

Pedagogical Merit Review Form – Merit Reviewer

Pedagogical Merit of Animal Based Teaching

# Please complete all sections below and email the completed form to [buacc@brandonu.ca](mailto:buacc@brandonu.ca). All boxes in the form below (MS-Word file) will expand as necessary. Questions about the form should be directed to Shannon Downey, Administrative Officer to the Vice-President (Academic & Provost) and Research Ethics Officer, at (204) 727-9712 or [downeys@brandonu.ca](mailto:downeys@brandonu.ca).

# This form is in accordance with the *CCAC Policy Statement on: Pedagogical Merit of Live Animal-based Teaching and Training (2016)* and based on the *CCAC Pedagogical Merit Peer Review Sample Form for Reviewers.*

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| COURSE NUMBER AND NAME: |  |
| INSTRUCTOR(S): |  |

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| LEARNING OUTCOMES: | | |
| Are the learning outcomes: | | |
| **Specific**: are they clearly described and do they specify the involvement of animals? | Yes No | If No, explain: |
| **Measurable**: do they specify how well the learned behaviour must be performed (accuracy, speed, quality)? | Yes No | If No, explain: |
| **Attainable and Realistic**: are they realistically achievable, given the composition, learning level, and needs of the student group(s), and the teaching activities (what, where) proposed? | Yes No | If No, explain: |
| Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? | Yes No | If No, explain: |
| **Timely:** is the timing of the inclusion of animals in the teaching/training suitable for the projected timing of the intended learning outcome(s)? | Yes No | If No, explain: |
| Are there clear benefits to involving animals in this course, at this point in time in the academic curriculum, to future study or career paths? | Yes No | If No, explain: |
| Does this course serve as a prerequisite for further study? | Yes No | If No, explain: |
| LEARNING ASSESSMENT METHODS | | |
| Are live animals involved in the assessment? | Yes No | If No, explain: |
| Are the learning assessment methods clear? | Yes No | If No, explain: |
| LEARNING ACTIVITIES | | |
| Are the learning activities clear? | Yes No | If No, explain: |
| CONSTRUCTIVE CURRICULUM ALIGNMENT PARADIGM | | |
| Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes?   *(See Question 7 in the CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training for more information)* | Yes No | If No, explain: |
| REPLACEMENT ALTERNATIVES | | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | Yes No | If No, explain: |
| Which resources were consulted? |  | |
| BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES | | |
| Based on SMART learning outcomes, constructed curriculum alignment, and the necessity for these students to achieve stated learning outcomes at this point in their teaching/training experience, is the live animal proposed in this course the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?   BEST MODEL  ALTERNATIVE  Explain choice: | | |
| If a replacement alternative would be more appropriate, provide options below:   Absolute (e.g. computer simulation, model):  Relative (e.g. tissue, eggs, invertebrate): | | |

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| Reviewer Name: |  |
| Date: |  |