



Status of initiatives related to Veterinary Educational Research in member institutions of AAVS

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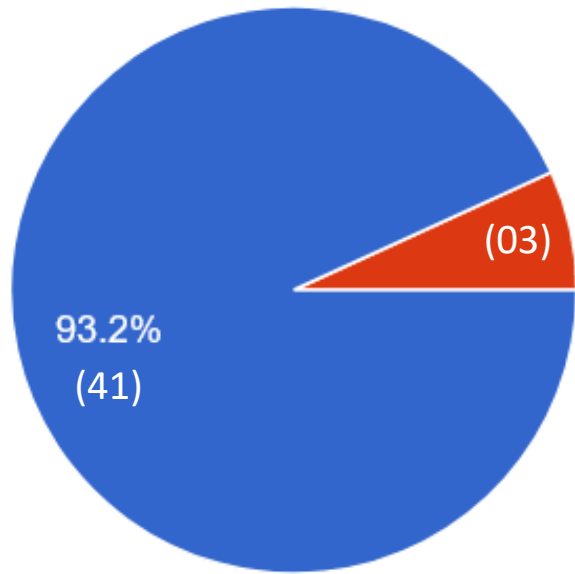
Dr Fajar Shodiq Permata

Member Core Group VER-WG / Universitas Brawijaya Indonesia

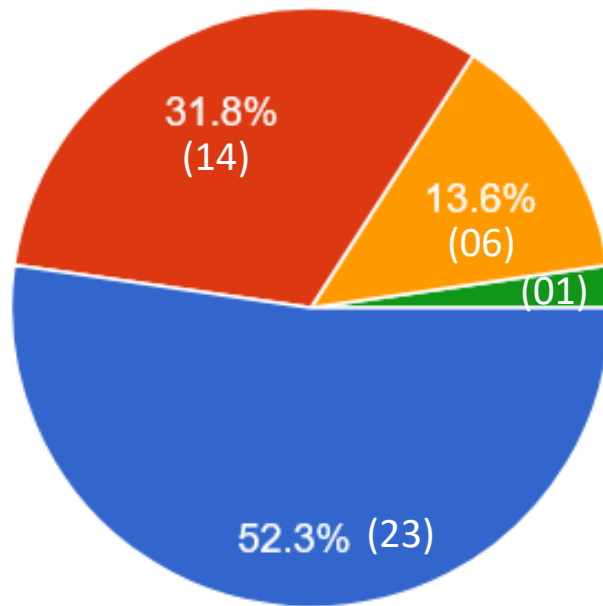
Response Statistics

Number of responses =	44
Number of VEEs:	40 (04 VEEs submitted 02 responses each)
Countries:	
	Bangladesh 1
	Cambodia 2
	Hong Kong 1
	Indonesia 4
	Japan 8
	Lao PDR 1
	Malaysia 2
	Myanmar 1
	Philippines 11
	Pakistan 1
	South Korea 1
	Sri Lanka 1
	Taiwan 1
	Thailand 6
	Vietnam 3

**Age of participating institutions
ranged from 02-146 years**



Public
Private

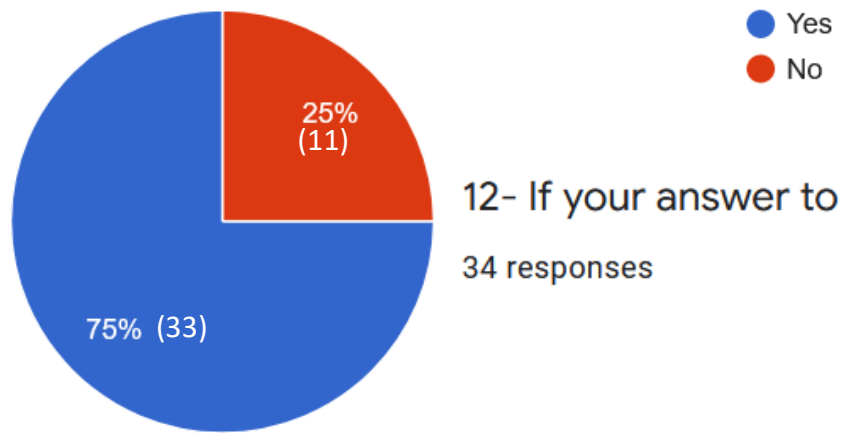


Less than 50
50-100
100-200
More than 200

Number of permanent faculty

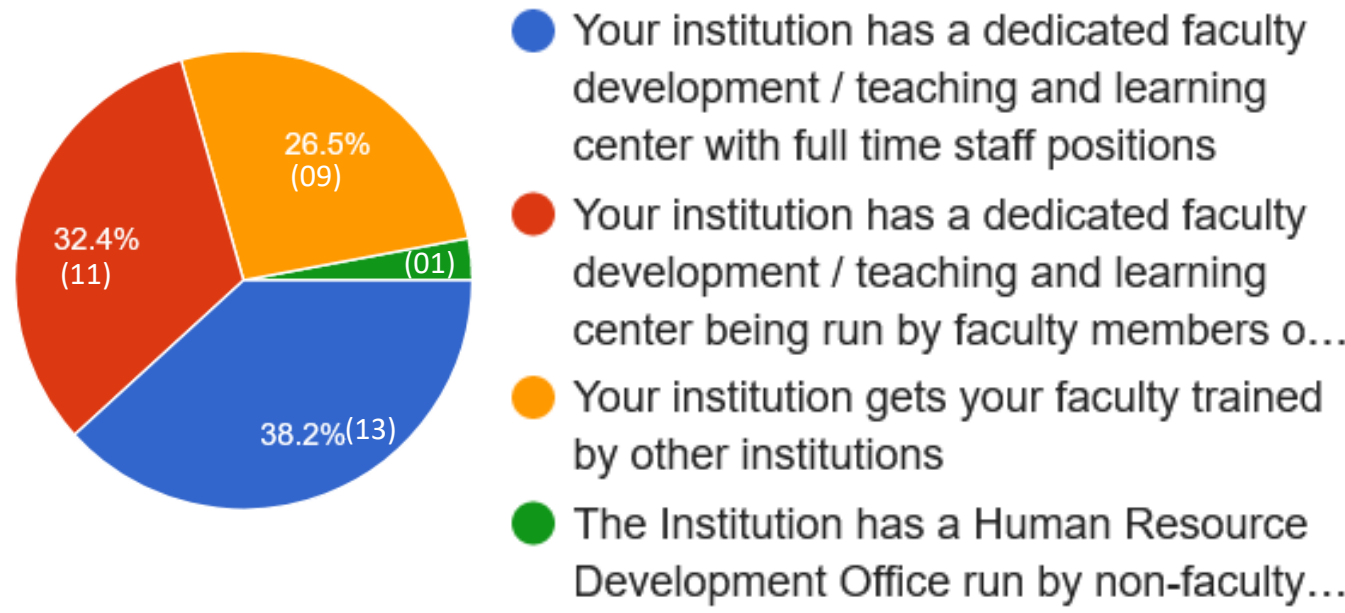
11- Does your institution offer training opportunities to faculty in the field of evidence-based teaching and assessment practice?

44 responses



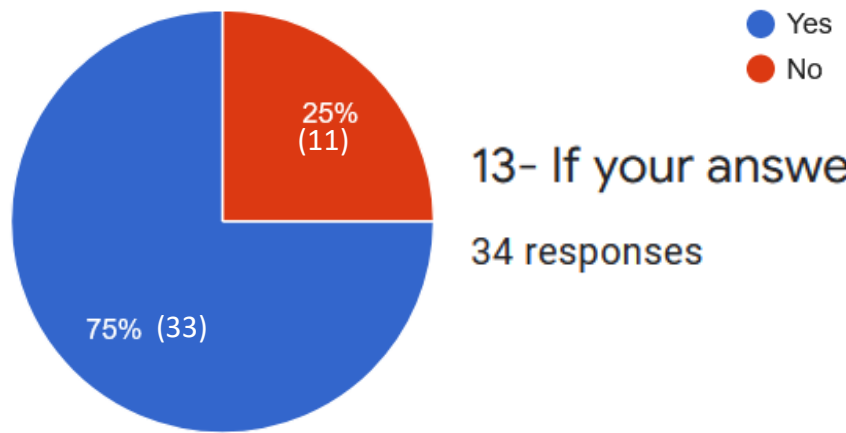
12- If your answer to the previous question (number 11) is "Yes", then please indicate if:

34 responses



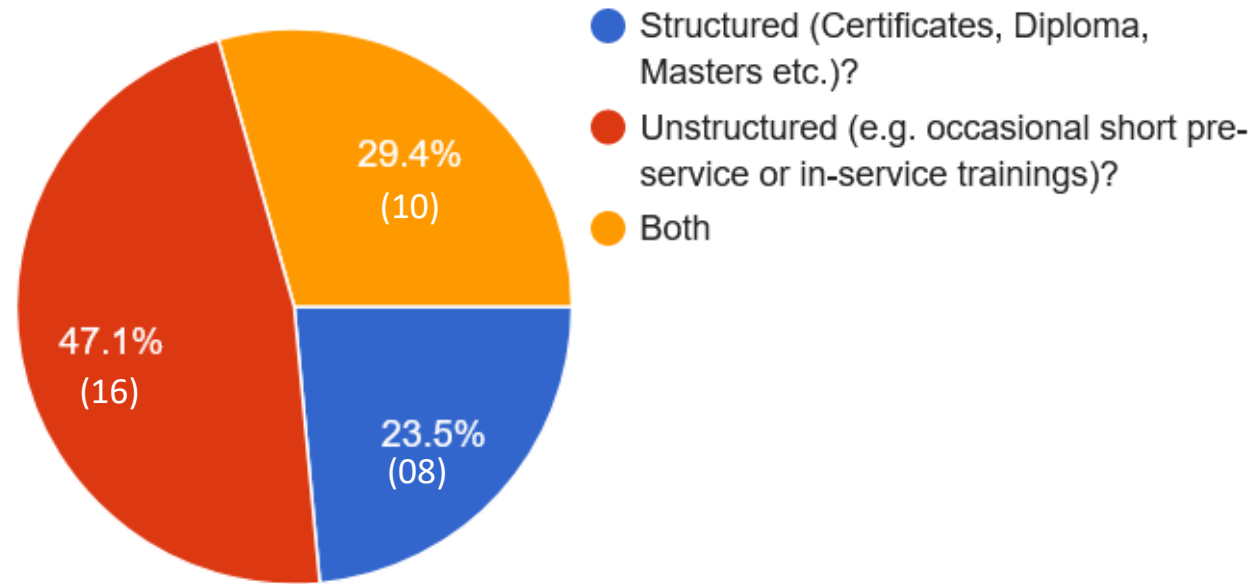
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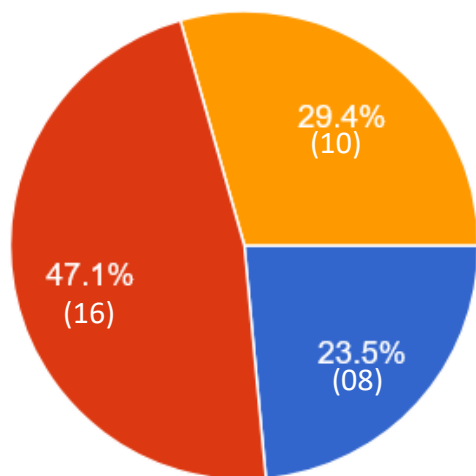
13- If your answer to question number 11 is "Yes", are these programs

34 responses



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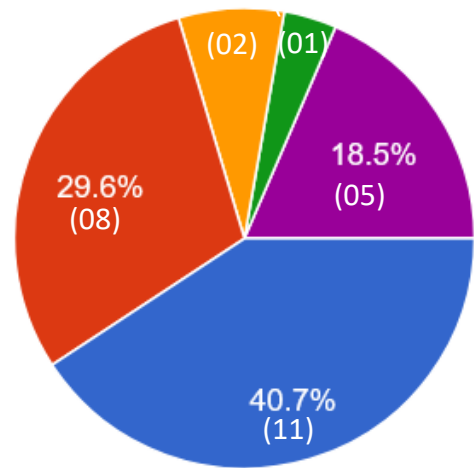
34 responses



- Structured (Certificates, Diploma, Masters etc.)?
- Unstructured (e.g. occasional short pre-service or in-service trainings)?
- Both

14- If you answered 'Structured' or 'Both', what % of the veterinary teaching faculty at your institution has participated in 'Structured' faculty development programs?

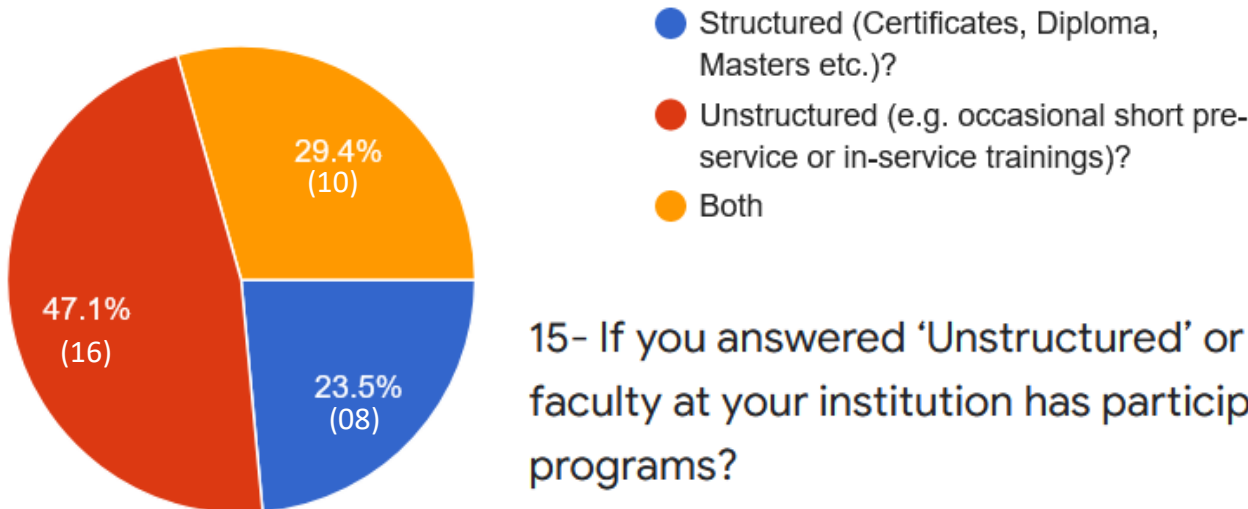
27 responses



- Not applicable
- 1- 25%
- 26-50%
- 51-75%
- More than 75%

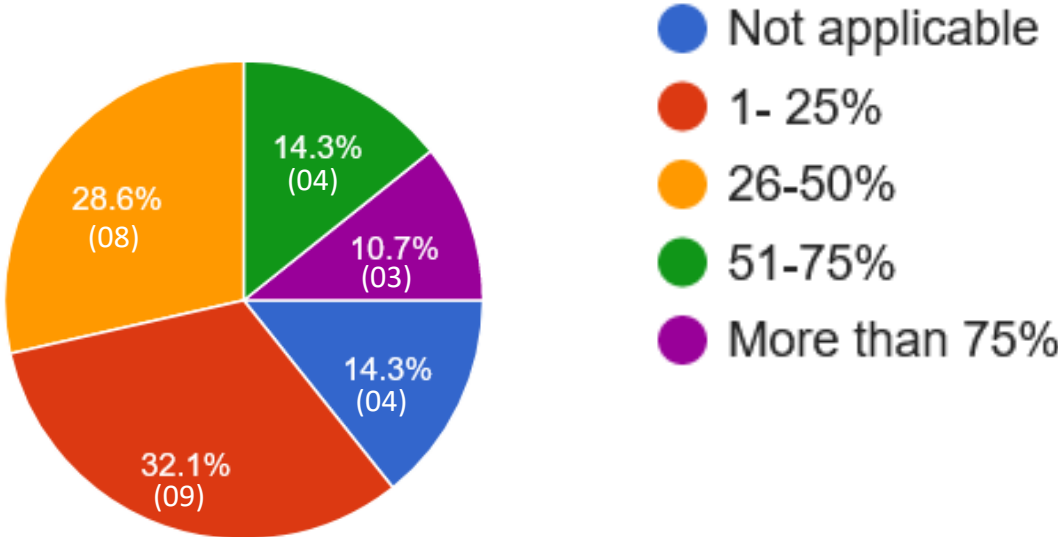
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34 responses



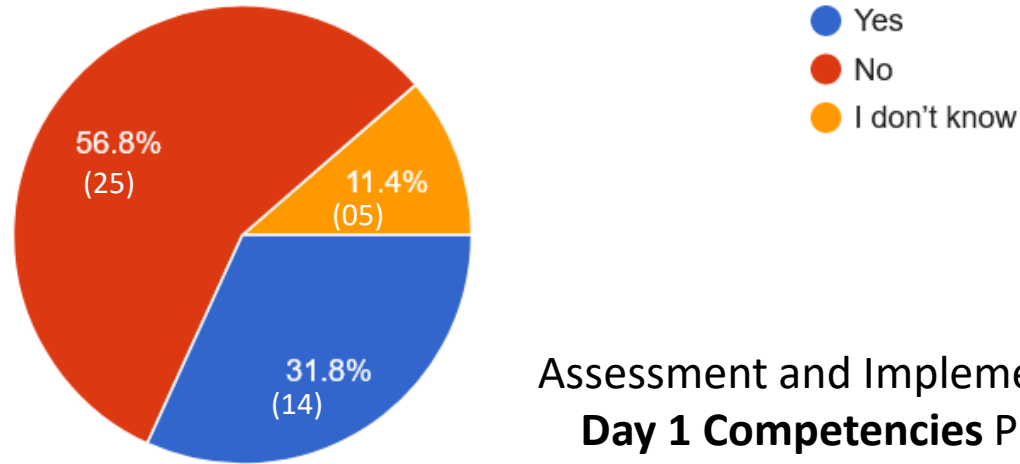
15- If you answered 'Unstructured' or 'Both', then what % of the veterinary teaching faculty at your institution has participated in 'Unstructured' faculty development programs?

28 responses



16- Is faculty from your institution currently running, or has completed veterinary educational research projects?

44 responses



Eeeesing” the stress: Educators’ experiences of **epistemic emotions** PK

Veterinary **curriculum review and renewal** at the University of Peradeniya, Sri Lanka

Generating Ambassadors to combat antimicrobial resistance through promoting **antimicrobial stewardship Programmes** in four veterinary schools in the world SL-PK

Sharing innovations in **clinical skills** teaching developed globally during the COVID-19 pandemic HK

Assessment and Implementation on **Day 1 Competencies** Project TH

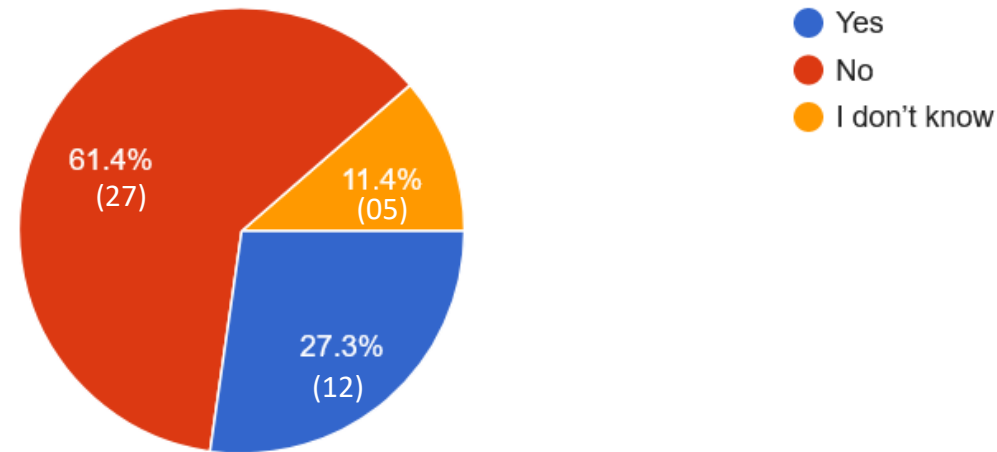
10-year **Performance Evaluation of CLSU Graduates** of ladderized DVM program PH

Active learning for an evidence-based veterinary medicine course HK

Building the Center for **Global Veterinary Leadership**, Vet4U, OIE twining JP

18- Does the faculty from your institution publish veterinary educational research?

44 responses



Student perceptions of **equity and inclusion** in online course delivery

Perceptions of **motivation and learning approaches** among 1st semester DVM students in University of Veterinary and Animal Sciences Lahore Pakistan

Achieving **Interprofessional Education** on Collaborative Problem-Solving for COVID-19 Using Project-Based Approach

Sharing Ideas and Practice: Institutional Partnership Influences Change in **Approaches to Teaching** to Enhance Veterinary Education in **Vietnam** in Conjunction with an OIE Veterinary Education Twinning Project

Simulated Clinical Skills for Veterinary Students Supplement Limited Animal and Clinical Resources in Developing Countries

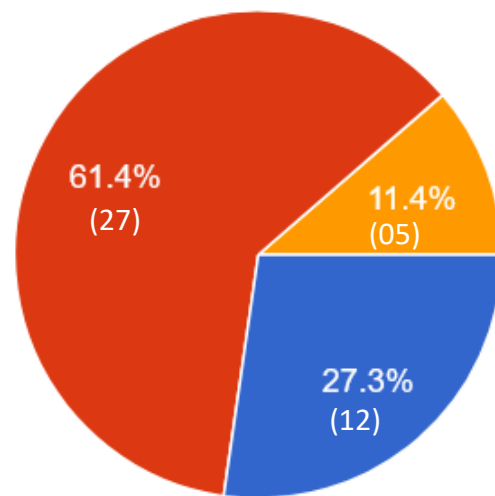
The Effect of **Constructivism , Metacognition and Neurocognitive-based Teaching Model** to Enhance Veterinary Medicine Students ' Learning Outcomes

Interaction Identified as both a Challenge and a Benefit in a Rapid Switch to **Online Teaching** during the COVID-19 Pandemic

Tracking student interests over time: The effect of a thematic curriculum, social and cultural contexts on **veterinary student career choices**

18- Does the faculty from your institution publish veterinary educational research?

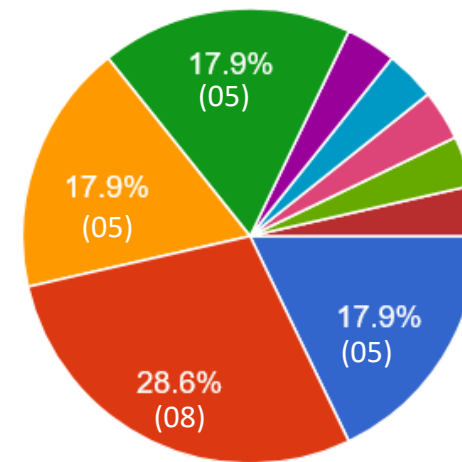
44 responses



- Yes
- No
- I don't know

20- If your answer to question number 18 is "No", what could be the possible explanation?

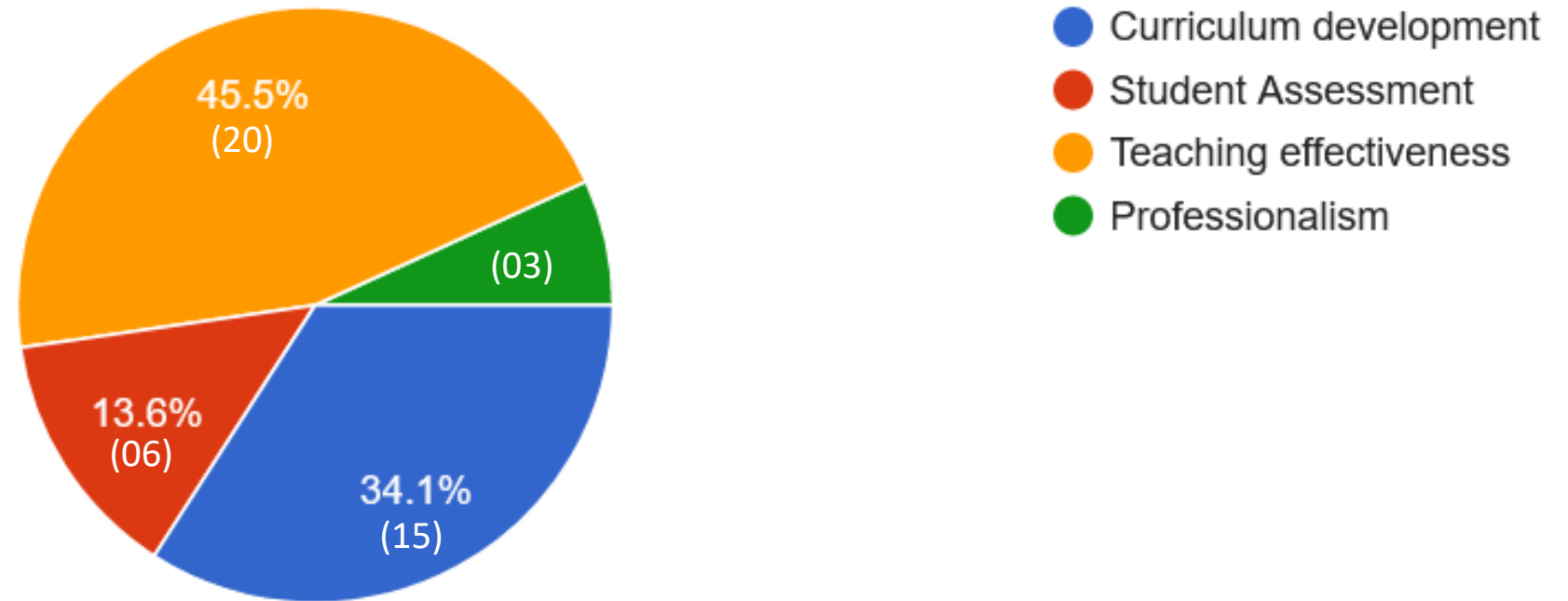
28 responses



- Lack of awareness
- Lack of financial support
- Lack of time
- There is no pressing need for it
- Most faculty members are not trained in conducting researches on veterinary e...
- There are limited researches on this fi...
- Just on process in curriculum building
- usually the outcomes are in the form o...
- our research focus is still in veterinary...

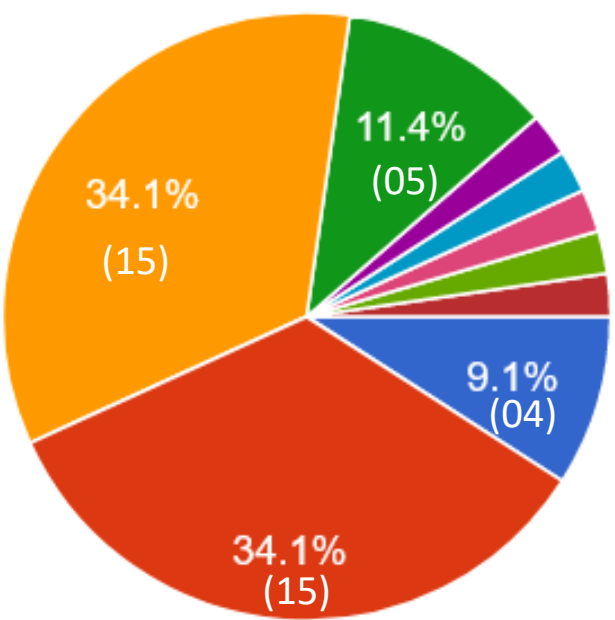
21. Which area/s need to be prioritized in veterinary education research?

44 responses



22- Which of the following statements best describes the status of an Institutional Research Ethics Committee (IREC) / Institutional Review Board (IRB) / Animal Care and Use Committee (ACUC) [etc.in](#) your institution?

44 responses



- My institution has a separate IREC / IRB which deals with educational research...
- My institution has a wider IREC / IRB...
- My institution has an IREC / IRB / AC...
- My Institution does not have an IREC...
- Our ACUC is college based only. It is...
- Committee for Ethical Clearance on A...
- My institution has an IREC / IRB / AC...
- My institution has University Research...
- in my faculty (FVM UGM) has an IRE...

Conclusion

- Some member institutions are already engaged with veterinary educational research
- There are areas where member institutions can extend or seek support from each other such as
 - faculty development
 - collaborative educational research
 - establishment of institutional support to promote educational research