise and wellbeing. We can also provide direction to more than a thousand academic articles on a variety educational topics.

Collaborative Learning
Subject to demand, we hold a monthly Skype group session to discuss and develop one of the subjects discussed in the E-Newsletter.

Online Dialogue Group
Although still early in its development, the online “Dialogue Group” offers the opportunity for direct interaction between members in real time. Unlike other veterinary forums, emphasis is given to support and collaboration within a constructive environment.

Ask BEVME
Ask BEVME is a unique, confidential and free service for members where you can seek evidence based guidance on any professional development issue.

**Web Page/Blog**

A Web Page and Blog are also available to keep you informed of what is going on.

If you have any questions, just Email me at christopherwhipp@aol.com
You join the group at [http://www.surveymonkey.com/s/BEVME](http://www.surveymonkey.com/s/BEVME)

**References**


Chris Whipp  Best Evidence Veterinary Medical Education
Thesis defence “learning of veterinary professionals in communities”

Veterinary professionals are required to continue learning, and need to practice increasingly in an evidence-based manner. On Tuesday, May 22nd 2012, Esther de Groot defended her thesis in which she investigated how continued learning takes place in communities, and explored how participation in communities might at the same time support the transition to evidence based practice. In her thesis was assumed, based on social constructivist theories, that critically reflective work behaviour (CRWB) is essential for learning and for evidence based practice.

Studying learning in communities, while making use of CRWB, adds a perspective on learning as a process, in unstructured settings and with attention to social interaction. This perspective is important because work in health care settings increasingly has a collaborative nature. CRWB consists of several aspects that help learning to occur: openness about mistakes, challenging groupthink, asking for feedback, experimentation and critical opinion sharing.

During the public defence members of the corona, professors in educational science, medical education and veterinary education, discussed with Esther de Groot about the four studies performed. Results of the studies, making use of qualitative as well as quantitative research methods, suggest perceptions of the need for lifelong learning are more relevant for CRWB than qualities of the workplace. Observation studies in seven different communities resulted in a new concept: critically reflective dialogues (CRD). An analytical framework with four different modes of communication within each aspect of CRD was developed. The first two levels differentiate between interaction that addresses the reasons and reflections of others, and interaction that does not; for example asking questions for new and additional information. Veterinary professionals showed aspects of CRD largely in non-interactive modes implying that they miss opportunities for learning.

From a second observation study was concluded that giving access to full text versions of research papers, and a short training in searching the literature proved to be insufficient to change practitioners’ degree and level of CRD aspects within the time frame measured. Hence, change does not seem to come naturally. When learning communities of veterinary professionals are to fulfil their potential, it is essential to address each other’s reasons and reflections more often. Appointing moderators is recommended; to enhance the level and frequency of CRWB. These studies indicate, however, that attention should be paid to the perceived need for lifelong learning and personal epistemologies. Supervisors for this thesis from the veterinary domain were Professor dr. Peter van Beukelen en Professor dr. Debbie Jaarsma. A link to the full text version of the thesis can be found in NOVICE, in the profile of Esther de Groot.

Esther de Groot
University of Utrecht, The Netherlands
Evaluation of a Dental Model for Training Veterinary Students

Periodontal disease has deleterious effects on animal health and potentially serious welfare implications. Consequently, routine periodontal treatment is frequently performed by veterinary surgeons in small animal practice and associated dentistry skills should be a Day 1 competency. However, until recently, the majority of practitioners received little or no formal training in dentistry during their veterinary degrees, and the amount of experience students’ gain on clinical rotations is variable. At the Royal Veterinary College (RVC), a prototype dental model has been developed to address this lack of structured practical training, using ceramic tiles, silicone sealant and grout to emulate teeth, gingiva and calculus.

A study was conducted with third year veterinary students to compare the outcomes of learning to perform dental scaling and polishing using a model (Group A) or a video (Group B). Performance was assessed using an objective structured clinical examination (OSCE). Students in Group A scored significantly better than those in Group B (p < 0.001).

Table 1: Distribution of total and key step scores +/- standard deviation achieved in the OSCE between Groups A and B. There were four global rating categories: Good Pass (GP), Just Pass (JP), Just Fail (JF) or Bad fail (BF).

<table>
<thead>
<tr>
<th>Group</th>
<th>Checklist score +SD</th>
<th>Key step score +SD</th>
<th>Global rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>GP JP JF BF</td>
</tr>
<tr>
<td>A</td>
<td>30.23 ± 2.048</td>
<td>13.31 ± 1.316</td>
<td>6 6 1 0</td>
</tr>
<tr>
<td>B</td>
<td>22.42 ± 5.807</td>
<td>9.83 ± 2.691</td>
<td>1 4 3 4</td>
</tr>
</tbody>
</table>

All students identified the model as a potentially valuable preparatory training tool to supplement existing teaching methods and facilitate the acquisition of small animal dentistry skills. A number of benefits were highlighted and the simple design, tactile features and ease of use featured heavily, as did the opportunity to prepare and use dental equipment and machinery:

‘You can see straight away how well you have done or if your technique could be improved’

‘Being able to use the tools and actually set up the equipment yourself’

Additional benefits related to practical and interactive instruction and the acquisition of skills in a safe learning environment:

‘Practical way to learn better than trying to understand a lecture’
‘Allowed me to see the ‘boundary’ of where damage can be caused but in a ‘safe’ environment i.e. NOT a live animal!’

This small scale study has emphasised that a simple, inexpensive model has proven effectiveness at facilitating the acquisition of basic veterinary dental cleaning skills in a safe and risk-free environment. Whilst the model is not intended as a substitute for clinical experience, training sessions incorporated into the curriculum prior to clinical placements and rotations, would allow students to be better prepared to assist with the technique on live animals, which would in turn enhance student confidence and enable more rapid skills acquisition. Additionally, our study demonstrates the feasibility of undertaking a structured evaluation of a new model, an approach helping to advance teaching and learning of veterinary clinical skills.

The learning resources, tutor’s notes and instructions for making the model are freely available online, enabling veterinary and veterinary nursing students around the world to benefit from this cost effective, easy to make and validated dental training tool:

http://www.live.ac.uk/html/activities_dental_model.html or email rlumbis@rvc.ac.uk

Rachel Lumbis, Royal Veterinary College, London, UK

*Editor’s note*: I’d like to take this opportunity to draw people’s attention to a very active discussion group ‘Veterinary Clinical Skills and Simulation’ in NOVICE (www.noviceproject.eu). It has nearly 150 members from all around the world and people swap ideas, ask questions, and discuss challenges associated with various aspects of clinical skills training as well as suggesting solutions or sharing expertise. If you are interested, involved in clinical skills training in any way or are trying to set up a clinical skills lab then join NOVICE, this group is almost certainly for you!
Writing about the history of your Vet School

‘The Class of ‘54’ – Bristol’s First Veterinary Graduates

Have you ever thought about writing about your vet school’s history? I’d really recommend it as a fascinating and enjoyable experience - having just written a piece about the first graduates from the School of Veterinary Science at the University of Bristol, my alma matter. I was inspired to do some research about Bristol last year during the 250th celebrations of the first vet school, opened in Lyon in 1761. I was also fortunate that my neighbour was one of the ‘Class of ‘54’ and thanks to her, her peer group and their relatives I was able to compile a history and collect photos and memorabilia.

Bristol Vet School was established in response to the Loveday report (1944) and the university opened its doors to the first group of students in 1949 at a time when Winston Churchill was Chancellor of the university. In the first year the students were taught with the medical and dental students and then the main veterinary course began in the second year with anatomy and embryology being taught in the new vet school in Park Row. However, other subjects such as physiology, biochemistry and pathology were still taught with the medical students with concessions to the vets including stories about pathological specimens from the zoo, which always produced a cheer from the back row (the vet students). The clinical course was based south of Bristol at a country house estate in Langford. However, the student accommodation wasn’t ready so the men were billeted in local villages while the women had rooms in Langford House. Enthusiastic staff members inspired the students and were recruited from practice as well as academia. The students established many traditions including staging the first final year pantomime ‘Les Folies Veterinaries’ and hosted the ‘11th Association of Veterinary Students’ conference in January 1954.

The first cohort graduated in October 1954 (see graduation photo above) with six women (the maximum allowed at that time) and seventeen men. They went on to make major contributions to the veterinary profession and society. Theirs is a list of outstanding achievements in practice, in the ministry, in industry, in overseas services and through distinguished careers in research and academia. And, although perhaps not needing or wanting any recognition, an extraordinary number of ‘The Class of ‘54’ were acclaimed through MBEs, Professorial appointments, became Deans, FRCVSs and more.

The full article is available via the Royal College of Veterinary Surgeons (RCVS) Charitable Trust website at: http://trust.rcvs.org.uk/document-library/the-class-of-54/the-class-of-54-bristol-2-.pdf

Sarah Baillie School of Veterinary Sciences, University of Bristol, UK
WikiVet Update for VIEW

It is now five years since the WikiVet project was launched by a small group of staff and students from London, Edinburgh and Cambridge and later by Nottingham. The original idea was to develop a veterinary pathology wiki using content shared from the veterinary schools. At this point the task seemed relatively straightforward and I think most of us present at the inaugural meeting felt that we would have the job done within the year. However from these early roots we seem to have grown a massive bean stalk (Jack and the Beanstalk) which has spread its branches into topics that we could never have predicted!

Now five years later WikiVet has become probably the largest veterinary education site on the web with over 4,000 pages of content covering everything from dogs to donkeys. This organic development arose partly from the fact that every wiki page we wrote seemed to link to several others which also needed writing... and so on. It proved difficult to restrict the content to one discipline too – once we started on pathology it was inevitable that our authors would stray into anatomy and from there to physiology, parasitology, pharmacology and clinical medicine. A content map of the site now resembles a patchwork quilt with joined up sections interspersed by gaps waiting to be completed. Of course we realise that this is a never ending task as the nature of a wiki means that the project will never be finished.

In focus groups that we hold regularly with students, one of the most popular features of WikiVet is the ability to search veterinary specific content quickly and efficiently. Instead of having to resort to Google or Wikipedia where much of the links have a principally human medicine bias, WikiVet is pretty reliable at generating reliable and relevant information. This is because behind the content we have built a sophisticated category based indexing system which helps to refine and order searches. This searchability has proved popular on the PC or laptop but we also now have a mobile interface which should be of great value in the workplace too.

A recent significant development of the site has been the integration of learning resources into the wiki. All the growing number of partner schools have been active in developing their own computer aided learning and it seemed to make sense to share these as Open Educational Resources in the spirit of the earlier Computer Learning in Veterinary Education (CLIVE) project. Between us we discovered a wealth of videos, assessments, podcasts, interactive packages, flash cards, e-books and much more. By linking these in to the WikiVet knowledge base we were able to provide a learning environment with links to further information or conversely links from the original WikiVet content to additional exercises to enhance knowledge retention.

Whilst we were really pleased with the development of the learning resources, there seemed an opportunity to cast the net wider and invite more veterinary schools to contribute content. The opportunity arose with government funding to develop an Online Veterinary Anatomy Museum (OVAM) which could invite others to help build a comprehensive and rich education experience. Starting with a partnership of all the UK vet schools (the first time they have all collaborated on a project for many years) we were really pleased to find partners in Europe, Australia, Africa and even India who wanted to become involved. The challenge is now to organise and publish the huge collection of material that has been offered using student “curators” from the partners.
Everybody seems to be excited by the opportunities provided by Social Media and WikiVet has also been active in this area. Our Facebook sites have seen major growth since they were established a year ago and associated with this has been the Twitter feed. We have been particularly pleased with the way that these sites have been able to provide a social learning space as shown with the WikiVet Pathology site – perhaps there is some significance that we originally started out with pathology on the WikiVet site? We are now using online conferencing to establish *ad hoc* meeting rooms for students and vets and of course the NOVICE platform to share information with our ambassadors and colleagues. In association with Jan and Sarah, we will be running a workshop on the opportunities of Social Media at AMEE.

This image shows Nick, Chris, Gemma and Bara from the WikiVet team and then some of the OVAM student eCurators (from left): Chelsie Phillips (Hartpury College), Silvia Janska (RVC), Joanna Davies (Bristol), Laura Scheurer (Bern), Lubberta Jong (Utrecht), Fanny Olsson (Murcia), Peter Tomlinson (Liverpool), Darren Kelly (Dublin), Katharine Jagger (Cambridge), Mark Laloo (Edinburgh), Adeel Khan (Nottingham)

So in summary, the WikiVet project has come a long way since those early days five years ago where we had a vision, enthusiasm, an authoring platform and not much else. However, there is much else to do – building content, peer review, enrolling more users (we have 17,000 at present), inviting more students to get involved etc. So if your school is not a partner and does not have an ambassador, please encourage them to get in touch – we think you will find it worthwhile!

The initiative grew out of existing collaborative work in particular the technology through the CLIVE

*Nick Short and Christ Trace on behalf of the WikiVet team*
Upcoming Events

There are a number of veterinary education events over the next few months and here are the details.

The 3rd Veterinary Education Symposium
At Royal (Dick) School of Veterinary Studies, Edinburgh, UK July 12th and 13th 2012

This year there are over 60 abstracts on veterinary educational initiatives and projects to be presented as interactive posters (i.e. short podium presentation and on poster display boards) and 15 workshops as well as an eLearning café.

More information is available at: http://www.ed.ac.uk/schools-departments/vet/news-events/events/veted-symposium

Symposium organisation led by: Susan Rhind, Royal (Dick) School of Veterinary Studies, Edinburgh, UK

------------------------------------------------------------

Supporting Undergraduate Mental Health: Where we are and where we need to be

A Higher Education Academy workshop on student mental wellbeing is being run the day before the Veterinary Education Symposium on the 11th July at Royal (Dick) School of Veterinary Studies, Edinburgh.

Workshop Synopsis: Poor mental health is a widely recognised problem amongst veterinarians; however scant research has been conducted in the students destined for this profession. This workshop aims to address this omission by opening a dialogue on veterinary student mental health and wellbeing. It will raise awareness of the latest research and discuss future directions through presentations given by multi-disciplinary groups. Speakers will include leading figures in the field of veterinary education and psychology with a specific interest in student mental health. Following the presentations, a series of interactive sessions will allow attendees to explore key issues in the undergraduate curriculum, transition to practice, fostering life skills and improving current support services.

More information is available at: http://www.ed.ac.uk/polopoly_fs/1.87324!/fileManager/Workshop%20Advert%20FINAL.pdf

Workshop organisation led by: Elisa Lewis Royal Veterinary College, London, UK

------------------------------------------------------------
2012 AAVMC Veterinary Educators Collaborative (VEC) Symposium

From Novices to Experts: Supporting Students’ Development of Professional Skills

Come to Colorful Colorado on July 27 & 28, 2012 this summer for the scenery and join us at Colorado State University for the Veterinary Educator Collaborative Symposium, sponsored by the Association of American Veterinary Medical Colleges.

The 2012 Veterinary Educator Collaborative Symposium is uniquely tailored to the needs of veterinary educators. Whether you are an experienced faculty member, or new to the field, there will be something to support your professional development at this symposium. Each day’s theme tracks will feature nationally and internationally renowned veterinary educators describing their work in the classroom and clinics. Keynote speaker Dr. Sarah Baillie will pose the question “Simulation: The answer to all our problems?”

On Friday, choose between sessions on “How People Learn – Designing Effective Instruction” and “Spotlight on Professional Skills.” Saturday’s tracks are “Focus on Large Groups” and “Teaching in the Clinical Curriculum.” Check out the pre- and post-conference workshops where you’ll have the opportunity to test drive Dr. Ray Whalen’s Virtual Canine Anatomy program as well as get a preview of cutting-edge surgical simulators being developed at CSU’s College of Veterinary Medicine and Biomedical Sciences.

Registration is now open. Please see for more information and a link to register:

http://www.cvmbs.colostate.edu/ns/employee_resources/deans_office/vec-symposium/

Conference organisation led by: Regina Schoenfeld-Tacher Colorado State University, USA

----------------------------------------------------------------------------------------------------------------
INVEST: The INternational VEterinary Simulation in Teaching 2012

The University of Calgary, Faculty of Veterinary Medicine is pleased to host the INVEST 2012 (INternational VEterinary Simulation in Teaching) Conference in Calgary, Alberta, Canada on August 7-9, 2012. This exciting event follows on from the Colorado Simulator Exchange Conference held in Fort Collins in August 2011.

For more information and to register see: http://vet.ucalgary.ca/invest2012/

Conference organisation led by: Emma Read  Faculty of Veterinary Medicine, University of Calgary, Canada

Veterinary Education Worldwide (ViEW) Workshop 2012: Veterinary collaboration in the age of Web2.0

At AMEE in Lyon 25th – 29th August 2012. Duration: Full day workshop (Sunday) PCW 25: 0915-1645

Details and registration at: http://www.amee.org/documents/AMEE%202012%20Promotional%20Flyer.pdf

Names of presenters: Jan Ehlers, Nick Short or Chris Trace, Sarah Baillie

Proposed programme includes

- How can you use NOVICE for formal/informal learning (SB)
- Online-Moderation - How to moderate your own groups (JE)
- Group work: How to deal with critical users/situations such as flaming, lurking, inactivity, spiral of silence, commercial interests
- WikiVet (NS & CT)
- Round of conclusions: How did this workshop change your (virtual) life? What will you do/change tomorrow regarding social networks/web2.0?

Workshop organisation led by: Jan Ehlers  Stiftung Tierärztliche Hochschule (TiHo), Hannover, Germany

Stop Press: Hotel at AMEE August 2012

ViEW President John Tegzes suggests those ViEW members going to AMEE may like to book the ‘Grand Hotel de la Paix’ which is in the center of Lyon.
NOVICE Conference: 'Insights for online professional communities'

4th-5th October 2012
At the Faculty of Veterinary Medicine
Bucharest, Romania.
http://www.novice-conference.com/

The conference aims to bring together e-learning specialists and members of any profession involved, or interested in being involved, with their own online professional community. Key-note speakers will be Maarten de Laat, a researcher on online networks, Anne Marie Cunningham, a physician who is famous on the social network Twitter and Niki Lambropoulos, an expert on collaborative learning and co-creativity in Computer Supported Collaborative eLearning.

The conference is open to all professions. Within this diversity of participants connections may grow between veterinary (education) professionals and professionals in the field of online collaborative learning. When you want to join the discussion in a face-2-face setting and share your experiences with web 2.0 or online communities: you are invited to attend!

The deadline for abstracts for short communications, poster presentations and workshops is 30th June.

Conference organisation led by: Emilia Ciobotaru, University of Agronomic Science & Veterinary Medicine, Bucharest, Romania

-------------------------------------------------------------

CALL FOR ABSTRACTS FOR INTERNATIONAL CONFERENCE ON COMMUNICATION IN VETERINARY MEDICINE, NOVEMBER 3RD - 6TH, 2013, FOUR SEASONS HOTEL - ST. LOUIS, MO
Using communication to transform veterinary medicine from the inside out

ICCVM is a unique, interactive and pioneering conference taking veterinary-client and veterinary team communication to the next level. Participants include practicing veterinarians, veterinary medical educators and researchers, bringing together an interdisciplinary group to further communication in the profession. Communication is a vital focus in veterinary medicine and education, so the conference lends itself to a progressive, innovative audience and offers considerable opportunity for networking and sharing new ideas. The emphasis is on translating state-of-the art knowledge to day-to-day interactions in the practice setting. This is achieved through experiential workshops where ideas are tested and put into practice.

Suggested themes for workshop, podium or poster submissions:
- Assessment
- Self care
- Authentic, affirmative and courageous presence
- Transforming professional cultures from the inside out
- Leading change in veterinary care
- Collegial communication
- International perspectives on communication education, research, teaching
- High performance health care

Submission deadline: Wednesday, June 15, 2013

For more information contact: Cindy Adams Faculty of Veterinary Medicine, University of Calgary, Canada

-------------------------------------------------------------
Thanks to our members for contributions

The ViEW Team

President: John Tegzes, Western University of Health Sciences, USA
Treasurer: Catriona Bell, University of Edinburgh, UK
Secretary and Newsletter Editor: Sarah Baillie, University of Bristol, UK
Website: Vicki Dale, Royal Veterinary College, UK & Jan Ehlers, TiHo, Germany

Summer 2012