AH Final Reflection on BIOL 420

Introduction

When I reflect on BIOL420 Ocean Conservation and Sustainability course, I think about my improvement in critical thinking and a neutral thinking process and increased knowledge of specific marine conservation issues. I also feel emotionally like my passion for marine conservation has been rediscovered and increased since taking this course and rejoining the university. I finally feel that in myself through this course; it has been a big emotional journey back to where I can try and work the best I can due to my health.

So, what did BIOL 420 teach me?

One of the core concepts that BIOL 420 reinforced for me was the complexity of ocean conservation. It requires different skillsets and appreciation of social, economic, and biological data to deliver successful marine conservation and community, especially Marine Protected Areas, especially in developing countries.

The other thing that has been reinforced for me is that dealing with the complex nature of marine conservation requires people with different skill sets and active collaborations. Many people with diverse backgrounds and skillsets deliver successful marine conservation. Examples of different skillsets could include Environmental lawyers, economists, social workers, and even less straightforward professions, including musicians, marketers, graphic designers, and artists who can deliver social media change.

BIOL 420 taught me a more rounded and better understanding of these specific marine conservation topics from world experts. These online meetings were beneficial for answering particular questions. For example, Dr. Steve Palumbi responded to my question on "if introduced artificial reefs help improve marine biodiversity." Steve suggested that artificial reefs actually take away species from actual reefs and therefore do not improve marine biodiversity, which was an essential learning experience. A piece of knowledge I can use in future practical marine conservation initiatives.

Where do you need to improve?

To improve academically, I need to try and keep developing scientific research skills, including giving oral presentations, researching, creating clear and concise documents, and enhancing R and ARCGIS. To improve on more practical conservation skills such as a boat license and identification skills as I continue my marine life conservation journey. I will eventually need to understand where I which marine conservation area I am suited to and whether a more policy or academic position would fit my skill set, or whether a front-line conservation position would be best for me. Over the next period of my masters and life, I will continue to improve my marine conservation skills while keeping on top of my health.

My E-portfolio

My e-portfolio is part of my online presence that demonstrates my academic, work experience, and personal interests. I think it shows my creative skills, intellectual thought, and intent. The whole website shows my personality, which is very multifactorial and deeply committed to species conservation as a passion and belief. I believe my website and e-portfolio have some nice touches, including the website's layout plus m any creative photos and I have displayed, reflecting my work, personal life, and e-portfolio.

Over time, my e-portfolio and pieces of work developed a critical thinking element to them and, over time, a passion and emotional reflection mainly present in the indigenous and the Gulf of Georgia Cannery reflections. I also believe that my historical and cultural lenses were sharpened during this process. By this, I mean by understanding the past of, for example, the importance of salmon in the history of British Columbia (BC) food and culture, I can understand why salmon and conservation of salmon matters to the people of BC, biologically, socially and economically and why should cultural importance be given to the salmon. These lenses and this critical thinking element of my portfolio were developed as the course went on. If I went back in time, I would try and be more creative and passionate about some more beginner open.

I think my e-portfolio demonstrates my ability as a critical thinker to try and stay neutral in complicated issues and exercises. I believe my ability to be an impartial critical thinker has been shown by assignments such as the policy brief on the Mi'kmaq lobster fishery and BC salmon farms. These assignments have allowed me to try and maintain passion towards ocean and fisheries conservation whilst engaging in neutral thought about the best ways to tackle both complex scientific topics and emotional ones.

Conclusion

Overall, I believe I tried to put as much emotional and academic input into the course as I could manage. I hope that the assignments and e-portfolio would reflect my interest, passion, and commitment to marine conservation despite my recent injury. I think that my assignments and this course have been helpful in many ways. The course and lessons have acted as a stepping stone to return my important thesis work while also allowing me to continue developing by listening to all these experts on their research. This course also helped me develop my dyslexic creative side, especially with assignments such as the reflections, presentations, and the policy brief. Overall, I think Amanda, Roshni, and Tanvi have provided and look forward to continuing onwards with my marine conservation journey.