

Knowledge-based Learning Outcomes

Upon completion of *Intermediate Disturbance Hypothesis (WB)*, students should be able to:

1. Describe succession in an ecological community.
2. Describe the role of disturbance and its general effects on ecological communities.
3. Define a diversity index.
4. Explain that in the intermediate disturbance hypothesis, "intermediate" can relate to either the size of the disturbance, the frequency of disturbance, or both.
5. For an ecological community that is subjected to regular disturbances, describe how successional dynamics can be altered if some species are less susceptible to the disturbance than others.

Skills-based Learning Outcomes

Upon completion of *Intermediate Disturbance Hypothesis (WB)*, students should be able to:

1. Given two different species distributions, identify which is considered more diverse, according to a diversity index like Simpson's.
2. Plotting diversity versus some metric of disturbance, draw a graph representing the intermediate disturbance hypothesis (roughly bell shaped).
3. Design an experiment to test the intermediate disturbance hypothesis within a particular ecological community.
4. Generate a research question relating to succession, diversity, disturbance, and/or ecological modeling, and use a simulation model to explore the question.