**Pedagogical Merit Review Form for Reviewers**

**Use of Animals in Teaching and Training**

Yukon University adheres to the requirements of the Canadian Council on Animal Care (CCAC). All animal-based teaching and training projects are required to undergo pedagogical merit review, by at least two independent experts in pedagogy and/or replacement alternatives prior to the review by the animal care committee.

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. The goal of this review is to determine if the live animal model proposed by the instructor is the best learning model in support of intended learning outcomes. In other words, is the involvement of live animals essential, or can replacement alternatives, either absolute (non-animal model such as a mannequin or computer model) or relative (such as eggs, cell cultures, tissues, or animals that current expert peer advice and interpretation of scientific evidence indicate have a significantly lower potential for pain perception, such as some invertebrates), be used.

Please answer the following questions and document your conclusion. **In order to perform the review, learning outcomes, learning assessment methods, and learning activities must be provided by the instructor.** As a reviewer you will assess if intended learning outcomes align with learning assessment methods, and if both align with learning activities in support of the intended outcomes.

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| **Course/teaching activity title:** | Click or tap here to enter text. |
| **Course number:** | Click or tap here to enter text. |
| **Course Instructor:** | Click or tap here to enter text. |

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| **Learning Outcomes** | |
| 1. **Specific:** Are they clearly described and do they specify the involvement of animals? | Yes  No  If No, explain: Click or tap here to enter text. |
| 1. **Measurable:** Do they specify how well the learned behaviour must be performed (accuracy, speed, quality)? | Yes  No  If No, explain: Click or tap here to enter text. |
| 1. **Attainable and Realistic:** Are they realistically achievable, given the composition, learning level and needs of student group(s), and the teaching activities proposed? | Yes  No  If No, explain: Click or tap here to enter text. |
| Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? | Yes  No |
| 1. **Timely:** Is the timing of the inclusion of animals in the teaching/training activity suitable for the projected timing of the intended learning outcome(s)? | Yes  No  If No, explain: Click or tap here to enter text. |
| 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: Click or tap here to enter text. |
| Does this course serve as a prerequisite for further study? | Yes  No |
| **Learning Assessment Methods** | |
| Are live animals involved in the assessment? | Yes  No  If No, explain: Click or tap here to enter text. |
| Are the learning assessment methods clear? | Yes  No  If No, explain: Click or tap here to enter text. |
| **Learning Activities** | |
| Are the learning activities clear | Yes  No  If No, explain: Click or tap here to enter text. |
| **Constructive Curriculum Alignment Paradigm (see question 7 in the CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training)** | |
| Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes? | Yes  No  If No, explain: Click or tap here to enter text. |
| **Replacement Alternatives** | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | Yes  No  If No, explain: Click or tap here to enter text. |
| Which resource were consulted? | Click or tap here to enter text. |
| **Best Learning Model and Replacement Alternatives** | |
| Based on SMART learning outcomes, constructive 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: Click or tap here to enter text. | |
| **If a replacement alternative would be more appropriate, provide options below:**  **Absolute** (e.g. computer simulation model):  Click or tap here to enter text.  **Relative** (e.g. tissue, eggs, invertebrate):  Click or tap here to enter text. | |
| **Conclusion** | |
| With regard to meeting learning outcomes, the proposed live animal model is: | Essential (has pedagogical merit)  Not Essential (no pedagogical merit) |

**Reviewer name:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**Please forward the completed form to the Research Ethics Coordinator (REC) by email to** [**vwalker@yukonu.ca**](mailto:vwalker@yukonu.ca)**. The REC will forward this information to research services, the instructor and the Animal Care Committee.**