AVS 331 Anatomy and Physiology of Domestic Animals
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Course Background
AVS 331 Anatomy and Physiology of Domestic Animals is a required course for all Animal and Veterinary Science majors with an enrollment of 80-100 students per year. Students use the knowledge gained in this course in upper level AVS courses and in their animal-related work including veterinarians, researchers, veterinary technicians, laboratory animal technicians, animal care and food animal production.

In addition to lectures and small group work in class, students are expected to watch online lectures and take a quiz in the course Sakai site before the first lecture each week. Student feedback on the online lectures has been positive (see Results). This online work has not replaced in class meetings but has prepared students for in class lectures of complex topics and practice with the material.

The goal of a blended format for AVS 331 (one face-to-face meeting per week) is to support student engagement with the course material and provide resources for students with different learning styles.

Course Changes
During the Blended Initiative workshop, effective online and in class activities were designed that aligned with course learning outcomes. The process identified course activities in both environments to enhance student learning.

AVS 331 Student Learning Outcomes
1. Use standard terminology to identify anatomical structures and physiological processes (Bloom’s Taxonomy Remembering)
2. Explain pathways of physiological processes (Bloom’s Taxonomy Understanding)
3. Predict the responses to changes in a physiological process in real-world case studies (Bloom’s Taxonomy Understanding and Applying)
4. Build collaborative learning skills in group work in an online environment.

AVS 331 Blended Format Fall 2018

Before class:
_____ Read TopHat course pack & watch online lectures
_____ Take online quiz of vocabulary terms in study guide
_____ Submit questions about material to Sakai Forums
_____ Revisions and final submission of pathway from previous week

In-class:
1. Mini-lectures on physiology processes
2. Answer student questions from forums
3. Practice problems in small groups then groups report out
4. Instructor-led example of building physiology pathway and changes to pathway

Due online Thursday (midnight):
_____ Submit Collaborative Study Guide by answering questions on study guide and write 5 practice problems (multiple choice or short answer for practice exam; Group assignment)
_____ Submit Pathway (Google Draw; Individual assignment)

Due online Sunday (midnight):
_____ Peer review of Pathway (Individual assignment)

Results
AVS 331 Fall 2017 Student feedback:

How useful were in class lectures?

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Less useful</th>
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<td></td>
<td>48%</td>
<td>38.9%</td>
<td>12.9%</td>
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26 students (38.8%) reported that both online and in class lectures were useful

How useful were online lectures?

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Useful</th>
<th>Moderately useful</th>
<th>Less useful</th>
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<td></td>
<td>74.6%</td>
<td>17.9%</td>
<td>7.4%</td>
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Online assignments were designed to meet learning outcomes including online quizzes, explaining physiology pathways using Google Draw, peer review of pathways and collaborative work on questions. Student feedback on in class and online activities to support student learning and success in the class will be collected in fall 2018.

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