

Educational Theory and Practice

Regina Schoenfeld-Tacher ■ Henry J. Baker

We live in an era of ever-expanding volume and complexity of knowledge and technology. As our understanding of what is possible expands, so do our expectations of what veterinary graduates should be capable of achieving. These increased expectations have been articulated in a variety of public policy statements such as the core competencies listed in the Association of American Veterinary Medical Colleges (AAVMC) self-study document¹ and the North American Veterinary Medical Education Consortium (NAVMEC) report.² With these increased standards come increasing demands on faculty to provide more and more instruction on both technical and non-technical competencies in a curriculum that is already stretched to its limits. As veterinary education evolves to meet these newly perceived requirements, emphasis has been placed on the desired qualities of graduates, but too little has been communicated on how to help faculty develop the tools and skills to achieve these desired results. This issue of JVME addresses this need by providing a venue for sharing ideas and inspiration regarding the application of educational theory and practice to veterinary education. Our call for papers on the topic of educational theory and practice resulted in an unexpectedly large outpouring of interest, promises to contribute, and submission of manuscripts. We are encouraged by this high level of commitment expressed by experts in education and by the number and quality of the initial wave of manuscripts submitted. There have been many more submissions than could be processed for this first installment and we expect that future issues of JVME will continue to highlight this series.

Historically, veterinary education has been provided by veterinary faculty who received little or no formal training in educational theories and relied on their own experiences as students to form their teaching practices. Generally, this approach includes a heavy emphasis on acquiring information, retaining facts, and applying knowledge through apprenticeships in a teaching hospital. This method has educated many generations of highly successful veterinarians; however, important advances in biomedical and educational sciences require modification of this time-honored method of instruction. The instructor-oriented, fact learning, repetitive practice system could be successful only as long as the volume of information was manageable. The logarithmic growth of knowledge and skills expected of current veterinarians challenges historically successful educational methods and requires a more efficient system of student-centered instruction, with an emphasis on problem-based reasoning and lifelong learning. This new approach places responsibility for learning on the students and offers them methods that encourage understanding and application of deductive reasoning without dependence on dogma that has been shown to have a half-life of only a decade. Developments

in adult learning theory have shown the value of providing opportunities that support students' intellectual growth and the use of critical reflection in problem solving. It is equally important to guide students' development of professional skills necessary to practice the art of veterinary medicine, including interpersonal collaboration and communication, ethical decision making, responsible conduct of research, fact-based practice, and so forth. It is no longer sufficient for graduate veterinarians to simply be familiar with the current "facts" and demonstrate mastery via multiple-choice exams. Enhanced models, such as those by Schmidt et al.³ and Dreyfus,⁴ define the intellectual skills that a competent medical practitioner is expected to possess. These, in combination with evaluation schema, such as Miller's pyramid,⁵ provide the tools needed to better evaluate students' knowledge. It is no longer reasonable to expect a classically trained veterinarian to possess all the necessary skills and to also be an outstanding teacher unless they have taken steps to broaden their understanding of best practices in the learning process. In recognition of these new educational challenges and opportunities to improve the education of veterinary students, leaders of Colleges of Veterinary Medicine are beginning to realize the need for faculty to acquire and develop additional teaching skills. To assist in this academic development, faculty members are provided opportunities for growth as educators through in-service training, guest lectures, seminars, and international meetings. In addition, educational specialists are gradually being added to veterinary faculty to guide, encourage, and enhance the teaching skills of their fellow faculty.

The topics presented in this series reflect the educational theories and methods that are being incorporated into veterinary curricula. The manuscripts are a snapshot of our colleagues' current areas of interest, most of which are being used successfully in current veterinary courses or are in early stages of application to veterinary education and are of interest to veterinary faculty for future applications.

The first paper of this issue, by Catricea Bell, embodies the rationale for this series. Dr. Bell describes the current situation, in which most faculty teaching veterinary medicine are expected to produce outstanding veterinary graduates without the benefit of formal training in teaching skills or adult learning theories. There is no doubt that current instructors and administrators are making strides in improving the quality of veterinary education, but this paper addresses how global communication and collaboration can further enhance development of educational theory and practice in veterinary medical education.

The next three papers all relate to the issue of "Competency," as addressed by the AAVMC¹ and NAVMEC² guidelines. To begin this section, Hodgson et al. give

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Avineri,1974-01-17 The author presents an overall view of Hegel through his philosophical political and personal ideas

Encyclopedia of Educational Theory and Philosophy D. C. Phillips,2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses **The Educational Theory**

of Jean Jacques Rousseau William Boyd,1911 *Hegel's Educational Theory and Practice* Hettie Millicent Hughes Mackenzie,1971 **The School Bulletin and New York State Educational Journal** ,1913 **Education in Hegel** Nigel Tubbs,2011-10-20 In this wide ranging and compelling set of essays Nigel Tubbs illustrates how a philosophical notion of education lies at the heart of Hegelian philosophy and employs it to critique some of the stereotypes and misreadings from which Hegel often suffers With chapters on philosophical education in relation to life and death self and other subject and substance and to Derrida and Levinas in particular Tubbs brings Hegelian education read as recollection to bear on modern social and political relations He argues in sum that Hegelian philosophy comprehended in terms of education yields a theory of self and other that can inform and reform relations between rich and poor West and East Finally the book addresses the most controversial aspect of any defence of Hegel namely the comprehension of the absolute and its imperialist implications for Western history The author argues passionately that through a notion of philosophical education Hegel teaches us not to avoid the dilemmas that are endemic to modern Western power and mastery when trying to comprehend some of our most pressing human concerns The Teacher's Encyclopaedia of the Theory, Method, Practice, History and Development of

Education at Home and Abroad Arthur Pillans Laurie,1912 The Journal of Education ,1909 **Hegel's Philosophy of Subjective Spirit / Hegels Philosophie des Subjektiven Geistes** ,1977-12-31 **The Best Books: D, Society. E,**

Geography. 1912 William Swan Sonnenschein,1912 **Political Approaches to Educational Administration and Leadership** Eugenie A. Samier,with Adam G. Stanley,2008-03-01 This collection explores the political philosophy and theory foundations for educational administration and leadership as they influence our understanding analysis and practice in the field The first section Political Philosophy The Foundations discusses the work of such writers as Machiavelli Kant and Hegel

Hayek Habermas and Bourdieu as their theories apply to the educational context The second section Political Analysis The Critique examines various types of political analyses such as the politics of the policy process minority politics civil society micro politics community politics and cosmopolitan theory The last section Current Political Controversies The Practice addresses current topical issues of a political nature including the serving of the state economic agenda the democratisation of educational organisations the neo conservative agenda and globalisation The broad international perspective from which these topics are covered makes this volume an excellent addition to the fields of educational leadership organizational studies and educational administration theory

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