This course is designed for any teacher to present to students with a minimum of knowledge in the subject. It is recommended, however, that the teacher read over the student package to get an idea about what the students will be undertaking. The guidelines presented in this introduction are merely a starting point for this course. As the instructor presents the course over a period of time, they are encouraged to modify the coursework in anyway which they see fit. It is highly recommended that they indicate any changes to the course in the teacher package, and indicate the author of the changes. This will allow future course instructors to understand their thinking and better present the course. It is also advisable that teachers keep examples of projects to use as exemplars representing different levels of achievement.

***Safety***

Safety is the primary consideration of this – and every – CTS module. ***If you feel the students are undertaking or attempting something you feel is decidedly dangerous, stop the activity and contact your administration for further instructions.*** You may want to bring in the local fire chief at the start of the semester to go over fire safety for all of the students. (They like that sort of thing. It looks good on their year-end report.☺) Some modules are primary theory, like this one, but it doesn’t hurt to have students evaluate their surroundings or refresh on safety protocol.

***Marking***

The guidelines presented here are the initial recommendation of the program author and not the final word. If you, as a professional educator, wish to adjust the marking scheme, it is well within your right as the course instructor.

The student manual has the majority of the information in it which students will need to complete the worksheets. The student CD has a few videos which student will have to access as well. Students need to be reminded to credit their information sources when completing assignments. It may be a good idea to demonstrate a minimum reference practice of copying the address of the website (the majority of the research is likely to be web-bases) and pasting it in a bibliography page. It may not conform to full APA style, but it is at least getting students to reference where their information is coming from.

It is possible that you are not familiar or experienced in the area of wildlife, biology or ecology to the module is presenting. Worksheets can be marked with the master for the majority of the questions. There may be a section, however, where students are required to get an instructor check and/or initial at certain progress point. A good check of their understanding – regardless of your personal understanding – is to ask the student what they have accomplished since the last check point. They should be able to explain what they have read/studies/watched/researched. Ask them what they learned, and ask them if they understand and recognize the importance of their efforts. If they are unable to answer your questions, ask them to find the answers and you will check back. As you are assessing the student, make sure you discuss your results with the student and make an effort to explain exactly what you are marking, what the student is expected to accomplish and how to best recognize their efforts.

The marking rubrics are flexible and need to be done in conjunction with the student. Explain to the students that the final mark of the rubric is not an average, but if they are honest in their marking, their mark and your mark should be very similar. Make sure they mark it first, then sit down with them and their project and work through your marking with them. Ask them to explain why they responded as they did – especially in areas where your responses are very different. Your final mark should be the final mark and not an average of the two. Ideally, the marks should be close. Discuss the widely disparaging marks with the student and try to gain consensus. A great first question for any assessment discussion is “If you were going to do this again, what would you do differently?” This can set a good tone for the discussion and give you some valuable feedback on future assignments and possible changes you could make.

The bottom of the rubric has a section called “In Short…” There is no mark for this section. The last thing you should do with the student is to verbally explain this to them. It is a good way to wrap up their effort and will give them some positive and negative feedback to reflect on during their next effort.

***Materials***

Each module has a package of documents which are the heart of the module. The student package will include a CD which contains document files for all of the student documents, as well as various video clips and information. This CD contains the documents and information for all of the modules in the mobile program, so it may not be physically present with the course work, but may be installed already on the student computers.

In some cases, there are other materials included with the module. An inventory sheet will be attached to the container and it must be checked at the start and completion of each module. Before you give any student a final mark for the module, you should ensure there are no missing components from the module materials, and that the consumables are replaced.

Check their progress on a regular basis – there is a spot to record checks on the bottom of every worksheet – and encourage those who are slugging along to pick it up and issue challenges to those who are moving quickly.

If a student is able to complete the module in significantly less than 25 hours, options would include giving a research project on some aspect of the module.