



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:
Engaging intrinsic teacher motivation: Using pedagogical frameworks and theory in the clinical setting
AUTHORS: - with affiliation(s)
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ABSTRACT: <i>Brief (2-3 sentences) description of your session.</i>
<p>Danielewicz (2001) argued that “What makes someone a good teacher is not methodology or ideology. It requires engagement with identity, the very way individuals conceive of themselves so that teaching is a way of being not merely ways of acting or behaving” (p. 3). I would like to expand on this, but I still feel methodology and ideology are of great importance and would also cover experiential learning as first described by Dewey (1938) and later developed into a modern theory by Kolb (2014), deliberate practice as described by Ericsson, Krampe, and Tesch-Römer (1993), and service-learning framework as outlined by (Sigmon, 1979).</p>

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