Introducing Peer Assisted Learning Into A Veterinary

In the last two decades, there has been growing interest in pursuing theoretical paradigms that capture complex learning situations. Cultural Historical Activity Theory (CHAT) is one of several theoretical frameworks that became very popular among educational researchers because it conceptualizes individuals and their environment as a holistic unit of analysis. It assumes a non-dualistic ontology and acknowledges the complexities involved in human activity in natural settings. Recently, reputable journals such as the American Psychologist, Educational Psychologist, and Educational Researcher that are targeted for a wide-range of audience have included articles on CHAT. In many of such articles, CHAT has been referred to as social constructivism, sociocultural theory, or activity theory. Activity systems analysis is one of the popular methods among CHAT researchers for mapping complex human interactions from qualitative data. However, understanding the methods involved in activity systems analysis is a challenging task for many researchers. This difficulty derives from several reasons. First the original texts of CHAT are in Russian and there have been numerous authors who report on the difficulties of reconciling translation problems of the works of original authors' such as Vygotsky and Leontiev. Second, in North America activity systems analysis has deviated from the Russian scholars' intentions and Engeström's original work using the triangle model to identify tensions to overcome and bring about sociopolitical change in participant practices. Third, to this date there are numerous publications on the theoretical background of activity theory and studies reporting the results of using activity systems analysis for unpacking qualitative data sets, but there have been no methodological publications on how researchers engage in activity systems analysis. Thus, there is a dearth of literature in both book and journal publications that guide researchers on the methodological issues involving activity systems analysis.

Supporting Student Diversity in Higher Education is a working manual that is designed to help managers, academics and members of the professional service teams within universities, recruit and support a diverse student body across the student lifecycle at the same time as delivering a quality student experience in a challenging and pressured environment. Using the Student Experience Practitioner Model as a framework, this book helps colleagues responsible for improving the student experience navigate their way through the maze of student diversity across all levels of study, determining what to deliver, how to deliver it and to whom. It interlinks academic, welfare and support activities at faculty department, school, course and university level to support the student in their university journey. Containing 40 practical and innovative undergraduate UK and international case studies from across 12 countries spanning four continents, this book provides practical examples of recruiting and supporting a diverse student body. It includes initiatives to support: mature students (e.g. academic re-engagement); students with special needs (e.g. dyslexia and other disabilities); international students (e.g. language support requirements); students at risk (e.g. lower socio-economic groups, care leavers, male learners); Transfer and direct entry students (e.g. supporting students through this transition); individual learners and their learning needs (impact of personality on learning); students who support students (e.g. peer support). This book will be of great use to senior and middle administrative managers

and academics involved in the recruitment, retention and progression of students; and also to anyone involved in education policy and students aiming to work in higher education.

The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmative assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional approach to topics of interest to all healthcare teachers.

Higher education is a particularly complex site for enhancement initiatives. This book offers those involved in change a coherent conceptual overview of enhancement approaches, of the change context, and of the probable interactions between them.

This Fourth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is a practical guide to help them maximise their performance. Practical Guide for Medical Teachers charts the steady rise of global interest in medical education in a concise format. This is a highly practical book with useful "Tips" throughout the text. The continual emergence of new topics which are of interest to teachers in all healthcare disciplines is recognised in this new edition with seven new chapters: The hidden curriculum; Team based learning; Patient safety; Assessment of attitudes and professionalism; Medical education leadership; Medical education research; and How to manage a medical college An enlarged group of 73 authors from 14 countries provide both an international perspective and a multiprofessional approach to topics of interest to all healthcare teachers.

This book gathers the Proceedings of the 20th International Conference on Interactive Collaborative Learning (ICL2017), held in Budapest, Hungary on 27–29 September 2017. The authors are currently witnessing a significant transformation in the development of education. The impact of globalisation on all areas of human life, the exponential acceleration of technological developments and global markets, and the need for flexibility and agility are essential and challenging elements of this process that have to be tackled in general, but especially in engineering education. To face these current real-world challenges, higher education has to find innovative ways to quickly respond to them. Since its inception in 1998, this conference has been devoted to new approaches in learning with a focus on collaborative learning. Today the ICL conferences offer a forum for exchange concerning relevant trends and research results, and for sharing practical experience gained while developing and testing

elements of new technologies and pedagogies in the learning context.
One of the central features in current educational reforms is a focus on learning
outcomes. Many countries have established or revised standards to describe what
teachers are supposed to teach and students are expected to learn. More recently, the
emphasis has shifted to considerations of how standards can be operationalized in
order to make the outcomes of educational efforts more tangible. This book is the result
of a symposium held in Kiel, that was arranged by two science education groups, one
at the IPN (Leibniz-Institute for Science and Mathematics Education at the University of
Kiel) in Germany and the other at the University of York, UK. The seminar brought
together renowned experts from 12 countries with different notions of the nature and
quality of learning outcomes. The aim was to clarify central conceptions and
approaches for a better understanding among the international science education
community. The book is divided into five parts. In Part A, the organizers set the scene,
describing the rationale for arranging the symposium. Part B provides a broad overview
about different approaches, challenges, and pitfalls on the road to the clarification of
meaningful and fruitful learning outcomes. The set of papers in Part C provides deep
insights into different, although comparable approaches which aim to frame, to assess,
and to promote learning and learning outcomes in science education. Smaller projects
are presented as well as broad, coordinated national programs. The papers in Part D
outline the individual historical development from different national perspectives,
reflecting the deficits and problems that led to current reforms. Finally, a summary of
the organizers analyses the conclusions from different vantage points.
Introduction to Professional School Counseling: Advocacy, Leadership, and
Intervention is a comprehensive introduction to the field for school counselors in
training, one that provides special focus on the topics most relevant to the school
counselor's role and offers specific strategies for practical application and
implementation. In addition to thorough coverage of the ASCA National Model (2012),
readers will find thoughtful discussions of the effects of trends and legislation, including
the Every Student Succeeds Act (ESSA), Response to Intervention (RtI), and School-
Wide Positive Behavioral Intervention and Support (SWPBIS). The text also provides a
readers with an understanding of how school counselors assume counseling
orientations within the specific context of an educational setting. Each chapter is
intensely application oriented, with an equal emphasis both on research and on using
data to design and improve school counselors' functioning in school systems. Available
for free download for each chapter: PowerPoint slides, a testbank of 20 multiple-choice
questions, and short-answer, essay, and discussion questions.
A key skill to be mastered by graduates today is the ability to assess the quality
of their own work, and the work of others. This book demonstrates how the
higher education system might move away from a culture of unhelpful grades and
rigid marking schemes, to focus instead on forms of feedback and assessment
that develop the critical skills of its students. Tracing the historical and
sociocultural development of evaluative judgement, and bringing together
evidence and practice design from a range of disciplines, this book demystifies
the concept of evaluative judgement and shows how it might be integrated and
encouraged in a range of pedagogical contexts. Contributors develop various

understandings of this often poorly understood concept and draw on their experience to showcase a toolbox of strategies including peer learning, self-regulated learning, self-assessment and the use of technologies. A key text for those working with students in the higher education system, Developing Evaluative Judgement in Higher Education will give readers the knowledge and confidence required to promote these much-needed skills when working with individual students and groups.

Veterinary Medical Education: A Practical Guide offers a complete resource to fundamental information on key areas of veterinary education. Provides a practical guide to the key principles of veterinary medical education Takes a real-world approach, with concrete guidance for teaching veterinary skills and knowledge Covers all aspects of designing and implementing a veterinary curriculum Emphasizes key points and helpful tips Offers a veterinary-specific resource for any veterinary educator worldwide

A classic in the field, INTRODUCTION TO METHODS IN EDUCATION, 10th Edition, helps students master the basic competencies necessary to understand and evaluate the research of others, and shows them how to plan and conduct original research. The text's strengths include a clear writing style, comprehensive topic coverage, well-chosen and effective examples that clarify complex concepts, and strong end-of-chapter exercises that expose students to intriguing research problems. This edition builds on the text's strengths of teaching students to become more competent consumers and producers of research, with expanded coverage of qualitative methods, action research, and indigenous research; and an up-to-date feature focusing on research issues in the public realm. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book is the first to explore the big question of how assessment can be refreshed and redesigned in an evolving digital landscape. There are many exciting possibilities for assessments that contribute dynamically to learning. However, the interface between assessment and technology is limited. Often, assessment designers do not take advantage of digital opportunities. Equally, digital innovators sometimes draw from models of higher education assessment that are no longer best practice. This gap in thinking presents an opportunity to consider how technology might best contribute to mainstream assessment practice. Internationally recognised experts provide a deep and unique consideration of assessment's contribution to the technology-mediated higher education sector. The treatment of assessment is contemporary and spans notions of 'assessment for learning', measurement and the roles of peer and self within assessment. Likewise the view of educational technology is broad and includes gaming, learning analytics and new media. The intersection of these two worlds provides opportunities, dilemmas and exemplars. This book serves as a reference for best practice and also guides future thinking about new ways of conceptualising, designing and implementing assessment.

The essential guide to teaching and learning in higher education for early career academics, postgraduate researchers, graduate teaching assistants and professional services staff. This accessible text offers practical guidance for anyone new to teaching in higher education. It covers key aspects of teaching and learning relevant for early career academics, postgraduate researchers, graduate teaching assistants and professional services staff, including those working towards Advance HE/Higher Education Academy (HEA) recognition. Understand how to plan and evaluate teaching sessions, the dynamics of teaching in small and large groups, how to use technology effectively, the particular challenges of laboratory and fieldwork and the importance of inclusive practice and career development. Key features include: · Practical strategies to enhance student learning and motivation. · Case studies from higher education professionals in various roles · Activities and reflection points applying educational principles to your own teaching · Chapter links to the UK Professional Standards Framework (UKPSF)

There can be little doubt that the rapid technological developments that have characterized the decades since the middle of the 19th century have given great scope for improving the quality of life of disabled people. Disabled Students in Education: Technology, Transition, and Inclusivity reports on 15 research projects aimed at improving the educational prospects of disabled people. Through its discussion of three main themes—technology, transition, and inclusivity—this book aims to be of interest to disabled students, their parents and teachers, and the people who run, and set policies for, their educational providers.

Despite calls for a more preventive and developmental mode of functioning, school counseling has tended to be driven by a reactive and sometimes crisis orientation. Like social workers and school, counseling, and clinical psychologists, school counselors typically function to alleviate deficits, often in a small percentage of the students they serve. Although this orientation has served school counselors well in many instances, it is not empowering, it does not serve all students, and it does not replace those deficits with the type of positive characteristics and abilities that schools are attempting to develop. This is the first book to provide a comprehensive look at the theory, research, and intervention strategies that comprise a strengths-based, developmental approach to school counseling. In keeping with ASCA recommendations, the Strengths-Based School Counseling (SBSC) framework discusses academic, personal/social and career development outcomes for all students at the elementary, middle and secondary school levels. Other key features include: integrative framework?SBSC builds upon contemporary research from a variety of areas: school counseling, developmental psychology, school psychology, education, positive psychology, resiliency, and social work. evidence-based interventions?detailed examples of successful evidence-based interventions and environments are presented at the elementary, middle, and high school levels for

each major developmental area (academic, personal/social, and career) identified in ASCA?s National Model. readability and pedagogy?beautifully written, the text includes lists of key points, tables of student strengths, illustrative examples, and student exercises.

Featuring the perspectives of more than 40 leading international researchers, theorists and practitioners in clinical education, Learning and Teaching in Clinical Contexts: A Practical Guide provides a bridge between the theoretical aspects of clinical education and the delivery of practical teaching strategies. Written by Clare Delany and Elizabeth Molloy, each chapter weaves together education theory, education strategies and illustrative learning and teaching case scenarios drawn from multidisciplinary clinical contexts. The text supports clinicians and educators responsible for designing and delivering health professional education in clinical workplaces and clinicians undertaking continuing education in workplace teaching. The book is divided into four sections, each addressing a key aspect of the learner and educator experience. Section 1 considers the learner's needs as they make key transitions from classroom to workplace, or recent graduate to competent clinician Section 2 focuses on the influence of workplace contexts and how they can be used as positive catalysts to enhance learning Section 3 highlights the role of workplace assessments as embedded processes to positively influence learning Section 4 provides an overview of the changing roles of the clinical educator and processes and models of professional development to build educational expertise Demonstrates the integrated nature of three key threads within the field of clinical education: theory, method and context Highlights theoretical frameworks: cognitive, psychological, sociocultural, experiential and ethical traditions and how they inform teaching decisions Incorporates case studies throughout to provide a context to learning and teaching in clinical education Includes practical tips from expert practitioners across different topics Includes an eBook with print purchase on evolve

The number of students in higher education has expanded dramatically in recent years, but funding has not kept pace with this growth. The result is less contact time for lecturers and their students, and corresponding worries about how the quality of teaching and learning can be improved. Peer tutoring is one method which is growing in popularity, and has already proved successful in a number of countries. This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems. It discusses the theory behind this form of learning and the beneficial effects associated with it. Summaries are included at the end of each chapter.

A practical guide to working with primary and secondary students who need extra attention because of disabilities or giftedness. It outlines the principles behind diversity and inclusive policies, and discuss the range of different needs teachers

This book provides state-of-the-art e-learning networked environments and architectures carried out over the last few years from a knowledge management perspective. It contains a comprehensive discussion of e-learning concepts, models, experiments and best practices. Presenting a wide-ranging survey of methods and

applications from contributors from around the world, this book will be a valuable resource for researchers, practitioners and graduates.

The library has always been an essential part of the collegiate experience, providing students with access to knowledge and literature. However, as virtual services and online learning become more prominent within collegiate environments, the ways students conduct research and access resources has been altered. Innovative Solutions for Building Community in Academic Libraries examines new methods librarians use to engage both on-campus and online users in library services, taking into account the significant impacts of online learning on students' interaction with library resources. Focusing on various outreach practices, techniques of literacy instruction, and the utilization of library spaces, this research-supported book is a pivotal reference source for distance educators, program planners, academics, and library professionals interested in new ways to attract users to library services.

Peer-assisted LearningRoutledge

While peer learning is often used informally by students - and for many can form an essential part of their HE experience - this book discusses methods of developing more effective learning through the systematic implementation of peer learning approaches. This book introduces a comprehensive RTP Model that reframes research to practice knowledge and inclusive education philosophy to promote the sustained use of research to promote and enhance meaningful education for all students.

Fostering Child and Adolescent Mental Health in the Classroom provides educators and school personnel with a thorough, readable guide to some of the most common mental health issues they are likely to confront in the classroom. Editor Raymond J. Waller offers pre-service and in-service educators strategic tools to help take the proper steps toward addressing the mental health issues of their students.

This book constitutes the refereed proceedings of the 14th International Conference on Blended Learning, ICBL 2021, held online in August 2021. The 30 papers, including 4 keynote papers, were carefully reviewed and selected from 79 submissions. The conference theme of ICBL 2021 is Blended Learning: Re-thinking and Re-defining the Learning Process. The papers are organized in topical sections named: content and instructional design; enriched and smart learning experience; experience in blended learning; institutional policies and strategies; and online and collaborative learning.

An Introduction to Psychology for the Middle East (and Beyond) is more than the average psychology textbook. Written in simple English by local contributors in the field of psychology and academia, it not only covers broad concepts and major theories, but also provides students in the Middle East with culturally-relevant examples and indigenous research studies that highlight the ways in which psychology can be applied in their local contexts. Topic Boxes appear throughout the chapters to bring regional concepts to life, and discussion questions at the end of each chapter provide ideas for further exploration. With photos that capture the diversity of the Middle East, students will be able to envision a psychology that is representative of their experiences as they explore this visually-appealing textbook. In doing so, they will be better prepared to understand the relevance of the discipline to their personal lives and the societies in which they live.

Within the context of empirical research undertaken by the authors during the course of a 4-year research and intervention project on Raising Boys' Achievement, the book will focus on approaches that are successful in raising achievement for boys, and the reasons for that success. It will explore the whole aspect of boys' achievement, and look at how primary schools are addressing the issue, and the processes involved in schools working

collaboratively and voluntarily to share good practice. Case study material will be used to illustrate the different contexts in which the strategies have been studied, and of great importance is the incorporation of boys' and girls' own perspectives on their educational experiences.

In this edited collection, the authors pick up the communities of practice (CoP) approach of sharing practice in their reflection on the experience of taking their CoP vision from a dream to reality. Their stories articulate the vision, the passion and the challenge of working within and/or changing existing institutional culture and practice. The book discusses strategies that worked and considers the lessons learnt to inspire future dreamers and schemers. The multiple perspectives provided in the case studies will assist higher education leaders, as well as academic and professional staff, in establishing or assessing CoPs. The book offers insights into implementation strategies, practical guidelines and ideas on how CoP theoretical underpinnings can be tailored to the higher education context.

This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education. It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights, philosophy, context, policy, systems, and practices for a global audience. This makes it an ideal text for researchers and those involved in policy-making, as well as those teaching in classrooms today. Chapters are separated across three key parts: Part I: Conceptualizations and Possibilities of Inclusion and Diversity in Education Part II: Inclusion and Diversity in Educational Practices, Policies, and Systems Part III: Inclusion and Diversity in Global and Local Educational Contexts

Decades of research indicate the important connections among academic motivation and achievement, social relationships, and school culture. However, much of this research has been conducted in homogenous American schools serving middle class, average achieving, Anglo-student populations. This edited volume will argue that school culture is a reflection of the society in which the school is embedded and comprises various aspects, including individualism, competition, cultural stereotypes, and extrinsically guided values and rewards. They address three specific conceptual questions: How do differences in academic motivation for diverse groups of students change over time? How do students' social cognitions influence their motivational processes and outcomes in school? And what has been done to enhance academic motivation? To answer this last question, the contributors describe empirically validated intervention programs for improving academic motivation in students from elementary school through college.

The education system is constantly growing and developing as more ways to teach and learn are implemented into the classroom. Recently, there has been a growing interest in teaching computational thinking with schools all over the world introducing it to the curriculum due to its ability to allow students to become proficient at problem solving using logic, an essential life skill. In order to provide the best education possible, it is imperative that computational thinking strategies, along with programming skills and the use of robotics in the classroom, be implemented in order for students to achieve maximum thought processing skills and computer competencies. The Research Anthology on Computational Thinking, Programming, and Robotics in the Classroom is an all-encompassing reference book that discusses how computational thinking, programming, and robotics can be used in education as well as the benefits and difficulties of implementing these elements into the classroom. The book includes strategies for preparing educators to teach computational thinking in the classroom as well as design techniques for incorporating these practices into various levels of school curriculum and within a variety of subjects. Covering topics ranging from decomposition to robot learning, this book is ideal for educators, computer scientists, administrators, academicians, students, and anyone interested in learning more about how computational thinking, programming, and

robotics can change the current education system.

Down-to-earth and intensely practical, this book and video package provides step-by-step guidance on the essential clinical skills required by veterinary students before they face clinical situations encountered in the real world of the busy veterinary professional. This book is the go-to manual for an essential grounding in key veterinary clinical skills for all students and educators of veterinary medicine and animal husbandry.

Written specifically for academic librarians and library administrators, this book identifies the myriad benefits of peer-assisted learning, exploring how the implementation of peer-assisted learning benefits information literacy instruction, cocurricular outreach, and reference services. • Introduces readers to a well-established and effective practice in higher education and demonstrates how it can be used in library-initiated programs • Provides the means to extend library staff resources by incorporating student employees in instruction, outreach, and reference services • Supplies practical examples—complete with assessments, administrative justifications and lessons learned—for training and assessing student peer mentors • Offers justification for how peer-assisted learning programs provide student employees with rewarding and enriching opportunities that can benefit them academically, personally, and professionally

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

This edited volume offers a range of insights about, practices of and findings associated with enrichening health and social care students' learning by their engagement in educational processes during and after the completion of their practicum experiences in health and social care settings. That is, using post-practicum intervention to augment and enrich those learning experiences. The collected contributions here draw on the processes of trialing and evaluating educational processes that aimed to enrich those practicum experiences for purposes of improving students' understandings, abilities to address patients' needs, and health and social care related dispositions. These processes and findings from these processes across medical, nursing, midwifery, physiotherapy, pharmacy, exercise physiology, dietetic and speech pathology education speak directly to educators in both clinical and educational settings in the health and social care sectors. These messages, which arise from educators and clinicians enacting and evaluating these interventions, offer practical suggestions as well

as conceptual advances. The reach of the accounts of processes, findings and evaluations is not restricted to this sector alone, however. The lessons provided through this edited volume are intended to inform how post-practicum interventions might be enacted across a range of occupational fields.

The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

Veterinary Clinical Skills Provides instructors and students with clear guidance on best practices for clinical skills education Veterinary Clinical Skills provides practical guidance on learning, teaching, and assessing essential clinical skills, techniques, and procedures in both educational and workplace environments. Thorough yet concise, this evidence-based resource features sample assessments, simple models for use in teaching, and numerous examples demonstrating the real-world application of key principles and evidence-based approaches. Organized into nine chapters, the text explains what constitutes a clinical skill, explains the core clinical skills in veterinary education and how these skills are taught and practiced, describes assessment methods and preparation strategies, and more. Contributions from expert authors emphasize best practices while providing insights into the clinical skills that are needed to succeed in veterinary practice. Presenting well-defined guidelines for the best way to acquire and assess veterinary skills, this much-needed resource: Describes how to design and implement a clinical skills curriculum Identifies a range of skills vital to successful clinical practice Provides advice on how to use peer teaching and other available resources Covers veterinary OSCE (Objective Structured Clinical Examination) topics, including gowning and gloving, canine physical examination, and anesthetic machine setup and leak testing Includes sample models for endotracheal intubation, dental scaling, silicone skin suturing, surgical prep, and others Emphasizing the importance of clinical skills in both veterinary curricula and in practice, Veterinary Clinical Skills is a valuable reference and guide for veterinary school and continuing education instructors and learners of all experience levels.

This book features more than 95 papers that were presented at the bi-annual Regional Conference on Science, Technology and Social Sciences, RCSTSS 2014, which was organized by Universiti Teknologi MARA Pahang. It covers topics ranging from communications studies, politics, psychology, education, religious studies as well as business and economics. The papers, which have been carefully reviewed, include research conducted by academicians locally, regionally and globally. They detail invaluable insights on the important roles played by the various disciplines in science, technology and social sciences. Coverage includes accounting, art and design, business, communication, economics, education, finance, humanity, information management, marketing, music, religion, social sciences and tourism. Throughout, clear illustrations, figures and diagrams complement the research. The book is a significant point of reference to academicians and students who want

to pursue further research in their respective fields. It also serves as a platform to disseminate research findings as a catalyst to bring out positive innovations on the development of the region.

This book is an outcome of BASICS, a SOCRATES COMENIUS 2.1 project. B.A.S.I.C.S. is a transnational project aiming to improve the succes rate of educational reform in the European Union. B.A.S.I.C.S. is an acronym for: Building Agency for School Improvement, Coherence and Sustainability.

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