

TAKING STOCK-REFLECTION TOOL LE 4

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			1		
Time Spent	too much			too little	
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	just right		too low	
Notes, examples and next steps:					
2. CHALLENGE STATEMENT					
Time Spent	too much	right a	right amount		
Student Engagement	high	moderate	low	too little mixed	
Level of Difficulty	too high	just i		too low	
Notes, examples and next steps:	too nign	just i	too low		
3. ACTIVITIES					
Time Spent	too much		right amount		
	too much	right a	mount	too little	
Student Engagement	high	right a moderate	mount low	mixed	
Level of Difficulty Notes, examples and next steps:			low		
Level of Difficulty Notes, examples and next steps: 4. READINGS	high too high	moderate just i	low right	too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent	high	moderate just i	low right	mixed	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement	too much	moderate just i right a moderate	low right mount low	too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	high too high	moderate just i right a	low right mount low	too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	too much	moderate just i right a moderate	low right mount low	too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too much high too high	moderate just i right a moderate	low right mount low	too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVEL	too much high too high	moderate just i right a moderate just i	low right mount low right	too little	
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Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVEL Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too high too high too much high too high too high too much high	right a moderate right a moderate just i right a just i	mount low right	too little too little too little mixed too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVEL Time Spent Student Engagement Level of Difficulty	too much high too high too much high too high copment too much high too high	right a moderate right a moderate just i right a just i	mount low right	too little mixed too low too little mixed too low too little mixed too low	



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, moderate, or low* in frequency.

3. ACTIVITIES						
Students:	high	moderate	low			
built models of chromosomes						
used models of chromosomes to understand duplication, compare different chromosomes, and explore how chromosomal errors could occur						
modeled meosis, 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*, *moderate*, or *almost never in frequency*.

1. BRAINSTORMING DISCUSSION						
Students:	often	mo	moderate		almost never	
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						
Students:		ften	ten modera		almost never	
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:						