

**TITLE:****Acquisition of Pedagogical Knowledge by Instructors of Veterinary Medicine****AUTHORS:** - with affiliation(s)**Jacob M Shivley, DVM**

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**ABSTRACT:** 300 word limit (when applicable, please include: purpose & background, methods, results, conclusions/discussion)

**Background:** When instructors of veterinary medicine enter academia as faculty or clinical instructors, they are asked to perform research, provide service and outreach, and educate students, yet the teaching component is a struggle for many. It has been posited that academic clinicians develop a similar teaching style to those they observed while in school but this has not been confirmed with empirical evidence.

**Aim:** The aim of this research was to determine how veterinary instructors obtained pedagogical knowledge prior to their faculty appointment.

**Setting:** The sample consisted of veterinary faculty at a college of veterinary medicine from the southeastern United States. The land-grant university that the veterinary school is associated with is one of only a few schools to earn both research and community engagement rankings from the Carnegie Foundation for the Advancement of Teaching.

**Methods:** Online surveys were administered to a stratified sample of veterinary faculty and instructors. A mixed-methods approach was utilized in order to collect and analyze both close-ended and open-ended data. A coding process provided labels for emerging themes, concepts, and examples and each research question was answered with descriptive detail.

**Results:** Descriptive results showed that most instructors (93%) did not receive formal teacher training but derived their pedagogical knowledge from role models prior to teaching. Many faculty (70%) attended university-sponsored workshops offered by their institution to build upon and improve their teaching skills.

**Conclusion:** Overarching themes reflected observational learning in situ and a general emphasis on noncognitive skill development, particularly regarding interpersonal skills.