Conservation Horticulture Concept Inventory

The purpose of a concept inventory is to show how well you know or understand a word or concept that will be taught during your conservation horticulture course. *This is not a test*. There are no right or wrong answers. Your answers for this inventory will help us decide how to teach this course. Later, we can use the inventory again to evaluate how well this course has helped you to better understand the concepts taught.

INSTRUCTIONS

For each item in the inventory list, write a number 1-5 to show your level of understanding.

Write a **1** if you feel you **do not understand** the concept at all.

Write a **2** if you are **not sure** what the concept means.

Write a **3** if you think you have a **fair but not good understanding** of the concept.

Write a **4** if you think you **understand** the concept **but not well enough to explain it to someone else**.

Write a **5** if you think you **understand** the concept **well enough to teach it to someone else**.

Concept Inventory

1._____ biodiversity
2._____ threats to biodiversity
3._____ conservation
4._____ flower
5._____ leaf
6._____ stem
7._____ root
8._____ seed
9._____ photosynthesis
10._____ horticulture
11._____ plant propagation
12._____ soil-less media
13._____ mist bench
14._____ greenhouse
15._____ rooted cutting
16._____ plant population
17._____ transplanting
18._____ monitoring
19. _____ observation
20._____ hypothesis
21._____ survey
22._____ quadrant
23._____ environment
24._____ biota
25._____ abiota
26._____ transect
27._____ alien
28._____ indigenous
29._____ endemic
30._____ habitat
31._____ replication
32._____ endangered
33._____ rare
34._____ extinction
35._____ small population
36._____ seedling

Activity created by the GK-12 Program; Ecology, Evolution and Conservation Biology Program, University of Hawaii. On the web at: http://www.hawaii.edu/gk-12/evolution