

Teaching Notes

By **Michelle Phillips**

Instructor, Biological Sciences
Department of Math and Natural Sciences
Hawai'i Community College
1175 Manono Street
Hilo, HI 96720
Office Phone: 808-934-2628
Email: mp7@hawaii.edu

Course Information

Department: **Natural Sciences**
Level: **Lower Undergraduate**
Course type: **Lecture**
Students: **Non-majors**
Number of Students: **25**

Module Information

Original Module Name: **Investigating the Ecology of West Nile Virus in the United States**

Link to Original: <https://qubeshub.org/qubesresources/publications/1096/1>

Modified Module Name: **Investigating the Ecology of Invasive Mosquitoes on Native Birds in Hawai'i**

Files associated: **Class Worksheet, Powerpoint with Data**

Modification Learning Goals:

- **Interpret scatterplots with time on the x-axis.**
- **Interpret scatterplots with other variables on the x-axis.**
- **Practice Excel spreadsheet skills such as locating specific cells, sorting data according to various characteristics, and using basic formulas.**
- **Compare trendlines to draw conclusions about the natural world and conservation management.**

Teaching Notes

- What did you change and why?
 - **This module was made relevant for students in Hawaii, and as part of a unit on sustainability and climate change. I also focused on abiotic and biotic data collected here that was available in scientific papers and raw spreadsheet data.**
- How did the activity go?
 - **The activity went very well. I wish I had an extra day to do it – I had to send part of it home as homework and some students didn't have internet access!**
- What was the prep like?

- **Making the assignment took the longest time, as well as finding all the data, but once it was given in class, the prep was easy.**
 - **I introduced students to the concepts of extinction, climate change, and the problem with the mosquitoes here in Hawaii prior to giving the assignment.**
- **Would you do this activity again?**
 - **Yes! But I would definitely factor in at least one extra day and allow the students to do the whole assignment in class, in groups of two, with laptops.**
- **What do you wish you'd known before you ran the activity?**
 - **I wish there was more easily accessible data. I didn't realize it would be so difficult to locate!**
- **Is there anything else you would like to make note of?**
 - **I would also love to have a guest speaker come, or combine with service learning so students can see the environment, and the birds themselves!**
- **How does this activity fit in your overall course curriculum?**
 - **Wonderfully. I like to focus on local issues and this is very relevant and important here. I also love that it brings in quantitative analysis and uses real-life math in the classroom as well as conservation.**