



2019 RTA Biennial Meeting: Davis, CA

TEACHING INNOVATIONS ABSTRACT SUBMISSION: **Deadline = May 20, 2019**

These are informal presentations sharing teaching experiences and likely do not represent a completed research study; choose a topic below:

- Teaching experiments that failed and what I learned
- My approach to teaching on the clinic floor

* Open topics (e.g. Teaching with technology, other innovations, what I do, etc.)

Format: Podium presentation (8-10 minutes with 5-7 minutes for questions and discussion)

TITLE:
Using the experiential learning framework in spay/neuter surgical skill acquisition
AUTHORS: - with affiliation(s)
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ABSTRACT: <i>Brief (2-3 sentences) description of your session.</i>
One of the major theoretical concepts that I believe should drive learning, especially in the clinical setting, is experiential learning as first described by Dewey (1938) and later developed into a modern theory by Kolb (2014). Looking through the lens of experiential learning theory, learning is defined as “the process whereby knowledge is created through the transformation of experience.” This is the basic representation of experiential learning theory in spay/neuter surgical skill acquisition over a two-week period: Students are provided with concrete experiences (spay/neuter videos to learn prior to start of rotation like flipped classroom model and performing spay/neuter surgeries), followed by self-reflection with direct feedback from a teacher, leading to student conceptualization of new ideas and ways to improve based on the feedback and reflections and then given many opportunities for practice and improvement.

Email completed abstract to Barb Byrne (bbyrne@ucdavis.edu) by May 13, 2019