- **Survey of students regarding urban ecology lessons**

Urban ecology :: Term 4 2021 - Saved

Questions | Responses 23

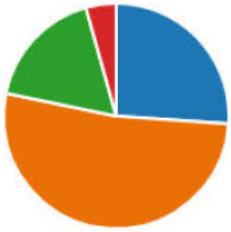
3.6 – review teaching and learning program using student feedback

Urban ecology :: Term 4 2021

1. Rate your understanding of how urban ecology is different to how you understand ecology in "natural settings".

More Details

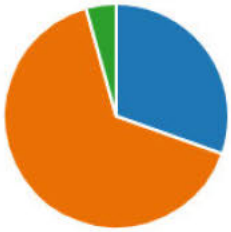
Thorough understanding	6
Very good understanding	12
Fair understanding	4
I'm not sure	1



2. Rate your understanding of how environmental conditions in urban environments affect the distribution and abundance of species in urban areas.

More Details Insights

Thorough understanding	7
Very good understanding	15
Fair understanding	1
I'm not sure	0



3. How well did the lessons on planning and conducting bird surveying give you a practical introduction to ecological surveying techniques after you had learned theory related to these techniques in previous lessons?

More Details

Extremely useful	12
Somewhat useful	9
Neutral	1
Not useful	1

4. How useful did you find the Google doc bird ID tool in developing your understanding of birds and their calls before you undertook surveying?

More Details

Extremely useful	8
Somewhat useful	14
Neutral	1
Not useful because I already ...	0
Not useful because I found it t...	0

5. How well did your prior learning about urban ecology enhance your understanding at UQ Experience Ecology?

More Details

Extremely well	12
Somewhat well	10
Neutral	1
Not useful	0

6. How well did you find reading academic research articles on urban bird ecology enhance your overall understanding of ecological survey techniques in urban areas?

More Details

Extremely well	4
Somewhat well	14
Neutral	4
Not useful	1

7. Describe some of your key learnings from the lessons on urban ecology and designing a survey methodology for birds on school grounds. This could be something specific you learned that you didn't know before, or be more general about the overall topic or surveying experience.

I learnt how the behaviour of other species affect the inhabitation of other species in the same area.
I learnt about some different bird species that I did not know existed before, and also was able to learn and physical understand just how much of an impact human interactions had with types of bird species and their abundance, particularly at different times of the day. Physically completing the bird surveying in randomly sampled groups helped me to understand and see just how effect random sampling is in a surveying method of ecology as it was a great way to collect lots of data in a short and effective time frame.

3.6 – review teaching and learning program using student feedback

limitations of the division of area and general limitations of surveying
I liked the experience to go out and conduct the experiment
That when surveying ecology, the data collected not always have a trend as environment/organisms can vary.
More hands on and it linked to the UQ excursion.
I learnt about how to recognise different birds/species and the best way to survey them
How abiotic and biotic species need each other to survive and how the degree of these factors influences the other.
I learnt how to distinguish between a male magpie and a female magpie, different bird calls, the main birds that roam around MSM, how widespread urbanisations affect the environment surrounding them, how animals have adapted to living in urbanised areas eg. the birds on top of the building in melbourne (i forgot what they were called, they have a youtube channel)
I learned how to graph data
How surveying in urban environments works
Learned different ways to allocate sample areas
The survey experience was good, as it was outside of the classroom and was a beneficial learning experience.
determining survey method
I liked learning about the bird calls and the bird ID tool to help identify them. Cause we always see them around, but never know their names
Need to have a clear understanding of survey areas, timing of survey.

- **Review and evaluation of staff regarding urban ecology lessons**

applicant
From: [redacted]
Sent: Tuesday, 9 November 2021 4:21 PM
To: [redacted]; [redacted] colleagues
Subject: Could I please trouble you for some feedback

3.2/3.6 - work with colleagues

Dear [redacted] colleagues
Could I please trouble you for some quick feedback on the bird week lessons for Biology?
I am specifically after any thoughts you had on evaluating the lessons, such as:

- The effectiveness of the activities in the context of Unit 3 Biology
- Were students engaged/was the learning environment productive
- Did the teaching strategies develop student knowledge/skills/problem solving/critical or creative thinking

And would you modify anything if you were to teach those lessons again next year.

Thanks for your time in helping me out.

[redacted] applicant

[redacted] applicant
Classroom Teacher

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colleague
From: [redacted]
Sent: Tuesday, 9 November 2021 4:43 PM
To: [redacted] applicant
Cc: [redacted] colleague
Subject: RE: Could I please trouble you for some feedback

3.6 – review teaching and learning program using knowledge of curriculum and workplace practices

Dear [redacted], applicant

Thank you, again, for your considered and detailed planning of these lessons. I will ask my class to complete the survey tomorrow. In response to your questions:

- The effectiveness of the activities in the context of Unit 3 Biology
  - The link to species diversity and sampling methods was directly relevant to Unit 3. The analysis of SDIs for individual survey sites was interesting – SDI for [redacted] courtyard vs opposite the park
  - There will be another link when we cover human impact e.g. fragmentation, introduction of pests, ecological niches, etc
  - Evaluation of survey methods – any discussion of strengths, limitations and improvements is valuable, regardless of context. They need these evaluation skills in IA2 and IA3.
- Were students engaged/was the learning environment productive
  - Because it was guided and the weather was good outside, they were responsive. I will do a better job in the planning phase next time so that they have more planning time and there is less bias!
  - Safety concern: I could not be with all students for the time outside, which was not a problem this year with the group I teach. It may be a different story next year.
- Did the teaching strategies develop student knowledge/skills/problem solving/critical or creative thinking
  - Our planning was rushed, which didn't allow for critical thinking during the planning phase. I don't know how much they picked up – maybe we can pick this up again when we study human impact on ecosystems?

3.2 - evaluate learning and teaching programs for engaging and productive learning

Kind regards,
[redacted]

colleague

From: [redacted]
Sent: Tuesday, 9 November 2021 4:44 PM
To: [redacted]; [redacted] applicant and colleague
Subject: RE: Could I please trouble you for some feedback

Hi [redacted], applicant

3.2 - evaluate learning and teaching programs for engaging and productive learning

I found this a fantastic hands on experience for the students.

- They were highly engaged, particularly got very excited about the peregrine falcons (they still sneakly open the live stream in class….)
- The first lesson was content heavy, and I did end up skipping through a lot of the information, particularly on some of the different plants, and the students were loosing focus.
- I found the designing the surveying technique was fantastic and I think it has given them a much better understanding of WHY they do this. I would love to attach this idea now to stratified sampling…. Too bad we do not have an ecosystem for this? Could it be done?!
- The post survey page was great as well to consolidate everything.

3.6 – review teaching and learning using knowledge of curriculum and workplace practices

Thanks so much for your hard work on this!

Kind regards,

[redacted] colleague

From: [redacted]> colleague
Sent: Wednesday, 10 November 2021 7:02 AM
To: [redacted] applicant
Cc: [redacted]> colleague
Subject: RE: Could I please trouble you for some feedback

Yes, the peregrine falcon livestream was well received! Great pic of mum feeding chicks!

[redacted] colleague

3.2 - evaluate learning and teaching programs for engaging and productive learning

- **Review and evaluation summarised on teaching team OneNote**

2021 Review & Evaluation

Monday, 15 November 2021 5:09 PM

Areas of strength:	Reflection/Areas for improvement:
Curriculum [redacted] colleague Link to species diversity and sampling methods was directly relevant to Unit 3. The analysis of SDIs for individual survey sites was interesting There will be another link when we cover human impact e.g. fragmentation, introduction of pests, ecological niches, etc. Evaluation of survey methods – discussion of strengths, limitations and improvements was valuable, regardless of context. They need these evaluation skills in IA2 and IA3. [redacted] applicant The timing of the activity was perfect both for the citizen science project and within the context of current classroom learning, I was really happy with the way that fit in. Hopefully it can be replicated just as neatly in 2022. The imperfect methodology really got students thinking about the problems with trying to survey organisms that move, and the fact that counting organisms twice in a survey is not ideally what you want to happen. **Students** "Very good understanding" of urban ecology concept and the distribution and abundance of organisms in ecosystems dependent on environmental conditions, and "extremely useful" for practical work - shows links to syllabus were worthwhile.	[redacted] applicant The content of the first lesson was too much to be taught effectively in one 50 min lesson. Part of this introductory lesson could have ideally been partly presented as part of another earlier lesson. Perhaps urban ecology as a concept can be introduced earlier in the Unit. A link to capture-mark-recapture and the Lincoln Index for estimating populations of organisms that are highly motile should have been made, need to add into the evaluation questions for 2022.
Student engagement/productive learning [redacted] colleague Because it was guided and the weather was good outside, they were responsive. peregrine falcon livestream was well received [redacted] colleague A fantastic hands on experience, students were highly engaged, particularly got very excited about the peregrine falcons I found the designing the surveying technique was fantastic and I think it has given them a much better understanding of WHY they do this. The post survey page was great as well to consolidate everything. [redacted] applicant The students really enjoyed working on completing the bird information slides through the Google doc. They enjoyed taking ownership of a slide and providing information for their peers. Students were receptive to planning their own survey locations and deciding on pairs to work in, again there was a vibe of having some ownership over the learning process and choosing who to work with and where each pair of students chose as a survey location, they seemed very satisfied with their own collective plan. They really enjoyed the chance to get outside the classroom to survey the birds on site, a good sense of excitement and readiness, they weren't at all apprehensive as to if they would be able to do it or not, self-confidence was high. **Students** Had many positive comments on what they learned and what they experienced. Bird tool was useful, experience was useful before going to UQ. Some ambivalence on the usefulness of the academic paper reading.	[redacted] colleague More planning time and less bias next time Rushed planning didn't allow for critical thinking during this phase. I don't know how much they picked up – maybe we can pick this up again when we study human impact on ecosystems. [redacted] colleague The first lesson was content heavy, and I did end up skipping through a lot of the information, particularly on some of the different plants, and the students were losing focus. [redacted] applicant There could have been better student engagement through the story of the urban habitats and the plants that favour some bird species over others (also related to previous thought about lesson being too long). Perhaps a stronger link between this information and the birds observed can be made next time (i.e. school grounds do not have very many nectar plants, means lower abundance of rainbow lorikeets, but plenty of lawn favours magpies in several locations). Students ended lessons with some misconceptions about the role of food scraps in the school yard and bird populations, which is not true for the majority of bird species. The fact that most birds do not use or heavily rely on food scraps needs more of a point made, perhaps through the slides on the bird ID tool. Some kind of follow up activity/discussion related to the academic reading could have been useful, time was at a premium with preference for surveying related activities, for future consideration.
Workplace practices	[redacted] colleague Safety concern: could not be with all students for the time outside, which was not a problem this year, but needs consideration each year depending on students.

3.6 – review teaching and learning using knowledge of curriculum

3.6 – review teaching and learning using student feedback

3.2 - evaluate learning and teaching programs for engaging and productive learning

3.6 – review teaching and learning using knowledge of workplace practices