Resources mentioned in the presentation:

HHMI BioInteractive Population Dynamics Click & Learn

https://www.biointeractive.org/classroom-resources/population-dynamics

QUBES/HHMI BioInteractive Data Explorer FMN (2020) (Applications due Dec. 8th!)
https://qubeshub.org/community/groups/hhmibiointeractive2020

Mentimeter: An interactive tool for presentation polls and questions
https://www.mentimeter.com/

Biology Students Math Attitudes and Anxiety Program (BIOMAAP)
https://qubeshub.org/community/groups/biomaap
Check out the "All resources" link for a wide variety of tools to increase student comfort with mathematical topics

Figure of the Day by BIOMAAP
https://qubeshub.org/qubesresources/publications/618/1
Click "Adaptations" tab to see additional figure sets contributed by other instructors!

New York Times: What's Going On in This Graph?
https://www.nytimes.com/column/whats-going-on-in-this-graph

HHMI BioInteractive Playlist: Teaching Population Dynamics and Trophic Cascades Using Large Mammals
https://www.biointeractive.org/planning-tools/resource-playlists/teaching-population-dynamics-and-trophic-cascades-using-large

USGS Lionfish invasion animation
https://www.usgs.gov/media/images/1985-2018-lionfish-invasion

HHMI BioInteractive: Modeling Animal Survey Methods
https://www.biointeractive.org/classroom-resources/modeling-animal-survey-methods

References:

Côté, I. M., & Smith, N. S. (2018). The lionfish *Pterois sp*. invasion: Has the worst-case scenario come to pass? Journal of fish biology, 92(3), 660-689.

Holdridge, E. M., Cuellar-Gempeler, C., & terHorst, C. P. (2016). A shift from exploitation to interference competition with increasing density affects population and community dynamics. Ecology and evolution, 6(15), 5333-5341.

Other teaching resources on the lionfish invasion:
NOAA: https://oceanservice.noaa.gov/education/stories/lionfish/teachers.html

PBS: *Includes video of Lionfish robot zapper!!*
https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-killer-robots-battle-invasive-species/