Follow-Up from the Q&A!

- Regarding the question about what tools we specifically use to make our videos: https://www.amoebasisters.com/pinkys-ed-tech-favorites/amoeba-sisters-tools-we-use
- Regarding the question about ideas for involving students in creation https://www.amoebasisters.com/studentcreators
- Regarding a rubric example that could be used for different creations: this is an actual one I made and used when working on viral reproduction with lytic and lysogenic cycles. (In my area, our curriculum includes focusing on comparing the lytic and lysogenic cycle). The purpose of sharing this is to show an example of how this rubric could be used for a variety of creation types (specifically visual ones here): comic, GIF, playdough model, infographic, etc. But I have found feedback – just in time feedback that can be given when students are creating – to have the most impact.

Virus Lytic and Lysogenic Cycle Creation Rubric

	4	3	2	1
Attachment Up to 20 points	Attachment shown and labeled. Host labeled.	Attachment shown and labeled but host not labeled.	Attachment is mislabeled, very unclear, or inaccurate.	Attachment is missing.
Replication Up to 20 points	Replication shown and labeled. Clearly shows the event of what occurs in replication.	Replication is shown and labeled but the event of what occurs is unclear.	Replication is mislabeled, very unclear, or inaccurate.	Replication is missing.
Lytic Cycle vs. Lysogenic Cycle Up to 40 points	Lysogenic cycle and lytic cycle both represented and labeled respectively. The viewer can clearly see the difference between the result of the two cycles.	Lysogenic and lytic cycles are both represented and labeled respectively, but it is difficult to see the difference between the result of the two cycles.	The lysogenic and lytic cycles are mislabeled, very unclear, or inaccurate.	Lytic Cycle vs. lysogenic cycle is missing.
Product Quality Up to 20 points	-Text used is readable. -If animated, content is not too fast to be read clearly. -Illustrations, animations, or manipulatives serve a purpose in helping the viewer understand the content. -Pictures from internet may not be used and are not on product.	-Text used may be too small of font or difficult to read. -If animated, content may be too fast and requires repeated viewings. -Illustrations, animations, or manipulatives serve a purpose in helping the viewer understand the content. -Pictures from internet may not be used and are not on product.	-Text very difficult to read. -If animated, content moves too fast to be effective. -Illustrations, animations, or manipulatives have an unclear purpose in helping the viewer understand the content. -Pictures from internet **(not permitted)** are present.	-Lack of text to help viewer understand content. -If animated, the content moves too fast to be seen. -Product lacks any illustrations (pictures from internet are not accepted), animations, or manipulatives---or there is not purpose of their use in helping the viewer understand the content.

- Regarding the question about how to handle controversial topics in science communication – we are still a work in progress on this! But we do have some articles we could recommend that we've found helpful. If you'd like to email us, we'd just need some time to gather what we've found useful. https://www.amoebasisters.com/contactus.html
- If you have any questions about anything above or anything we might have missed, we'd love to hear from you! https://www.amoebasisters.com/contactus.html