**Pedagogical Merit Review Form (Reviewers)**

Proposed Live Animal Model – Teaching and Training

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 essential for the intended learning outcomes or if 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), can be used.

Using the information provided by the PI/Instructor, please complete this form.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Number and Name:** | | Click add course number and name | | | |
| **Instructor of Record:** | | Click to add instructor of record | | | |
| **Department Name:** | | Click to add department name | | | |
| **AUP Number (if known):** | | Click to add AUP # | | | |
| REVIEWERS | | | initials | initials | initials |
| LEARNING OUTCOMES | | |  |  |  |
| **a. Specific:** Are they clearly described, and do they specify the involvement of animals? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **b. Measurable:** Do they specify how well the learned behaviour must be performed (accuracy, speed, quality)? | | | YES  NO  N/A | YES  NO  N/A | YES  NO  N/A |
| If No, explain:  Click to add further explanation | | | | | |
| **c. 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 | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **d. 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 | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| 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 | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| Does this course serve as a prerequisite for further study? | | | YES  NO | YES  NO | YES  NO |
| If Yes, explain how the knowledge/skills gained through the use of live animals is used in the subsequent course(s).  Click to add further explanation | | | | | |
| **LEARNING ACTIVITIES** | | | | | |
| Are the learning activities clear? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **LEARNING ASSESSMENT METHODS** | | | | | |
| Are live animals involved in the assessment? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| Are the learning assessment methods clear? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **ALIGNMENT** | | | | | |
| Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **REPLACEMENT ALTERNATIVES** | | | | | |
| Has the instructor made reasonable and appropriate efforts to identify replacement alternatives? | | | YES  NO | YES  NO | YES  NO |
| If No, explain:  Click to add further explanation | | | | | |
| **CONCLUSION** | | | | | |
| **REVIEWER** |  | | | | |
| Click to add your name  Click to enter the date. | Based on the learning outcomes, 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?  I agree that the proposed live animal model is essential to meeting the learning outcomes  OR  I believe that alternative methods would be more appropriate (see comments below)  OR  Further information is required to make an appropriate conclusion (see comments below)  Explain choice:  Click to add further explanation  **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., lower sentient live vertebrate or cephalopod, tissue, eggs, invertebrate):  Click or tap here to enter text. | | | | |
| Click to add your name  Click to enter the date. | I agree that the proposed live animal model is essential to meeting the learning outcomes  OR  I believe that alternative methods would be more appropriate (see comments below)  OR  Further information is required to make an appropriate conclusion (see comments below)  Explain choice:  Click to add further explanation  **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., lower sentient live vertebrate or cephalopod, tissue, eggs, invertebrate):  Click or tap here to enter text. | | | | |
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