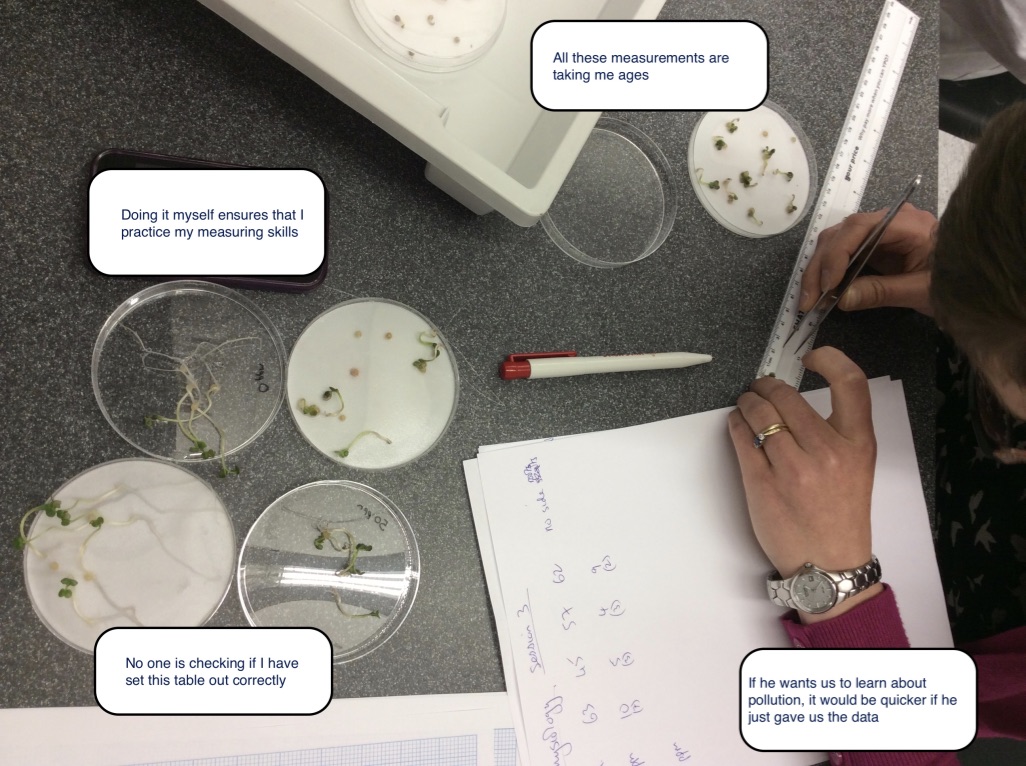
Module 3: Planning

Task 2: Concept cartoon 1



Taking measurements like this isn’t a good way of learning about general concepts. Pupils get distracted by the process.

Students can’t really become biologists unless they’re used to working with real animal/plant material.

Working with equipment is the best way of developing basic laboratory skills – it’s a pity they’re not recognised more in qualifications.

We haven’t really got time to do this – I’ll let the students do one lot and I’ll provide them with the other sets of data.

Concept cartoon 2



So why is this one yellow if the last one was green?

This is a great experiment but it’s not one of the required practicals so it won’t help them much in the exams.

I’d rather be doing this than looking at a text book or a presentation. I’m not sure how it works though.

This is boring watching them do it

I can’t learn anything from this unless I actually do it myself.

Someone had to set this up for me; I don’t think I’m learning much from doing this.

Doing science is much better than writing about it.

Concept cartoon 3



This is better than doing it ourselves – I can focus on why the experiment works.

A demonstration is a good way of showing us how to do a practical – I hope we get to have a go.

I’m pleased he’s doing it – I could never get that to work

I can ask much better questions about the practical by doing it as a demonstration.

We’d learn more if we did it ourselves instead of being shown. Doing is learning and this is neither.