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1. Overall, how did your implementation go?

My implementation of this module was okay but can be improved in the future. I didn’t end up having the students do a full lab report. Instead I asked them to answer and turn in their graphs and the answers to the questions in Part II. They had trouble with graphing the variables against each other and made graphs of both variables over time on the same plot. I wanted to try the open-ended approach but we didn’t really have time to use the additional data.

1. What feedback (positive or negative), if any, did you get from your students about this experience?

Students felt a little disappointed with this lab because they wanted a clear explanation for the bald eagle census numbers through time and having multiple variables, none of which fully explained the data, was dissatisfying to them. I think this reflects the labs and activities we often do in science classes where there is not a ton of subtlety and students can figure out the “right answer” pretty easily.

1. Do you plan on continuing to use this module (or any TIEE materials) in your future courses?

I might use this module but would probably only use one class period for it instead of two and I need provide more guidance how students should use the data.

1. What would you do differently if you were to implement this module again?

Next time I will lead them through part I (forming a hypothesis and graphing bald eagles over time) before having them work in groups. I think they could have used a little more guidance here, and they were a little confused by the fact that the eagle census numbers didn’t increase in a predictable way.

Also, because salmon abundance doesn’t explain the eagle numbers, I will emphasize the fact that eagles eat other sources of food too when I introduce the lab. It is easy for students to be assigned one variable and assume it’s the only important thing and then not think about other explanations.