

## Extension and Instruction

**151 Update on Professional Animal Auditing Certification Organization (PAACO).** K. D. Christensen\*<sup>1,2</sup>, <sup>1</sup>*OK Farms, Inc., Fort Smith, AR*, <sup>2</sup>*Mississippi State University, Starkville*.

PAACO was certified by FASS, ARPAS, AABP, AASV, and AAAP. It serves as a nonprofit organization to benefit all stakeholders, industry groups and consumer groups.

The mission of PAACO is to train industry experts to audit grow out and processing facilities in a consistent, professional and knowledgeable manner. PAACO also provides nonbias, third party certification of animal welfare audit instruments.

Training of auditors includes a review of industry standards and processes, audit training and field training. Completion of a comprehensive exam after the training and the completion of shadow audits are required for certification. Yearly education is required to maintain certification. Two groups have completed the broiler, table egg, and turkey training to date.

**Key Words:** animal welfare, audits, PAACO

**152 Innovation in the poultry industry: Digital video production for classroom and web-based learning.** D. C. Penrice\*, F. E. Robinson, and N. J. Wolanski, *University of Alberta, Edmonton, AB, Canada*.

With improved biosecurity and food safety practices in the poultry industry, it is becoming increasingly challenging to have students and consumers visit and experience a poultry operation in person. As a result, *Innovations in the Poultry Industry*, an educational DVD, was developed to visualize the day-to-day operations which span the North American poultry industry. The DVD covers 7 sections including an Overview of the Poultry Industry, Incubation and the Hatchery, the Hatching Egg Industry, the Broiler Industry, the Turkey Industry, the Table Egg Industry, and the Egg Grading Facility. The target audience for this DVD includes elementary school students through to university students and also includes the general food consuming, public. It was created to be an introduction to the industry as well as a tool that instructors can use for visual examples of concepts that they teach. The video is also intended to be used by poultry producers and the poultry industry to provide other producers, company employees and other industry participants with a glimpse into sectors of the poultry industry that they might not be familiar with. The content covers aspects of feed and lighting management, housing, reproductive physiology, the role of genetics, biosecurity protocols, and industry practices. Footage includes shots of incubators and hatchers, day-old chick placement, broiler breeder mating, turkey insemination, table egg collection, egg grading, and shots from niche market operations, to describe a few. The video is presented in DVD format and in low-resolution web formats. A description of the development, a complete overview of the objectives and industry evaluation results will be presented.

**Key Words:** video, learning, teaching

**153 Learning by teaching to increase student interest in poultry.** R. J. Balander\* and D. M. Karcher, *Michigan State University, East Lansing*.

In the past, poultry laboratories in the introductory animal science course were similarly received by students when compared to all other species laboratories. Generally, the laboratories were a combination of lecture and demonstration. Student evaluations of laboratories were generally positive, but indistinguishable from each other. In an attempt to increase student participation and appreciation of "poultry," laboratories were redesigned with the concept of "learning by teaching."

Learning by teaching is a teaching method of using active learning with simultaneous instructional guidance. With the addition of a new second faculty member to help in teaching, we were able to divide the students into small groups for bird dissection, fertile egg/embryo observation, exterior grading, interior grading, candling/breakout and a poultry farm tour. By dividing the students into small groups, each student has the opportunity for hands on participation, up-close observation and peer education. General instructions were given at the beginning of the laboratory and then specific instructions were given as various laboratory topics were explored. The 2 instructors were able to circulate amongst the small groups to answer questions while allowing more peer educational interaction. As a result, poultry laboratories were rated the highest of all the intro animal laboratories on end of the term evaluations. Therefore, using this new teaching paradigm, we have seen increased student interest in poultry (although not measured) compared to previous years.

**Key Words:** learning by teaching, active learning, student poultry interest

**154 Using clickers to enhance the student academic experience.** R. J. Balander\*, *Michigan State University, East Lansing*.

Clickers (AKA classroom or personal response systems) are one of the more recent technology devices that can be used to promote a wide array of classroom activities. These include, but are not limited to promoting classroom participation, taking attendance, gathering student opinions and facilitating discussion, taking quizzes and collecting immediate feedback regarding the students' understanding of lecture material. A few response activities throughout the lecture also help reduce student attention lapses. Most clicker systems will integrate with Blackboard or Angel to provide the instructor with individual student data (each clicker has a unique registration).

Clickers were used in 2 MSU animal science classes this year with generally positive acceptance by the students. Students who tended to be quiet and shy could participate easily. In one class where attendance by clicker participation counted for 5% of the grade, absenteeism was low.

**Key Words:** clickers, classroom response system