

### ASSIGNMENT 4 OPEN INQUIRY BY GRAD STUDENTS

Learning Goal ( <i>Graded Learning Activities</i> )	Points	
	Undergrad WFSC422	Grad WFSC632
<b>Inquire- open</b> ( <i>grads only: 1 open inquiry individual project @ 100 pts</i> ) <i>Activity:</i> practice observation & critical thinking skills via one open-inquiry project <i>Assessment:</i> A4 Open Assignment ( <i>elearning assignment tool</i> )	n/a	100
<b>DUE: last class day</b> (14 weeks to complete) <span style="float: right;"><b>% TOTAL POSSIBLE</b></span>	0%	25%

### Learning Goal (continued)

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

### Learning Activity




In open inquiry, you come up with the questions and a plan for how to answer those questions. Use the elearning [discussion] tool to dialogue with the instructor and your peers. You will design and complete an open-inquiry project that meets your personal learning goals for the subject matter. In other words, the "sideboards" are set for you. You decide what goes inside the "sideboards" based on your intended audience.

As illustrated in the guided inquiry (A2 Wolf & A3 Deer) the "sideboards" to inquiry activities include:

- o observation (may be empirical or synthesis of peer-reviewed literature)
- o research question (this should be testable using the data collected; relate to keyword concepts in course)
- o data collection/measurement (results; include enough about procedures to allow replication)
- o answer the research question with a synthesis of results and literature

Decide who will be your target audience, and choose an appropriate way to disseminate the information. For example, previous students have chosen: (1) a manuscript for a peer reviewed journal, (2) an on-line report series, (3) a poster/oral presentation at a professional meeting, (4) a BLOG website to provide links to an ethogram. The format will be specified by the target outlet that you choose. Search for links to "Guide for Authors" on journal websites.

Example scenarios:

	<i>Pat is doing a thesis on marmoset behavior and wants to focus on the peer reviewed literature. Pat's plan is to research the available literature using Web of Science, prepare an annotated bibliography in Endnotes, then write it up in the format for the journal "Ethology".</i>
	<i>Les has collected field data and wants to take the first step of analyzing and writing it up. Les plans to use this data for the first draft of a thesis chapter. The chapter probably will be revised several times before it is submitted to the graduate advisory committee for approval.</i>  <i>Kim wants some hands-on experience with observing animals, so proposes to participate in an ongoing project at Fossil Rim. Kim plans to prepare a powerpoint presentation suitable for delivery at a professional meeting such as AZA.</i>
	<i>Lee wants to get experience teaching about concepts of natural selection, and decides to do an open inquiry based on archived logs from the chat tool. Lee plans to analyze themes in the chat logs to observe what is confusing to students about "natural selection" as a process resulting in "behavioral adaptations" as a product. A suitable target journal is "American Biology Teacher".</i>  <i>Chris wants to go into more depth on the red-deer project, and proposes to process the videos and prepare a web-based ethogram. This will be published online as part of the Report Series of the Biodiversity Stewardship Lab, and submitted to the Ethogram library at Lincoln Park Zoo.</i>

**TIP:** Examples of options that are "outside" the sideboards of this activity include: (1) submitting a paper written for another class, (2) purchasing or copying a paper written by someone else, (3) a paper that does not show you have personally learned how to use the keyword concepts in the course, i.e. applying Tinbergen's 4 scientific questions to understanding behavioral adaptations.

- STEP 1. Use the elearning Discussion Tool to brainstorm about potential topics & to dialogue about refining your ideas.**
- STEP 2. Prepare and upload to A4 a draft semester plan for comment and approval by instructor (see preferred template at end of this document). This will be returned to you in the assignment on-line dropbox.**
- STEP 3. Implement your plan, using elearning email to dialogue with peers and your instructor as needed to get past sticky points of the process.**
- STEP 4. Submit the final draft to the A4 Open inquiry assignment (elearning assignment tool)**

**Suggested Template for Semester Plan**

GENERAL INQUIRY TOPIC:  
 TARGET AUDIENCE AND PRODUCT:  
 SPECIFIC OBJECTIVES:  
 INQUIRY QUESTION(S):  
 APPROACH FOR COMPILING & INTEPRETTING EVIDENCE:  
 KEYWORD CONCEPT(S) FROM THIS COURSE:  
 TIMELINE:

When? Date	What? How?
Week 1	Understand assignment by reading links on Obj. 3. Inquiry. Dialogue in class, online chat or by email to clarify expectations.
Week 2	<b>MILESTONE:</b> use elearning discussion tool to list 2-4 ideas about potential topics
Week 3	<b>MILESTONE:</b> dialogue with instructor & peers to refine and choose a topic (elearning discussion tool)
Week 4	<b>MILESTONE:</b> revise and submit this semester plan on elearning assignment A4; instructor will add comments and return the A4 controls to upload another draft
Week 5	
Week 6	
Week 7	
Week 8	<b>MILESTONE:</b> Midterm product(s) might include an annotated bibliography, draft outline or data analysis
Week 9	
Week 10	
Week 11	<b>MILESTONE:</b> r o u g h draft posted to A4 for feedback; instructor will add comments and return the A4 controls to upload the revised final draft.
Week 12	
Week 13	
Week 14	<b>MILESTONE:</b> submit final product on assignment A4