

Note: I am sure that there ended up being many exceptions to this schedule of due dates, but it provided some goals to aim for!

Presenting Labs, Biology 488, Animal Behavior Laboratory, Fall 2006
Sylvia L. Halkin, Central Connecticut State University

Keep a list of who in your group does what work in preparing for your lab, presenting your lab, analyzing data, and any other work associated with your lab. Hand in this list to me at the end of the class discussion of your lab, which normally will occur the week after the class conducts the lab you're presenting. Group members should plan the work together, and distribute it equitably; each student should keep track of what he or she does, and may hand this in separately or as part of a package from the group as a whole.

Due dates:

By 3-4 weeks before the lab you're going to present, if we need to order any animals or supplies, and 2 weeks before the lab in any case:

Provide me with a complete list of all animals and supplies that will be needed for the lab. If we will be observing wild animals, tell me where our field site will be, how far away it is, and any way in which students will need to prepare (e.g. wear warm clothes and boots that can get muddy). If we will be observing captive animals, you will need to assure me that they can be used in the lab without injury to the animals or to the students, and that they will have a good home away from CCSU after the lab is over. If we need to buy food, enclosures, or other supplies, you need to tell me where they can be obtained (I can help you figure this out if you see me at least 3 weeks before your lab).

By 2 weeks before your lab:

All 2 or 3 presenters should come as a group to talk to me about exactly what you plan to do in the lab. Plan that the class will be able to take data for about 2 hours: you need to figure out a version of the lab that will take about 2 hours for data collection; we can talk about this if you'd like advice. Bring with you draft versions of any data sheets you'd like to use in the lab; we will work on their design at this meeting.

By 1 week before your lab:

By noon at the latest on the Monday before your lab, bring me an unmarked-up copy of the primary literature article you would like the class to read for your lab (including the complete reference list at the end of the article, any appendices, etc.; choose from the list at the end of the lab).

Set up anything that needs to be set up in the lab beforehand, so you can do a trial run of your lab. Do the trial run in the next day or two.

(over)

By 5 p.m. on the Wednesday before the week of your lab:

Meet with me as a group, to report on what happened when you tried out the lab using the data sheets you planned to use. We will work on overcoming any problems that you haven't been able to resolve. Ask me any questions you have about the article, from vocabulary you haven't been able to find or aren't sure of (the Internet may have helpful definitions, but it's a good idea to check on whether they're appropriate for your article), to the meaning of statistical analyses, to suggestions about points that may be appropriate for class discussion, to anything the author(s) say that you don't understand (see the handout on reading primary literature).

By noon on the Thursday after the class does your lab:

See me as a group to discuss how you are analyzing and presenting the data. You should be preparing handouts for the class to show statistical analyses and to display the data as effectively as possible. Discuss what conclusions the data allow you to reach.

By noon on Monday the week after the class does your lab: Bring me the handouts you'd like copied for your presentation to the class on data analysis and interpretation, and the discussion of how the lab might be improved and/or extended.