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## Ecology lab pdf

Food Web Top Predator Omnivores Herbivores Plants The Urban Ecology Research Laboratory (UERL) is led by Professor Marina Alberti, and includes interdisciplinary PhD students, postdoctoral research staff, researchers and affiliate faculty from various disciplines that work together to study linked natural and human systems. Studying cities as hybrid ecosystems As part of the University of Washington's innovative leadership in urban ecology research and education, the UERL transcends traditional disciplinary boundaries to address some of society's most challenging challenges. Our research interests include: complexity and resilience in linked natural and human systems, urban landscape patterns and ecosystem function, urban ecosystem management, land cover change modelling, adaptation and scenario planning. Contact us on Email: uerl@uw.edu Phone: 206.616.9379 432 Gould Hall 3949 15th Ave NE Seattle, WA Follow @UrbanEcoLab Matteo exploring planet Earth © 2020 Urban Ecology Research Lab Pod shrimp populations survive in some of the toughest environments. Subject brine shrimp cysts to extreme conditions then try to hatch them to see how hard they are! Downloads Abuse of a Cyst Lab (University of Utah) This lab shows how contaminants can accumulate in organisms within a food web using paper cutouts and M&M's candies to simulate fish, osprey and DDT. Students can see how the infection levels increase as the trophic level increases. Downloads Biomagnification Lab Photos (in Color) Biomagnification Lab Photos (in black and ... read more of the article titled Biomagnification Lab- Todd Shuskey The goal of this lab is to put together a suitable habitat (ecosystem) that will allow one or two guppies to survive at the end of the school year and beyond. Students will make observations of their ecosystems for the three weeks. The ecosystem in this experiment will be closed,... read more of the article entitled Bottle Ecosystem- Tim Downs What can a skull tell you? A lot! If you look to a skull for clues about its origin, not only do you identify what species it might be from, but you learn lots of details about the original animal. In this lab, the students determine what clues to analyze in... read more of the article entitled Comparative Skulls In this activity, students explore food chains by taking on the role of animals that are part of a food chain. Downloads This research investigates natural selection and co-evolution using goldenrod (*Solidago canadensis*), the stem biler insect (*Eurosta solidaginis*), and its associated parasites, parasites, and predators that feed on the stem biler insect i.e., *Eurytoma obtusiventris*, *Eurytoma gigantea*, *Mordellistena unicolor*, and birds). By means of measurements of the size of the bile and an investigation into the events that occur ... read more of the article titled Goldenrod Galls Students will learn to recognize moss and lichens, identify different trees, record sightings using a one Technique, use a compass, and think about the conditions mosses and lichens should grow. They will identify and mark trees with mosses and lichens growing on their trunks, and try to figure out... read more of the article entitled Lichens on Tree trunks- Scott LaGreca This lab presents a popular method often used to estimate the population size of a single species of highly mobile animals, such as insects or vertebrates. Students use other students in the school as their population and the Lincoln-Peterson method to determine the size of the population. Real ecologists also use this method... read more of the article titled Mark-Recapture- Nancy Wright In this lab, students will be introduced to the concept of a dichotomous key by using preliminary activities modeled by the teacher. They will then learn about the ecology and biology of selected marine molluscs, before putting their dichotomous key reading skills to the test at 8 or 8... read more of the article entitled Mollusk Dichotomous Key 1 2 Then I asked our group if they would be willing to share how COVID-19 affects their science, their studies and their lives. Our collective reflections can be found below. Gail Langellotto, professor and statewide Master Gardener Coordinator: In early February, I woke up from a dream, sobbing. I had dreamed that my parents were sick in Baltimore, but that domestic air travel had been shut down. I'm not an expert in the ecology of infectious diseases, but I learned infectious disease models for pre-meds. And there were several things that I saw in reports of this emerging disease that really troubled me. Unfortunately, my fear of large-scale community spread have come true, and life has changed for all of us. Fortunately, my parents and sisters stay healthy, even though they live in a COVID-19 hotspot. I teach two face-to-face entomology courses at OSU during the spring period: KNO 311 and ENT/HORT 444/544. I had exactly a week to turn these classes into full remote offerings. Instead of real-time (and automated) assessment of learning using TopHat, I build quizzes and assignments in Canvas, where I manually rate 210 quizzes and assignments per week. I've drastically cut back on the content of the course, partly because I keep trying and focusing on essential messaging, but also because I know that many of my students are under immense stress. Spring term is when I normally move to having a lighter touch with the Master Gardener Program. New Master Gardener students are completing their coursework and exams. Longtime Master Gardeners are moving their attention to plant sales, garden fairs, and educational outreach. Not this year. The training courses had to go online or to Zoom. The sale of plants, garden fairs and Master Gardener events were cancelled. Our working group has started trading resources and ideas through weekly Zoom meetings. Each new dictation of the governor or university requires attention and attention to how it applies the Master Gardener Program. It was a challenge to stay up to date on everything, and a challenge to keep a positive attitude. In terms of science, there is good and bad. The 'bad thing' is that as associate editor of the journal Urban Ecosystems it has been difficult to find peer reviewers for scientific manuscripts. And, it feels 'out of touch' to prod people to their reviews in, when they may be sick, or they may be busy home-schooling children or shopping for senior family members. Also in the 'bad' I generally have zero time or energy to work on my own scientific manuscripts. Exhaustion is a constant. The good thing is I can't sleep at night. And during these sleepless nights, I often think of next steps in our research, and I'm plotting important questions in urban ecology that remain unresolved but can be addressed in garden systems. Gail's workplace at home. The photo of the bear and the fish (right) is called 'A meditation on perspective'. When I work, I often stop to tell myself 'be the bear, not the fish'. Angelee Calder. last year June 2020, Agricultural Science undergraduate: Covid has great influence on my plans and life! As some of you might remember from my last blog post, I was expecting to spend my last term as a senior at Oregon State University doing an internship in Costa Rica! Twelve days before I was scheduled to leave, we went through a global pandemic and all my plans where reversed and turned upside down! In preparation to leave for Costa Rica, I had in my 30 days notice in on my apartment and my roommate found somewhere else to live. Last minute, I had to scramble to get my refunds, register for classes, and live somewhere. I've been struggling with homelessness ever since. Currently I live in emergency housing at OSU which is provided by the Human Resources and Services Center. Although I am very grateful to be here, I am only allowed to stay for less than a month. Which means my battle with homelessness during my last school days will remain a problem well into finals week. I started my first term at OSU homeless and I am ending my last term homeless! Although this is stressful and uncertain, I have managed to continue to kill this term academically. I am proud of myself for prevailing during these difficult times to thrive under this heavy pressure and keep my eyes on the price of my degree that I have worked 5 long years to earn. My passion for agriculture and my dedication to school are unwavering. This time has helped me to feel safer in my chosen field as an agriculture than I have ever had. After seeing the bare shelves in the store and hundreds of thousands of Americans getting fired from their jobs, I imagine farming is about as essential as you can get! My passions and education can not only create stable work for myself, but also help the rest of the world through these difficult times with stable sustainable food production. Angelee's workstation at the OSU OSU Services Resource Center. Mericos Rhodes, M.A. Student in Environmental Arts and Humanities. As a practitioner of ecological agriculture, this COVID era is one of the most interesting times of my life. Simply put, I have never seen such an intense interest in what for me is the most interesting subject in the world: local ecological agriculture. The farm I help run, Spoon Full Farm, is completely sold out of CSA memberships and many other items. Our waiting list is growing. Here in Corvallis the farmers markets are well adapted and well visited. I understand why: a shorter food chain means far fewer opportunities to contaminate food. Healthy nutrient-rich diet is a cornerstone of resilient health. Small businesses like local farms need our support now more than ever. In an exciting development, a friend and I are busy transforming an old lawn, opposite the Corvallis Fairgrounds, into a small-scale community farm. We connected with the landowner after he put up a sign at the co-op looking for farmers! So, our restorative agriculture project has begun! It doesn't look like much, but we have 7 chickens moving quickly through the grass between our dug rows of mixed perennials (mostly berry bushes and thyme), fertilizing the ground in support of annual vegetable beds. We plan to dig a small pond and use a heavy mulch of leaves and/or wood chips. The Corvallis field that Mericos and his partner are converting into a farm. How is this relevant to the garden ecology lab? In two ways:First, I plan my graduation project to provide a narrative introduction to ecological agriculture (stories, characters, motives will be emphasized). This personal experience will be part of the story. Secondly, this project will run many practices presented by gail Insect Agroecology class (ENT 544), which I currently take, including creating various eternal habitat for insects, and not spraying pesticides or synthetic nitrogen. It will also be an experiment in Dry-Farming, which basically means zero irrigation - perhaps a critical farming technique here in the northwest, where irrigation water may be in much shorter supply, in the coming decades. I feel very grateful to be able to work outside, with living nature, in these times when so many are stuck in the screen world, all day. Aaron Anderson, PhD student: At this uncertain time, I feel lucky to be part of the Garden Ecology Lab and continue my classes and work. As I am in my fourth year as a graduate student here at OSU, I have collected all my field data. This means I can sit here at my desk at home, without having to worry about the logistics of performing field work during a pandemic. I've been busy taking two courses, and also connecting away on some data entry and statistical work. Things can be undeniably stressful because of background concerns about COVID-19, but working from home has some plus plus The first is the ability to work with a stuffed cat on my lap. I have also been able to take breaks in the garden, where we have been working on our garden bed and also sown the side garden with some native plants from my study. We've just started to germinate *Phacelia heterophylla*, and *Clarkia amoena* and *Achillea millefolium* are both starting to bolt. Hopefully some native bees will visit soon! Aaron's cat. Aaron's side garden. Signe Danler, instructor, online Master Gardener training: As an instructor of an online course, most of my work was already done online through the computer before the pandemic hit. I've also worked from home for many years in a variety of jobs, so I had already set up a full office at home, and did a lot of my OSU work at home already. In this regard, there wasn't much change - I picked up a few things from my office at OSU, so I would have them at home, and haven't been on campus since the stay-at-home order. Yet life suddenly became much more stressful. For the first few weeks, the constant bombardment of new and conflicting information was terribly distracting, making it difficult to be productive on a project that sustained effort. The cancellation of virtually all the events I normally attend is distressing and frustrating. With two vulnerable family members at home, we must exercise great caution in external contacts. I not only have to do all the shopping, but do it in a way that takes much longer than usual, and is exhausting and stressful. I love traveling very rarely. All in all, though, I feel we are very happy because we are in a position to drive this situation with minimal problems. To stay healthy and healthy I have taken more walks, which is easy because we live on the outskirts of the city and crowds do not exist. My large garden is getting more attention than usual, and I'm spreading more of my own plants to reduce nursery visits. As I've adapted to the new normal, my ability to focus is back to normal as well, and I'm confident we'll get through it just fine. Signe's Plant begins. Mykl Nelson, urban agriculture instructor: The first thing I noticed was how much remained the same. I was already completely remote and integrated with eCampus. I was lucky. I looked at the flurry of emails, the frantic conference meetings, the series of popular articles. Everyone seemed to scramble as essentially the whole academia pushed to move completely online and remotely. I'm excited to see this push because I hope to see progress in teaching teachers remotely. When I first started trying to educate myself about educating others in agricultural subjects in a remote classroom, I saw very little supporting material. I hope that's Changes. I've seen real changes in the community around me. Store shelves are exposed as a slow realization - the façade of abundance - spreads across shops. I know from my time as a grocer that those shelves aren't that deep filled. Are. the rear stock is kept as thin as possible. I watch my country being squeezed around me; the most vulnerable of my fellow citizens who are being forced to deal with the more serious aspects of this pandemic. But in this panic, I feel safe. I may add another scenario to the privileged category of my life. From my childhood in a military family to my time now as a university faculty, I get to see repeatedly the benefits of access to health care. When it comes to basic hygiene and global health, I want everyone to be able to wash their hands as easily as they can access medicine. It only makes sense to extend such safe foundations to as many people as possible. Mykl's workstation in Central Oregon. Oregon.

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