

Authentic teaching on interpreting animal emotions.

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Findings

- Discussion board engagement was high and dependent on the species involved (Canine > Feline > Farm animals).
- Students occasionally used anthropomorphic language.
- Students always identified predominant animal emotion but often missed more subtle coexisting one.
- Online quiz grades exceeded 70%.

Impact

- This project adds to the body of knowledge on the process of learning animal behaviour.
- Films and images can appropriately replace live animals for authentic animal behaviour teaching.
- Discussion boards are helpful for reflection and practicing analysis.
- Examining teaching can generate new insights into student learning process.

Aims

- Teach veterinary nursing students how to interpret animal emotional state (without involving live animals) and study the impact.

Table 1. Authentic teaching

Authentic learning principle (Herrington & Oliver, 2000)	Application in animal emotions teaching
Authentic context	Images/films simulating live animals.
Authentic activity	Interpreting animal emotional state (for handler safety & animal welfare).
Scaffolding	<u>Lectures:</u> On animal behaviour.
Access to expert performance	<u>Modelling:</u> Lecturer articulating her process of interpreting emotions.
Reflection, articulation & collaboration	<u>Discussion board:</u> Students post, analyse and interpret images of animal emotions.
Coaching	<u>Feedback:</u> From lecturer on latter.
Assessment	<u>Aligned online quiz:</u> 15% of grade.

References

Herrington, J. and Oliver, R. (2000) 'An Instructional Design Framework for Authentic Learning Environments' *Educational Technology Research and Development*, **48(3)**, pp. 23-48. Available from: <https://www.jstor.org/stable/30220266>