

ASSIGNMENT 2 WOLF INQUIRY

Learning Goal (<i>Graded Learning Activities</i>)	Points	
	Undergrad WFSC422	Grad WFSC632
Inquire- guided (<i>all grads & undergrads: guided-inquiry workbooks @ 40 pts</i>) <i>Activity: practice observation & critical thinking skills via guided- & open-inquiry projects</i> <i>Assessment: elearning A2 Wolf [assignment] tool (see attachments)</i>	40	40
Due: mid-term (6 weeks to complete this activity) % TOTAL POSSIBLE	13%	10%

Learning Goal

Objective 3. Inquire about the evidence needed to test scientific hypotheses about animal behavior

Learning Activity

The Wolf Inquiry Assignment serves as an introduction to the scientific methods of observation and inference in the study of behavior. It is designed for “teach the teacher” workshops, with the expectation that teachers will adapt the inquiry approach to use in their classrooms. To enhance your inquiry skills, you will complete this first of two inquiry projects, to help you make the links between “real world” experiences and “book learning” (scientific research). The A2 Wolf inquiry provides structure to the cyclical process of doing scientific research, because many students have learned “about” testing hypotheses without really experiencing what it is like to actually “do science”.

The benefits of inquiry activities include hands-on learning, motivating fun, and experiences that spark a gut-feeling understanding of scientific concepts covered in the course materials. There are three modules in each guided inquiry. You will submit your work using the elearning [assignment] tool for A2 Wolf.

STEP 1. Read the overview and bookmark the “predator” link on “Nature’s Partners”




- <http://people.tamu.edu/~j-packard/courses/wfsc422/3Inquire.html>
- <http://people.tamu.edu/~j-packard/scienceinaction/pred1.html>

STEP 2. Read the background information and explore the links to easy sources

STEP 3. Download each module in the format that works best for you (xls, pdf, doc)

STEP 4. Work independently on modules, chat about “sticking points” on specific tabs, upload drafts for comment and revision prior to submitting the final as a midterm project.

STEP 5. Submit all 3 completed modules by the midterm due date (end of Part 2).

 NEOMI's TIP	<p><i>Complete each module for feedback each week, with time to make revisions prior to the due date, to optimize the learning value and your score for this activity. Focus on clarifying how you would teach a class about the proximate and ultimate concepts in the A2 Wolf inquiry. The true test of how well you understand a concept is to explain it to high school teachers! Focus on observation skills, taking detailed field notes, and thinking about what evidence would be needed to test each hypothesis. Discover what has been tested in the peer-reviewed literature.</i></p>
 HUGO's TIP	<p><i>Gamble for the high stakes! Wait until the last minute and submit the entire assignment without receiving comments or making revisions to improve your score. Focus on sharpening your skills of observation and reporting the evidence as a detective would do. Separate interpretation from what you actually saw, heard, smelled, or touched. Just say “no” to Folk Psychology. Designed for teachers to use with students, this is easy so you can breeze through it and save your time for the deer inquiry.</i></p>
 MIKE's TIP	<p><i>Designed to stimulate observation and critical thinking, this first guided-inquiry project is an activity you could use if you ever volunteer to teach an after-school, GT or 4H group. In the jargon of educators, each activity is “scaffolded” to guide the student in discovering relevant answers, which are expected to vary depending on the background and experience of each individual. Be creative in trying out ways to encourage students to collect their own videos within their community and bring videos back to the group for replay, analysis and discussion.</i></p>