

TAKING STOCK–REFLECTION TOOL

How did it go? Use the tables below to take stock of your implementation of the six curriculum components in the Learning Experience.

1. BRAINSTORMING DISCUSSION				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
2. CHALLENGE STATEMENT				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
3. ACTIVITIES				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
4. READINGS				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOPMENT				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>average</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
6. PRESENTATIONS				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				

More Detail on the Activities (component 3)

Use the table below to take stock of the activities component in more detail.

Evaluate the **Activities** aspects as *high, medium, or low* in frequency.

3. ACTIVITIES			
<i>Students:</i>	<i>high</i>	<i>moderate</i>	<i>low</i>
built models of chromosomes			
used models of chromosomes to understand duplication, compare different chromosomes, and explore how chromosomal errors could occur			
modeled meiosis, gamete and zygote formation			
analyzed karyotypes and explained chromosomal aberrations based on understanding of meiosis			
other			
Notes, examples and next steps:			

More Detail on the Discussions and Presentations (components 1 and 6)

Use the tables below to take stock of the discussion components in more detail.

Evaluate the **Discussion** aspects as *often, average, or almost never* in frequency.

1. BRAINSTORMING DISCUSSION			
<i>Students:</i>	<i>often</i>	<i>moderate</i>	<i>almost never</i>
participated and played a substantive role in directing the content of the discussions			
talked to each other and shared their ideas			
contributed ideas, questions and opinions			
other			
Notes, examples and next steps:			

6. CLASS PRESENTATIONS			
<i>Students:</i>	<i>often</i>	<i>moderate</i>	<i>almost never</i>
described the structure and function of chromosomes			
provided an overview of gamete formation			
described karyotyping technology and its significance			
exhibited sensitivity to audience (imaginary audience=prospective parents)			
other			
Notes, examples and next steps:			

