

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. 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.

# 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[ ]  ALTERNATIVEExplain 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: |       |