## Teaching Notes

### By *James B. Deemy*

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**Course Information**

Department: Deprtment of Natural Sciences, College of Coastal Georgia

Level: **Lower Undergraduate**

Course type: **Both**

Students: **Non-majors**

Number of Students: 30

**Module Information**

Original Module Name: Biogeography -> Ecological Biogeography -> Island Biogeography

Link to Original: [http://simbio/?action=comboaction\*id=LOAD\_SCENE\*SceneName=Island\_Biogeography\_Intro](http://simbio/?action=comboaction*id=LOAD_SCENE*SceneName=Island_Biogeography_Intro)

Modified Module Name:

Files associated:

IslandFrogs.docx

Modification Learning Goals:

* Apply concepts of trait changes to trace speciation through multiple splitting events.

**Teaching Notes**

*(Think about what you would like to read about this activity if you came back to it in 2 years)*

Suggestions for this section (not all required, and extras always welcome):

* How did the activity go?
	+ *Very well.*
	+ What went well and why?
		- *Comparison of traits went really well for the students willing to make simple illustrations of the frogs.*
		- *Drawing the changes in traits among species helped students solidify their understanding of speciation.*
	+ What went wrong and why?
		- *Students were resistant to drawing the frogs due to fear of being graded on artistry.*
		- *Students were also hesitant to*
* What was the prep like?
	+ *Very simple, review speciation and island biogeography etc, practice the exercise.*
	+ How much time went into prep?
		- *One hour*
	+ Did you have to do any prep (i.e. grow cultures, grow seeds, order supplies) ahead of implementation?
		- *No*
* Would you do this activity again?
	+ *Yes, absolutely, in both upper level and introductory level courses*
	+ What would you change in the future?
		- *I would add a template frog for them to draw on rather than encouraging them to draw their own. I almost did this and decided to see how it went without the template. In the future I will provide the template to eliminate this hurdle for particularly anxious students.*
* What do you wish you’d known before you ran the activity?
	+ *That some students would actually refuse to draw a simple frog outline.*
* Is there anything else you would like to make note of?
	+ *Students may need some prompting to think their way through the pathway. I almost always help with the logic if students need it by using a series of questions to walk them to the answer.*
* How does this activity fit in your overall course curriculum?
	+ *I use activities like this very regularly (my own and borrowed). Concrete examples and manipulations of concepts are a frequent aspect of my curriculum.*
* In what ways, if any, did you modify your teaching practice with this activity?
	+ *No modifications, we regularly complete similar activities in class.*