ONE FIGURE, ONE PARAGRAPH

WEEK 12 · IN-CLASS WORKSHOP

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RESUME: COMMUNICATE THE LESSON RESULT

Time	Task
13:55–14:30	Cress teaching figure and paragraph
14:30–14:55	Peer review and revise
14:55–15:10	Break
15:10–15:45	Your project analysis workshop
15:45–16:00	Share decisions and individual exit

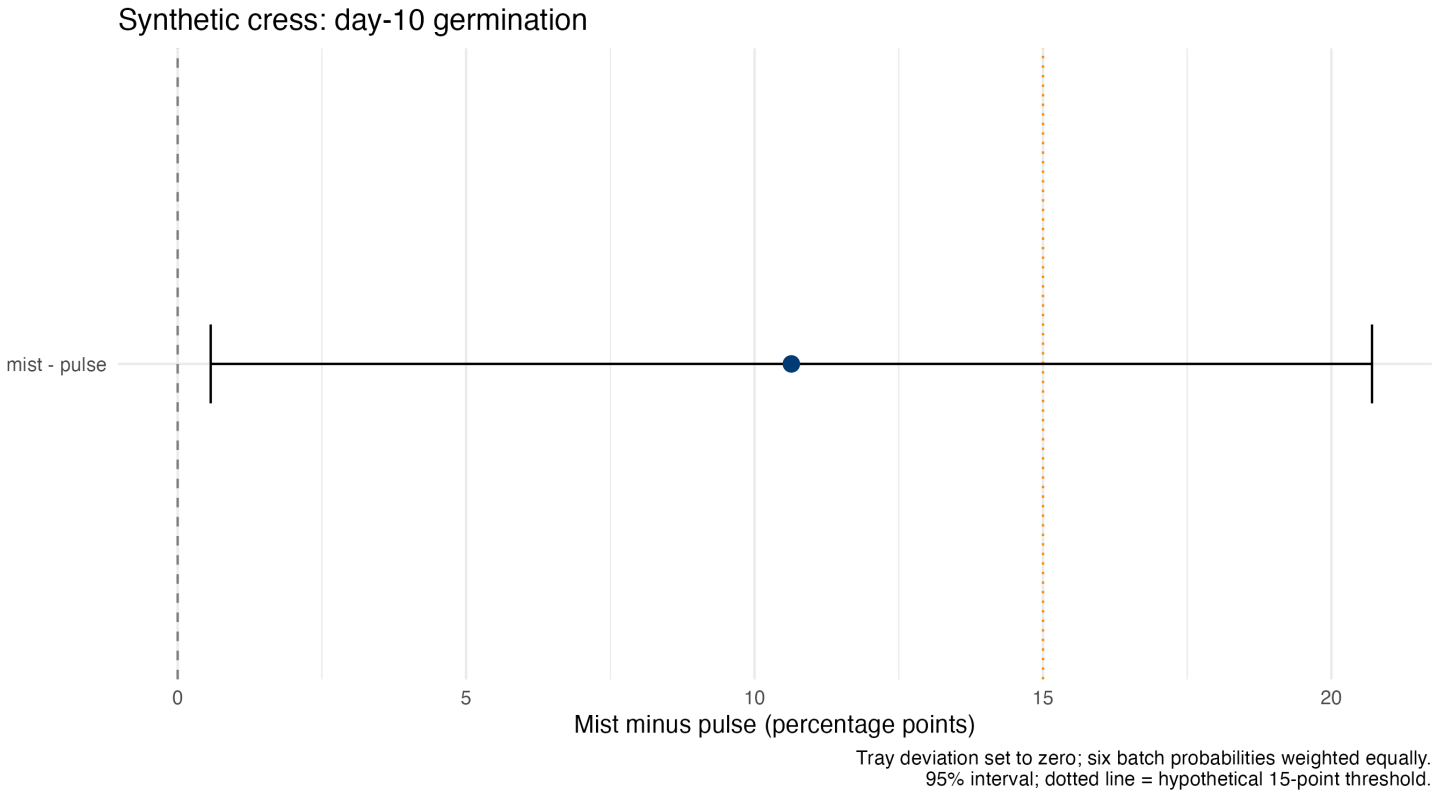
WHAT SHOULD A READER RECOVER?

Question · comparison · direction · units · time · conditions · uncertainty

The caption should say that researchers assigned watering to trays, describe the model and comparison, and identify the data as invented.

A figure should support one defensible conclusion.

AN HONEST TEACHING CONTRAST FIGURE



WRITE 100–150 WORDS

Include:

1. The watering question, how researchers assigned trays, and how they counted sprouts.
2. Model, estimate and interval in useful units.
3. Practical interpretation and one caveat.

Say the data are **invented** and the tray deviation is **set to zero**.

WRITE, LABEL AND CHECK

Use the cress result and worksheet.

- Label comparison, day 10, units and interval.
- State what is held fixed and what is averaged.
- Distinguish estimation uncertainty from seed variation.

By 14:30: one figure, caption and paragraph.

PEER REVIEW: RECOVER BEFORE DISCUSSING

Swap teaching-example drafts.

- Recover the conclusion unaided.
- Check the watering comparison, units, interval and number of trays receiving each method.
- Give one change that improves the scientific explanation and one feature to keep.
- Authors revise immediately.

Break 14:55–15:10.

YOUR PROJECT: JUSTIFY YOUR OWN ANALYSIS

15:10–15:45:

1. Say what researchers do to the animals or groups and what they measure.
2. Choose the quantity to estimate and candidate model.
3. Explain what you hold fixed or average over, and which model checks you use.
4. Record an alternative and a consulting question.

The cress model is **a lesson example**, not a prescribed project analysis.

SHARE AND INDIVIDUAL EXIT

Each group: **one justified project decision + one unresolved issue**.

Individually explain:

- Why crossing zero differs from showing no effect.
- Why precision does not establish causality.
- One project decision you must justify next.