SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION

DR. MOHAMMAD SABRI BIN ABDUL RAHMAN

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TEAM MEMBERS

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Prof. Ts. Dr. Faez Jesse Firdaus Abdullah

Dr. Ruhil Hayati Hamdan

Dr. Tan Li Peng

AP. Dr. Mohd Farhan Hanif Reduan

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Dr. Goh Soon Heng

PROJECT'S DESCRIPTION

SPRIDIVE (Student Presentation in Digital Innovation for Veterinary Education) is an innovative pedagogical initiative designed to transform how veterinary students engage with **challenging, underrepresented topics** in the curriculum, specifically **neurological and exotic diseases in ruminants**.

- **Setting**: Implemented in the **Ruminant Medicine course** (Semester 1, 2024/2025) for fourth-year veterinary students at Universiti Malaysia Kelantan – **10% continuous assessment**.
- **Participants**: 46 students divided into 15 groups, each assigned a disease (e.g., rabies, listeriosis, BSE, CAE).
- **Task**: Students developed **creative digital presentations** (videos ≤10 minutes) using formats such as infographics, role plays, interviews, voiceovers, and animations.
- **Platform**: Videos were uploaded to **YouTube**, allowing accessibility beyond the classroom and promoting peer-to-peer learning.
- **Evaluation**:
  - *Pre- and post-KAP surveys* (Knowledge, Attitude, Practice) to measure learning impact.
  - *Reflection reports* (80 words each) to capture student perceptions and suggestions.
  - *Expert rubric* assessment with formal recognition for the **Top 5 presentations**.
- **Timeline**: Introduced in Week 5, progress monitored in Weeks 12–13, and final presentation conducted in Week 14. Over a 10-week period, students conducted literature reviews, developed scripts, and produced videos using digital platforms.

This structured approach integrates **digital creativity, clinical knowledge, and professional soft skills** into one coherent assignment.

PROJECT'S DESCRIPTION

List of diseases assigned for the SPRIDIVE assignment with respective YouTube links

Group	Disease Topic	YouTube Link
1	Malignant Catarrhal Fever	https://youtu.be/tUeXoK2U5jE
2	Lead and Organophosphate Poisoning	https://youtu.be/NUk_AS4AJJc
3	Polioencephalomalacia	https://youtu.be/9oGbfJ8KFjU?si=Zi3yoOFJnZxqKxhM
4	Listeriosis	https://youtu.be/n5O44URPoWQ
5	Pseudorabies and Rabies	https://youtu.be/2zpcw2Kyqmg
6	Plant Toxicosis	https://youtu.be/wBVpovInoKE
7	Brachiaria decumbens Toxicity	Brachiaria decumbens toxicity in ruminants
8	Aflatoxicosis	https://www.youtube.com/watch?v=IcbHg0_XczQ
9	Grass Tetany	Grass Tetany
10	Ragwort Toxicosis	https://youtu.be/2n2In5GJYQw
11	Oleander Toxicosis	https://youtu.be/uXtecKzBxLU
12	Caprine Arthritis and Encephalitis (CAE)	https://youtu.be/9cJ_IJiNYLc
13	Bovine Leucosis (Sporadic and Zoonotic)	https://youtu.be/VRqJFkxF8ek
14	Lymphosarcoma	https://youtu.be/rFRioeC4L28?si=Ye9Uk981JpRChfbc
15	Bovine Spongiform Encephalopathy (BSE)	https://youtu.be/a51HIuo20-8

Neurological and exotic diseases may seem like 'rare and boring' cases in the farm, but they're essential learning—because what's rare in practice is still required in the curriculum

Transform content from passive instruction to active student engagement through assignments

Here comes SPRIDIVE!

Knowledge, Attitude and Practice (KAP) assessments

Pre-presentation KAP questionnaires

Knowledge

1. What are some common neurological diseases that affect ruminants, and how do they impact animal health?
2. Can you describe the main differences between exotic diseases and those commonly found in local ruminant populations?

Attitude

3. Why do you think it is important for farmers to be aware of neurological and exotic diseases in ruminants?
4. How do you feel about the role of veterinary authorities and government agencies in preventing the spread of exotic neurological diseases in ruminants?

Practice

5. What preventive measures should be taken on farms to minimize the risk of neurological diseases in ruminants?
6. If you observed neurological symptoms in a ruminant, what would be your first course of action as a farmer or veterinarian?

Post-presentation KAP questionnaires

Knowledge

1. After the presentation, can you explain how exotic diseases differ in their symptoms and transmission compared to local diseases in ruminants?
2. What are the main diagnostic techniques used to identify neurological diseases in ruminants, as discussed in the presentation?

Attitude

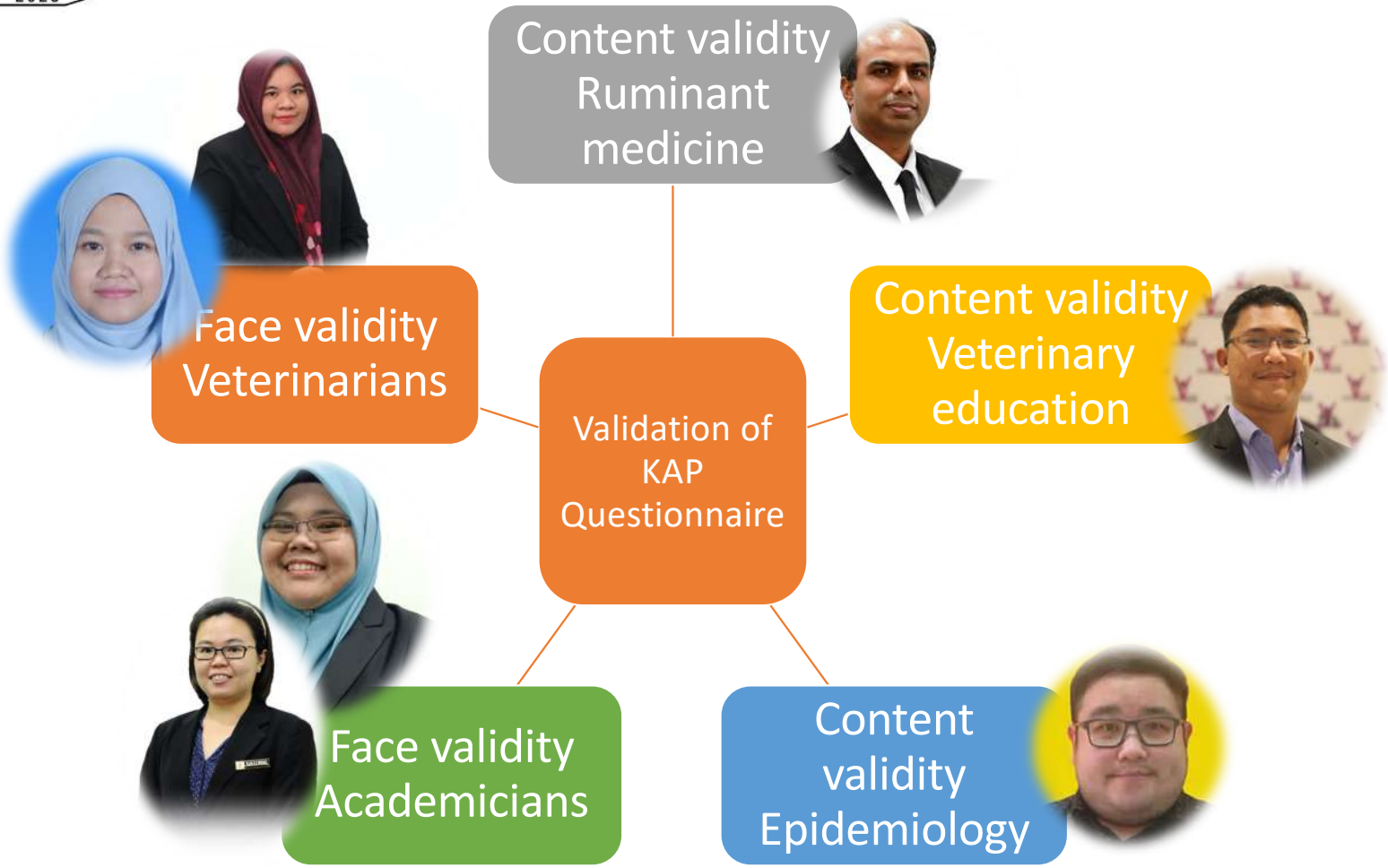
3. Based on the presentation, how important do you think it is for farmers to adopt preventive measures for neurological diseases in their herds?
4. How do you perceive the role of education and awareness in reducing the spread of exotic and neurological diseases among ruminants?

Practice

5. After hearing the presentation, what are the immediate actions you would recommend if you suspected a neurological disease in a ruminant?
6. What are the best practices for managing and controlling neurological diseases on a farm, based on the strategies presented?

PROJECT'S DESCRIPTION

Knowledge, Attitude and Practice (KAP) assessments



PROJECT'S DESCRIPTION

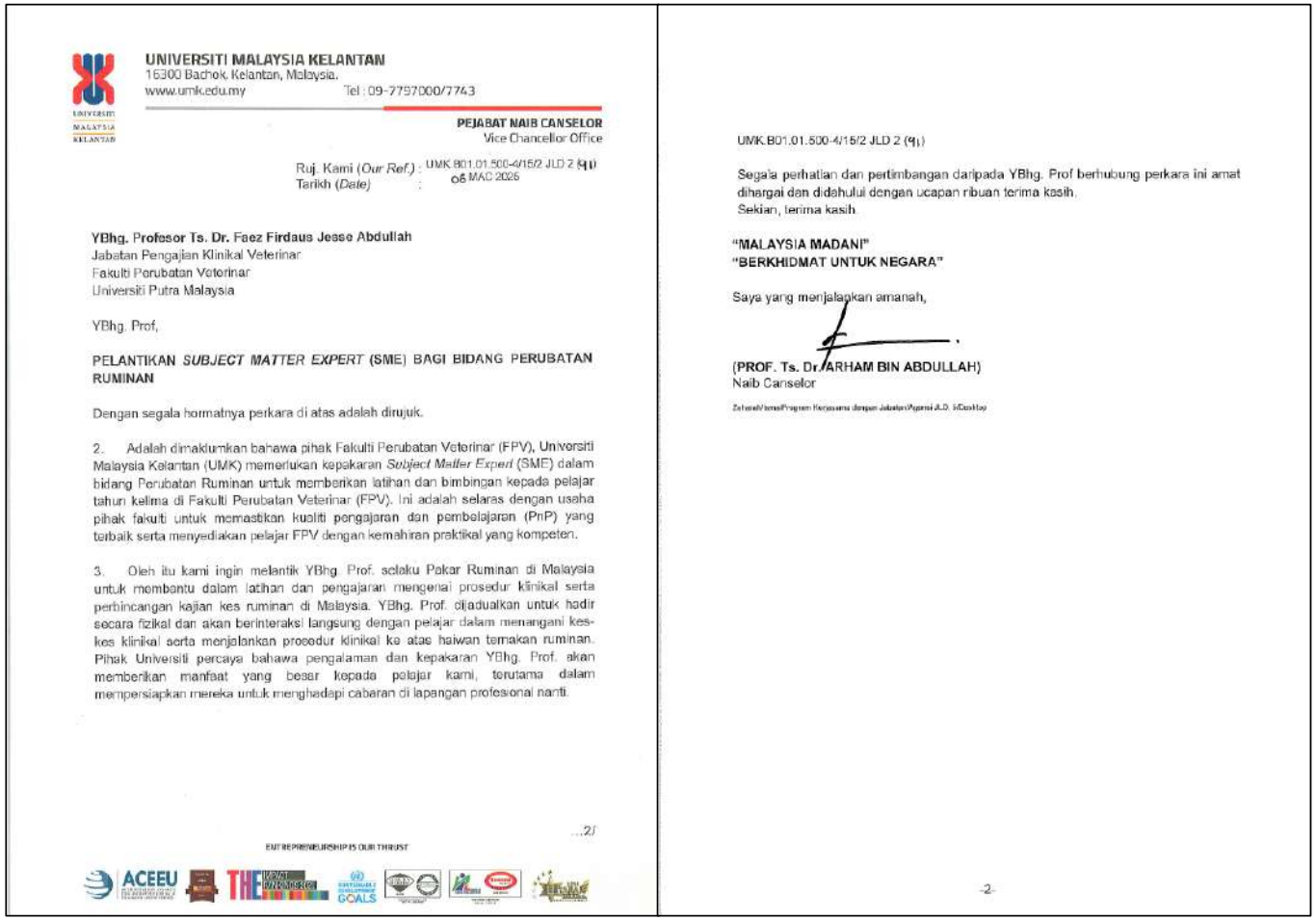
Student Presentation

Students were required to upload their presentation videos to YouTube prior to the scheduled presentation session. During the presentation, each group played their pre-uploaded video, which was limited to a maximum duration of 10 minutes.

Two appointed panelists served as evaluators, assessing the presentations based on standardized rubrics:

1. Prof. Ts. Dr. Faez Jesse Firdaus Abdullah is a recognized subject matter expert in ruminant medicine in Malaysia. He currently serves as a Professor of Ruminant Medicine at the Faculty of Veterinary Medicine, Universiti Putra Malaysia, where he contributes extensively to teaching, research, and clinical practice in the field.
2. Dr. Mohammad Sabri Abdul Rahman is the course coordinator for the Ruminant Medicine subject as well as the clinical practice component of the ruminant rotation at the Faculty of Veterinary Medicine, Universiti Malaysia Kelantan.

PROJECT'S DESCRIPTION



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PEJABAT NAIB CANSELOR
Vice Chancellor Office

Ruj. Kami (*Our Ref.*) : UMK.B01.01.500-4/15/2 JLD 2 (91)
Tarikh (*Date*) : 06 MAC 2026

YBhg. Profesor Ts. Dr. Faez Firdaus Jesse Abdullah
Jabatan Pengajian Klinikal Veterinar
Fakulti Perubatan Veterinar
Universiti Putra Malaysia

YBhg. Prof,

PELANTIKAN *SUBJECT MATTER EXPERT* (SME) BAGI BIDANG PERUBATAN RUMINAN

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa pihak Fakulti Perubatan Veterinar (FPV), Universiti Malaysia Kelantan (UMK) memerlukan kepakaran *Subject Matter Expert* (SME) dalam bidang Perubatan Ruminan untuk memberikan latihan dan bimbingan kepada pelajar tahun kelima di Fakulti Perubatan Veterinar (FPV). Ini adalah selaras dengan usaha pihak fakulti untuk memastikan kualiti pengajaran dan pembelajaran (PnP) yang terbaik serta menyediakan pelajar FPV dengan kemahiran praktikal yang kompeten.

3. Oleh itu kami ingin melantik YBhg. Prof. selaku Pakar Ruminan di Malaysia untuk membantu dalam latihan dan pengajaran mengenai prosedur klinikal serta perbincangan kajian kes ruminan di Malaysia. YBhg. Prof. dijadualkan untuk hadir secara fizikal dan akan berinteraksi langsung dengan pelajar dalam menangani kes-kes klinikal serta menjalankan prosedur klinikal ke atas haiwan ternakan ruminan. Pihak Universiti percaya bahawa pengalaman dan kepakaran YBhg. Prof. akan memberikan manfaat yang besar kepada pelajar kami, terutama dalam mempersiapkan mereka untuk menghadapi cabaran di lapangan profesional nanti.

.../2/

ENTREPRENEURSHIP IS OUR THRUST

UMK.B01.01.500-4/15/2 JLD 2 (91)

Segala perhatian dan pertimbangan daripada YBhg. Prof berhubung perkara ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.
Sekian, terima kasih.

"MALAYSIA MADANI"
"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(PROF. Ts. Dr. ARHAM BIN ABDULLAH)
Naib Canselor

-2-

SME appointment letter

VetEd Asia 2025

AAVS ASIAN ASSOCIATION OF VETERINARY SCHOOLS

PROJECT'S DESCRIPTION

SPRIDIVE Rubric

Component	Exemplary 4 pts	Commendable 3 pts	Adequate 2 pts	Inadequate 1 pt	Score
Originality	Presentation shows considerable originality. Presentation is unique and interesting.	Presentation shows some originality. Presentation is interesting.	Presentation shows an attempt at originality on 1-2 slides.	Presentation is a rehash of other people's ideas and/ or graphics and shows little attempt at original thought.	
Organization and Knowledge	Information is organized in a clear, logical way. Content is accurate and presented in a logical way. All required information is included.	Most information is organized in a clear. Logical way and most information is accurate. Most required information is included.	Some information is logically sequenced. An occasional slide is inaccurate or out of place. Some required information is included.	There is no clear plan for the organization of information. Information is inaccurate. Very little required information is included.	
Transitions	Transitions between all slides are logical and smooth. Animation features are used to enhance the impact of the presentation without distraction.	Transitions between most slides are logical and smooth without too much distraction by animation features.	Transitions between slides are confusing or weighted with animation that is distracting rather than enhancing.	No evidence of attention to transitions.	
Digital Media	A variety of graphics, images, sound, video are used. Images are clear. All elements contribute to a positive experience of the whole.	Two different types of digital media are used. Images are clear. All elements contribute to communication of the presentation.	Two different types of media or used. Images may not be clear. Some elements do not contribute to communication of the presentation.	One type of media is used to compliment the text. Image quality is poor. There is little or no connection to the communication of the presentation.	
Copyright	Citations for all borrowed material is clear, easy-to-locate and accurate. Did not "copy and paste" borrowed material.	Citations for most borrowed material is clear, easy-to-locate and accurate. Did not "copy and paste" borrowed material.	Some citations for most borrowed material is clear, easy-to-locate and accurate. Did not "copy and paste" borrowed material.	Borrowed material is not properly documented and was copied and pasted to the slideshow.	
Spelling and Grammar	There are no errors in spelling, punctuation or grammar.	There are 1-3 errors in spelling, punctuation or grammar.	There are 4-5 errors in spelling, punctuation or grammar.	There are more than 5 errors in spelling, punctuation or grammar.	

PROJECT'S DESCRIPTION

Top 5 presentations

YouTube Link	Top 5 rankings
https://youtu.be/tUeXoK2U5jE	2nd
https://youtu.be/NUk_AS4AJJc	
https://youtu.be/9oGbfJ8KFjU?si=Zi3yoOFJnZxqKxhM	
https://youtu.be/n5O44URPoWQ	
https://youtu.be/2zpcw2Kyqmg	1st
https://youtu.be/wBVpovInoKE	
Brachiaria decumbens toxicity in ruminants	
https://www.youtube.com/watch?v=IcbHg0_XczQ	5th
Grass Tetany	
https://youtu.be/2n2In5GJYQw	4th
https://youtu.be/uXtecKzBxLU	
https://youtu.be/9cJ_IJiNYLc	3rd
https://youtu.be/VRqJFkxF8ek	
https://youtu.be/rFRioeC4L28?si=Ye9Uk981JpRChfbc	
https://youtu.be/a51HIuo20-8	


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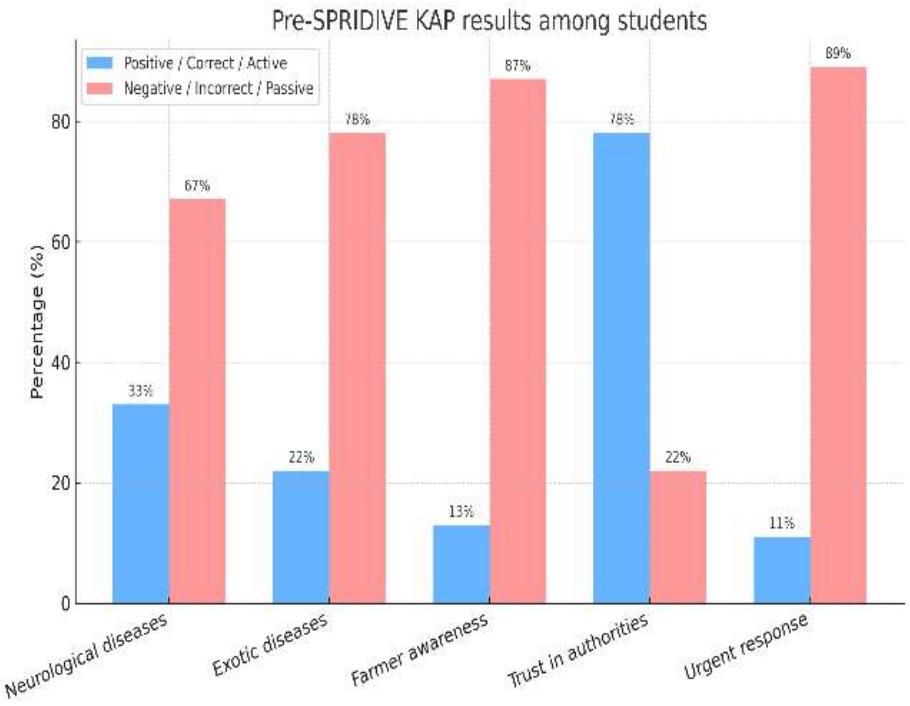
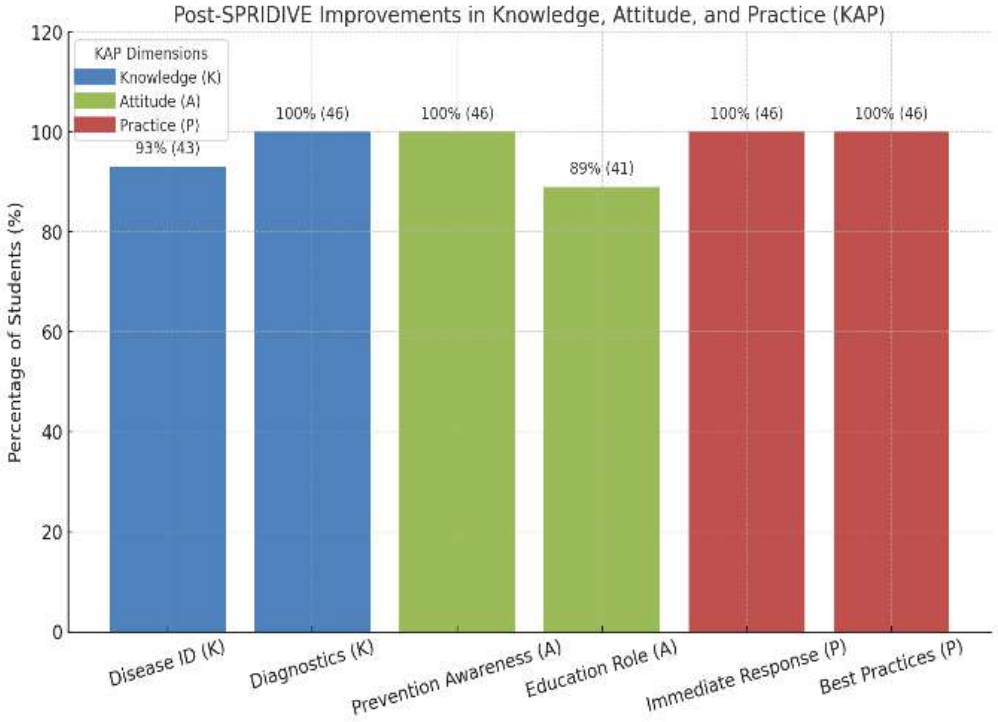
SPRIDIVE Outcome





KAP Survey Summary

SPRIDIVE Outcome

Reflective feedback on SPRIDIVE was overwhelmingly positive, with many calling it "eye-opening" and "well-structured."

Reflections revealed gains in communication, teamwork, digital content creation, self-directed learning, and confidence in roleplaying clinical encounters.

Students praised the practical relevance and interactive format, though some requested more hands-on sessions and follow-up modules to reinforce learning.

Suggestions for improvement included clearer guidelines, longer preparation time, and enhanced technical support.

Overall, the program significantly enhanced students' competence and confidence in managing exotic and neurological disease scenarios.

OBJECTIVES & TARGETS

SPRIDIVE was designed with clear **educational and professional development goals**:

- **Enhance engagement in complex subjects**: Make abstract or rarely seen diseases more accessible and memorable through digital storytelling.
- **Improve knowledge retention**: Use active learning and self-research to strengthen understanding compared to passive lectures.
- **Develop essential competencies**: Encourage teamwork, digital literacy, creativity, and communication skills, all of which are increasingly important in modern veterinary practice.
- **Measure holistic learning outcomes**: Apply a **KAP framework** to capture not only factual knowledge but also changes in professional attitudes and readiness to act.
- **Foster reflective practice**: Encourage students to evaluate their own learning process and provide constructive feedback for improvement.
- **Target audience**: The initiative involved 46 fourth-year veterinary students in their clinical phase, who had completed pre-clinical and para-clinical training, but with the **potential to scale** to other veterinary subjects, CPD programs, and broader medical education.

NOVELTY & ORIGINALITY

SPRIDIVE introduces several novel aspects that differentiate it from conventional teaching approaches:

- **First of its kind in UMK veterinary education** to integrate **student-led YouTube content** as a formal academic assignment.
- Combines **digital innovation** with **competency-based veterinary education (CBVE)** frameworks.
- Moves from **passive lecture learning** to **active knowledge creation**, where students become educators for peers and wider audiences.
- Uses **KAP survey methodology**—commonly applied in public health and epidemiology—as a structured evaluation tool in a classroom setting.
- Topics chosen (neurological and exotic diseases) are **traditionally underrepresented** due to rarity in clinical practice, making this approach a breakthrough in addressing "neglected" parts of the curriculum.
- Secured **copyright protection** with MyIPO (CRLY2025W03631), underscoring originality and safeguarding future scalability.

NOVELTY & ORIGINALITY

AKTA HAK CIPTA 1987

PERATURAN-PERATURAN HAK CIPTA (PEMBERITAHUAN SUKARELA) 2012

SIJIL PEMBERITAHUAN HAK CIPTA
[Subperaturan 8(2)]

No. Pemberitahuan : CRLY2025W03631
Tajuk Karya : SPRIDIVE (STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION)
Kategori Karya : SASTERA
Tarikh Pemberitahuan : 30 MEI 2025
Tarikh Karya Dicipta : 07 OKTOBER 2024

Saya dengan ini mengesahkan di bawah Akta Hak Cipta 1987 [Akta 332] dan Peraturan-Peraturan Hak Cipta (Pemberitahuan Sukarela) 2012 bahawa karya hak cipta dengan No. Pemberitahuan seperti di atas bagi pemohon **UNIVERSITI MALAYSIA KELANTAN** sebagai **PEMUNYA** dan **MOHAMMAD SABRI BIN ABDUL RAHMAN (900307015535), FAEZ FIRDAUS JESSE BIN ABDULLAH (810425086925), MOHD FARHAN HANIF BIN REDUAN (900504065849)** sebagai **PENCIPTA** telah didaftarkan ke dalam Daftar Hak Cipta menurut seksyen 26B Akta Hak Cipta 1987 [Akta 332].

YUSNIEZA SYARMILA BINTI YUSOFF
TIMBALAN PENGAWAL HAK CIPTA
MALAYSIA

(Agensi di bawah Kementerian Perdagangan Dalam Negeri dan Kos Sara Hidup)

SPRIDIVE Rubric

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YouTube Link
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https://youtu.be/9oGbfJ8KFjU?si=Zi3yoOFJnZxqKxhM
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https://youtu.be/VRqJFkxF8ek
https://youtu.be/rFRioeC4L28?si=Ye9Uk981JpRChfbc
https://youtu.be/a51HIuo20-8

USABILITY & IMPACT

SPRIDIVE has proven to be both **practical in execution** and **transformative in outcomes**:

- **Educational Usability**:
  - Videos are available on YouTube, enabling repeated viewing by students for revision, peer learning, and public awareness.
  - Provides a reusable repository of educational resources for future cohorts and potential use in outreach or training workshops.
- **Impact on Students**:
  - Pre-KAP results showed gaps in knowledge and preparedness; post-KAP showed **93–100% improvement** across knowledge, attitudes, and practices.
  - Students gained the confidence to recommend structured preventive measures, diagnostic methods, and immediate responses for neurological and exotic disease cases.
  - Development of **21st-century competencies**: digital content creation, critical thinking, collaboration, and communication.
- **Impact on Veterinary Education**:
  - Offers a **replicable teaching framework** that can be adapted to other difficult subjects (e.g., zoonoses, pharmacology, pathology).
  - Encourages **student-centred, inquiry-based learning** aligned with international veterinary education trends.
- **Student Feedback:** Described SPRIDIVE as “eye-opening,” “interactive,” and “effective,” though many requested more **hands-on reinforcement sessions** and structured follow-ups.

COMMERCIALIZATION POTENTIAL

While SPRIDIVE is an academic project, it carries significant **commercial and expansion opportunities**:

- **Educational content packaging**:
  - The YouTube videos can be organized into curated **digital learning modules** with quizzes and certificates.
  - These modules could be offered as **Continuing Professional Development (CPD)** resources for veterinarians and para-veterinary staff.
- **E-learning platform development**:
  - Potential to create a subscription-based **veterinary digital library** showcasing student-generated and expert-verified content.
  - Integration of interactive features (KAP assessments, reflection tools, gamification).
- **Partnership opportunities**:
  - Collaboration with **Department of Veterinary Services (DVS), Ministry of Agriculture and Food Security (MAFI)**, or livestock industry partners to provide training resources for farmers and field officers.
  - Potential monetization through institutional licensing, workshops, and CPD credits.
- **Scalability:** SPRIDIVE can expand beyond ruminant medicine into other fields (companion animals, poultry, aquaculture, One Health), positioning UMK as a leader in **digital veterinary education innovation**.

RECOGNITION & ACKNOWLEDGEMENT

SPRIDIVE has received recognition both locally and internationally, demonstrating its academic value and impact:

- **Institutional Recognition**:
  - Formally implemented and supported by the **Faculty of Veterinary Medicine, UMK**.
  - Evaluated by subject matter expert **Prof. Ts. Dr. Faez Jesse Firdaus Abdullah (UPM)**, adding credibility and external validation.
- **Student Achievement**:
  - All groups scored >90% in assessments; the **Top 5 presentations** were recognized and highlighted.
  - Students' efforts registered under **MyIPO copyright** (CRLY2025W03631), protecting intellectual property.
- **International Recognition**:
  - **SPRIDIVE has been reviewed and accepted for oral presentation at VetEd ASIA 2025 – Veterinary Education Research Session, 23rd AAVS Annual Meeting, Yogyakarta, Indonesia.**
  - This achievement positions the project as a **globally relevant educational innovation** and enhances UMK's visibility in veterinary education research.
- **Broader Visibility**:
  - Public dissemination via YouTube broadens outreach, with potential for global viewers.
  - Positive feedback from students emphasized the value of SPRIDIVE as a **well-structured, interactive, and relevant program**.

RECOGNITION & ACKNOWLEDGEMENT

SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION

Mohammad Sabri Abdul Rahman[a*], Faez Jesse Firdaus Abdullah[b], Ruhil Hayati Hamdan[a], Tan Li Peng[a], Mohd Farhan Hanif Reduan[a], Intan Noor Aina Kamaruzaman[a], Basripuzi Nurul Hayyan Hassan Basri[a], Goh Soon Heng[a]

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SPRIDIVE, short for *Student Presentation in Digital Innovation for Veterinary Education*, is an innovative learning component integrated into the Ruminant Medicine course for fourth-year veterinary students at Universiti Malaysia Kelantan. The initiative aims to enhance student engagement and knowledge retention by incorporating digital creativity into academic learning. As part of the SPRIDIVE assignment, 46 students were tasked with developing educational videos on 15 diseases, categorized under exotic and neurological conditions, using digital platforms. These topics are typically considered less engaging and are often underrepresented in clinical training due to their rarity and complexity.

Completed student projects were uploaded to YouTube, allowing for broader dissemination and peer learning beyond the classroom. To evaluate the effectiveness of SPRIDIVE, Knowledge, Attitude, and Practice (KAP) questionnaires were administered before and after the presentations. Results showed a marked improvement in all KAP components post-presentation, indicating that the digital approach significantly enhanced understanding and interest in the subject matter. Student reflections highlighted the assignment's impact on fostering creativity, collaboration, and deeper comprehension of complex topics.

In addition to improved learning outcomes, students reported enhanced skills in digital content creation, communication, and teamwork skills increasingly vital in modern veterinary practice. The integration of technology encouraged students to explore innovative educational tools such as animation, voiceovers, and video editing software, thus broadening their digital literacy. Feedback also emphasized the benefit of asynchronous access to the content, enabling repeated viewing and self-paced learning.

While the feedback was overwhelmingly positive, students also provided constructive suggestions for future improvements, including clearer guidelines, extended preparation time, and more structured technical support. Overall, SPRIDIVE demonstrates the potential of integrating digital innovation into veterinary education, particularly for challenging or overlooked subjects. This approach supports active learning, critical thinking, and the development of essential 21st-century competencies in future veterinarians.

References

1. American Veterinary Medical Association. Digital education resources in veterinary curricula. AVMA. Published 2024. Accessed June 15, 2025. https://www.avma.org/resources-tools/education/digital-education
2. American Veterinary Medical Association. Innovative approaches to curriculum development in veterinary education: Guidelines and strategies. AVMA. Published 2023. Accessed June 15, 2025. https://www.avma.org/education/accreditation/veterinary-curriculum-innovation

Original abstract

Revised abstract

SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION

Mohammad Sabri Abdul Rahman[a*], Faez Jesse Firdaus Abdullah[b], Ruhil Hayati Hamdan[a], Tan Li Peng[a], Mohd Farhan Hanif Reduan[a], Intan Noor Aina Kamaruzaman[a], Basripuzi Nurul Hayyan Hassan Basri[a], Goh Soon Heng[a]

[a]*Faculty of Veterinary Medicine, Universiti Malaysia Kelantan*
[b]*Faculty of Veterinary Medicine, Universiti Putra Malaysia*

*sabri.ar@umk.edu.my

SPRIDIVE (Student Presentation in Digital Innovation for Veterinary Education) is a transformative teaching strategy introduced in the Ruminant Medicine course at Universiti Malaysia Kelantan to enhance student engagement and knowledge retention through digital tools. The initiative involved 46 fourth-year veterinary students in their clinical phase, who had completed pre-clinical and para-clinical training. These students, selected through purposive sampling, were divided into groups and assigned to create educational videos on 15 exotic and neurological ruminant diseases, which are often viewed as complex and less engaging due to their rarity in clinical practice.

Over a 10-week period, students conducted literature reviews, developed scripts, and produced videos using digital platforms incorporating animations, voiceovers, infographics, editing tools, and in many cases, roleplay or acting to simulate real-life clinical scenarios. In week 8, lecturers monitored progress to identify challenges and provide formative feedback. In week 9, students presented draft videos for peer and lecturers' critique, which guided final refinements. The completed videos were uploaded to YouTube to support asynchronous peer learning and repeated access beyond classroom sessions.

To evaluate the impact, a Knowledge, Attitude, and Practice (KAP) questionnaire was administered before and after the intervention. Post-intervention results showed a notable increase in knowledge and a positive shift in student attitudes toward the subject. Although practical skills were not directly assessed, students demonstrated greater applied understanding and readiness for clinical situations. Reflections revealed gains in communication, teamwork, digital content creation, self-directed learning, and confidence in roleplaying clinical encounters. Suggestions for improvement included clearer guidelines, longer preparation time, and enhanced technical support.

In conclusion, SPRIDIVE effectively enhanced cognitive and affective learning outcomes, as demonstrated by the KAP results. While hands-on competencies were not evaluated, the approach fostered digital literacy, critical thinking, creativity, and performance-based expression, all of which are essential for twenty-first-century veterinary professionals.

References

1. Association of American Veterinary Medical Colleges. (2018). Competency-Based Veterinary Education (CBVE) Framework. https://www.aavmc.org/programs/cbve
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B05 SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION

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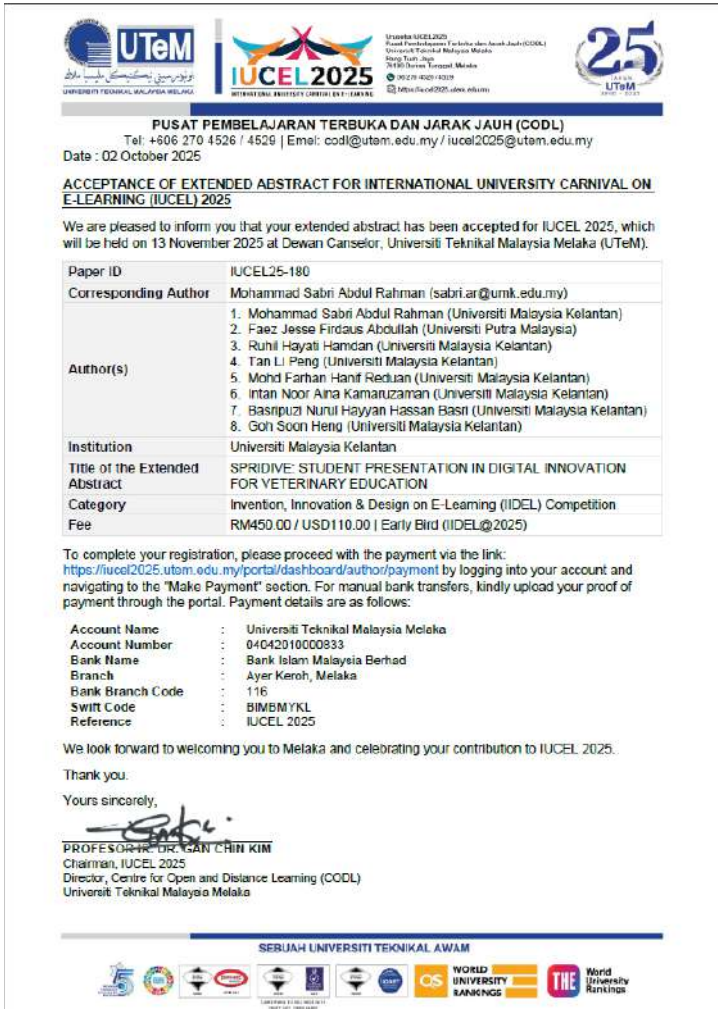

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Date : 02 October 2025

ACCEPTANCE OF EXTENDED ABSTRACT FOR INTERNATIONAL UNIVERSITY CARNIVAL ON E-LEARNING (IUCEL) 2025

We are pleased to inform you that your extended abstract has been accepted for IUCEL 2025, which will be held on 13 November 2025 at Dewan Canselor, Universiti Teknikal Malaysia Melaka (UTeM).

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Title of the Extended Abstract	SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION
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We look forward to welcoming you to Melaka and celebrating your contribution to IUCEL 2025.

Thank you.

Yours sincerely,

PROFESOR IR. DR. GAN CHIN KIM
Chairman, IUCEL 2025
Director, Centre for Open and Distance Learning (CODL)
Universiti Teknikal Malaysia Melaka

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RECOGNITION & ACKNOWLEDGEMENT

Appreciation to the **Year 4 DVM students (Batch DVM2026)** for their creativity and participation.

Gratitude to **Faculty of Veterinary Medicine, UMK** for continuous support in pioneering innovative veterinary education.

CONCLUSION

- The SPRIDIVE assignment not only elevated students' knowledge and preparedness in managing exotic and neurological diseases in ruminants, but also demonstrated the **transformative potential of digital platforms in veterinary education**.
- By replacing conventional methods of rote learning with interactive, student-centered approaches, this assignment fostered deeper engagement, critical thinking, and creative knowledge application.
- Students recognized it as a valuable and innovative learning tool, with only minor suggestions for enhancing interactivity in future versions.
- Importantly, this digital approach aligns with global trends in higher education that emphasize flexibility, accessibility, and technology-driven learning.
- Beyond ruminant medicine, the SPRIDIVE model holds strong potential to be adapted across a wide range of veterinary subjects, particularly in clinical medicine and public health, thereby reshaping traditional pedagogical practices into more dynamic and effective teaching strategies.
- Ultimately, it underscores how **digital assignments can serve as catalysts for transformative teaching and learning**, preparing future veterinarians with competencies that extend beyond content mastery to adaptability and digital literacy.

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KAP

SPRIDIVE
- Design
- Compare & contrast


Thank You!