Chat Log: REVIEW PART 1. MINDS

EDITOR's NOTE: Dr. P's comments were not recorded, so notes were added after the chat.

Monday, September 20, 2010

HOST: For feedback on BLOG1, check your neo email. The participation points will be updated by the end of Part 1, Friday of this week. You may continue to earn points through Friday midnight. Although you may continue to post comments to BLOG1 after Friday, they will not be rewarded with participation points.

8:01 PM: Anita: Ok
8:01 PM: Bob has entered the room.
8:01 PM: Cathy: Sounds good to me
8:01 PM: Deb has entered the room.
8:01 PM: Elaine has entered the room.
8:02 PM: George: We can still continue to post on BLOG 1 for credit through the end of tonight, correct?
HOST: yes
8:02 PM: Faith has entered the room.
8:02 PM: Deb: Good evening Dr. P and class.
8:03 PM: George: ok
8:03 PM: Faith: HI Dr, Packard
8:03 PM: Bob: hello everyone
8:04 PM: Bob: no worries
8:05 PM: Helen: sounds good
8:06 PM: Rafael has entered the room.
HOST: any logistical questions before we focus on REVIEW PART 1?
8:13 PM: Anita: yeah, no ?s yet.

HOST: do you want to start with BLOG1 or Inquiry Mod1?
8:14 PM: Deb: Blog Q's is my vote
8:14 PM: Faith: Blog Q is my vote too
8:14 PM: Helen: yea, Blog ?'s
8:14 PM: George: I would prefer Inquiry because we get a lot of feedback from other students on the blog already
8:15 PM: Anita: True, I would prefer inquiry.
8:15 PM: Rafael: either is good with me
8:15 PM: Bob: I prefer inquiry as well
8:15 PM: Irene: either
8:15 PM: Elaine: inquiry
8:15 PM: Julia: either
8:15 PM: Karl: inquiry

HOST: lets split our time, first 30 min on BLOG1 and last 30 min on Inquiry
8:16 PM: Anita: Ok
8:16 PM: George: sounds good
8:17 PM: Faith: ok
8:17 PM: Cathy: ok
8:17 PM: Deb: sure
8:17 PM: Rafael: definitely
8:17 PM: Karl: Yes, thank you
8:19 PM: Helen: For proximate development (question 1.5) I understand it as development seen as a snapshot in time, is this comparison incorrect?
8:21 PM: Helen: yea I wasn't sure if it was individual snapshots put together or just 'the snapshot'
8:21 PM: Bob: I see it as a video of change that take a lifetime
8:21 PM: Irene: I too see it more as a video through time

HOST: let's apply this to the example with arctic terns; is migration in terns more instinctive or learned by social transmission? Has anyone tried raising terns by hand and seeing if they migrated...this is what we did with the geese.
8:27 PM: Helen: im currently trying with a mallard female, but not geese!
8:30 PM: Deb: Before any conclusions can be made on terns it would be neccessary to investigate.

HOST: I'm watching the clock. Any other BLOG Q's before we switch to Inquiry Q's?
8:32 PM: Deb: That was fast!
8:32 PM: Deb: no thanks.
8:33 PM: Rafael: good here
8:33 PM: Faith: I am good here
8:35 PM: Julia: Do you prefer we use video clips from the website?
8:39 PM: Elaine: can we take our own videos?
8:39 PM: George: I was about to ask the same thing as Elaine
HOST: it depends on your learning goals and time constraints; you are welcome to use other videos that you find or upload to YouTube. Just remember that we do not know how videos have been edited, or if the narrative is accurate.

8:35 PM: Julia: ok

8:38 PM: Karl: For the comparison of human behavior do we need a video too?
HOST: no

8:36 PM: Cathy: could you recommend any video as a starting point?
8:39 PM: Irene: I dont have the site info with me but youtub does have a few good videos, left my stuff at work
8:41 PM: Elaine: ok
8:42 PM: Faith: Dr. P do you think National Geographic may have good videos it will a good source for information
8:42 PM: Elaine: Faith..hit up defenders.org
8:42 PM: **Cathy**: so, would it be better for us to use the videos from the website?

8:43 PM: **Cathy** has left the room.

8:43 PM: **Faith**: does that have good videos **Elaine**

8:44 PM: **Elaine**: it has good resources but some bias

8:44 PM: **Cathy** has entered the room.

8:44 PM: **Faith**: ok thank you

8:39 PM: **Bob**: my confusion is with the use of the jigsaw a sources to answer the questions in A1, the jigsaw seems to already be summarized

8:47 PM: **Rafael**: that one's a tough one because we aren't physically able to swap papers and see which authors others used....maybe we could post the papers we used so we could form a collective pool

8:48 PM: **Karl**: Should we be focusing on journal papers?

**HOST**: depends on your personal learning goals; we do need a scientific source, which could be your textbook

**HOST**: Do you prefer the concept map (fewer words) or the tutorial (more words) for assistance in clarifying the scientific concepts?

8:53 PM: **Karl**: concept map?

8:54 PM: **Anita**: I found the link

8:55 PM: **George**: could you post the link on here

8:56 PM: **Karl**: found it http://wfsc.tamu.edu/jpackard/scienceinaction/concepts.pdf

8:56 PM: **George**: thanks Karl

8:56 PM: **Helen** has left the room.

8:57 PM: **Helen** has entered the room.

8:57 PM: **Anita**: Not sure what tutorial on the guide portholes you're talking about?

**HOST**: http://wfsc.tamu.edu/jpackard/behavior/wfsc422/Documents/tutorial.pdf

8:57 PM: **Faith**: I like the concept map better for me it better because I understand it better

8:59 PM: **Cathy**: I liked the tutorial. It explained some concepts with some detail.

8:59 PM: **Irene**: I also like the tutorial

9:00 PM: **Helen**: I think everything was covered that I had questions on, thank you see you next week!

9:00 PM: **George**: I think I prefer the tutorial

9:00 PM: **Helen** has left the room.

9:00 PM: **Cathy**: Concept map is very useful once we have a general understanding,

9:00 PM: **Karl**: I'd need to read each and compare first but I prefer brevity

9:00 PM: **Cathy**: Tutorial provides a good background knowledge

9:00 PM: **Anita**: I agree with Deb

9:01 PM: **Rafael**: less words, more pictures

9:01 PM: **Deb** has left the room.

9:01 PM: **Elaine**: with far side cartoons

9:01 PM: **Irene**: thank you Dr. P and everyone for the feedback.
9:01 PM: **Rafael**: YES!
9:01 PM: **Faith**: that true less words and more pictures are better for me I am a visual person

**Chat Log: Inquiry Module 2**

*Wednesday, September 22, 2010*

8:04 PM: **Nick**: wow, I thought that I was late but where is everyone
8:04 PM: **Oliver**: I thought i was going to be late, but im one of the first here.
8:04 PM: **HOST**: our chat room was really full on Monday, so few people needed/wanted a makeup
8:05 PM: **Oliver**: Ah, I see.
8:05 PM: **Nick**: I was there Monday but I always learn from the chats
8:05 PM: **HOST**: so you have my undivided attention!
8:06 PM: **HOST**: anything logistical you want clarified?
8:07 PM: **Patty** has entered the room.
8:07 PM: **Patty** has left the room.
8:07 PM: **HOST**: I have posted the paricipation points for Part1
8:07 PM: **Oliver**: Not that I can think of. I got your email earlier, thanks for clarifying. Ill be sure to find a better source next time.
8:08 PM: **HOST**: good, it always takes a bit of dialogue for everyone to get on the same page about what is expected for the scientific sources
8:08 PM: **Patty** has entered the room.
8:08 PM: **Patty** has left the room.
8:09 PM: **Oliver**: And now that I think about it I do have a question.
8:09 PM: **HOST**: shoot!
8:09 PM: **Oliver**: For the blog participation grade, it says 4 parts for 36 points each. Does that mean we need only to make 4 posts to blog in order to get the full points?
8:10 PM: **Oliver**: Not saying I will only do 4 posts, just wanting to clarify.
8:10 PM: **Patty** has entered the room.
8:11 PM: **HOST**: if you do 1 superior post for each of the 4 parts of the course, that will earn you 4 x 9 = 36 participation points
8:12 PM: **Nick**: If we make several post that are worth 5 pts each, will those points be added or averaged for each section?
8:12 PM: **Nick**: It doesn't seem right that I could make 9 bad post and get awarded as many points as someone who makes a superior post
8:12 PM: **HOST**: points are earned for the cumulative record of posts for each part of the course
8:13 PM: **Oliver**: So they do add together?
8:14 PM: **HOST**: if you made 9 inferior posts on BLOG1, that only met 3 of the criteria, then you would only earn 3 points for part 1 of the course
8:14 PM: **Nick**: ok, that makes sense
8:14 PM: **Oliver**: oh ok.
8:14 PM: **HOST**: quality is rewarded over quantity!
8:15 PM: **HOST**: Hi Patty, looks like you were having connection problems earlier?
8:16 PM: **Patty**: Good evening Dr. Packard. Yes, I am in school and our internet is really slow.
8:16 PM: **HOST**: OK. if you get bumped again, just jump in and I will try to fill you in where you cannot see the record of our chat posts
8:16 PM: **Patty**: Ok, thanks
8:17 PM: **HOST**: Oliver, you get first pick today since you were not with us on Monday.
8:17 PM: **HOST**: would you rather chat about BLOG Q's or wolf inquiry?
8:18 PM: **Oliver**: lets do wolf inquiry
8:19 PM: **HOST**: OK. module 1: dogs or Module 2: captive wolves?
8:19 PM: **Oliver**: Module 2. Im about to start that one
8:20 PM: **HOST**: good, where would you like to start?
8:20 PM: **Ramona** has entered the room.
8:21 PM: **HOST**: Hi Ramona, we are chatting about Module 2. captive wolves
8:22 PM: **Ramona**: oh ok thank you so much Dr. Packard I am sorry I was late I was studing for my test and I didnot see the time sorry
8:23 PM: **HOST**: who has had a chance to read the background information provided for Module 2?
8:26 PM: **Patty** has left the room.
8:26 PM: **HOST**: no one?
8:26 PM: **Nick**: sorry, not yet
8:27 PM: **Oliver**: Im sorry, what was the question, my internet kicked me out.
8:27 PM: **HOST**: the first question was where you want to start? O2, Q2, M2, A2?
8:28 PM: **Oliver**: I havent started this one yet, so if its up to me, might as well start from the beginning
8:29 PM: **HOST**: OK. O2
8:29 PM: **Ramona**: No sorry Dr. packard I am still trying to fix the my Module 1 since you had trouble opening sorry about that .
8:29 PM: **HOST**: Oliver, are you able to access the video clips okay?
8:29 PM: **Ramona**: yes O2 works fine with me
8:30 PM: **Patty** has entered the room.
8:30 PM: **Oliver**: I was able to open the videos for Module 1 fine
8:31 PM: **Oliver**: Im trying to find the module 2 videos no
8:31 PM: **Oliver**: now*
8:31 PM: **HOST**: are you on the Module 2 webpage?
8:31 PM: **Oliver**: Yes
8:32 PM: **HOST**: you should see an orange bar
8:32 PM: **HOST**: Under "Activities" there is a link to the videos
8:32 PM: **Ramona**: for me the videos are working just fine Idon't have any problems right now
8:32 PM: **Patty**: Module 2 Wolf family partnerships?
8:33 PM: **Oliver**: Ah found it. Thank you
8:33 PM: **Nick**: last week I could not view the videos but they all seem to be working for me now
8:34 PM: **HOST**: In way of introduction, these clips are about the Sawtooth Pack....they may look like they are in the wild, but they are a disrupted pack inside an enclosure
8:35 PM: **HOST**: as you are listening to the narrative, be really aware of what is observation and what is inference
8:35 PM: **Oliver**: Ok, they are opening up for me
8:35 PM: **HOST**: "pack life is a marathon for an omega".....great folk psychology!
8:36 PM: **HOST**: to help make the transition from Module 1....60 years ago scientists had no information on wolf behavior, so they assumed wolves were like dogs
8:37 PM: **HOST**: In 1967, Schenkel published his observations of wolves in the Basel Zoo, so then people thought wild wolves behaved like captive wolves
8:38 PM: **HOST**: Only within the last 20 years have we actually been able to watch wolves in the
8:38 PM: HOST: so part of the activity is to be aware of how our sources of information have influenced our inferences about what we observe
8:39 PM: Nick: You have done research on wolves in the wild haven’t you, Dr. P?
8:39 PM: HOST: yes, both in captivity and in the wild
8:39 PM: Nick: I knew I had read some articles, I thought that some were about wild packs
8:39 PM: Ramona: Dr. P it there a differences between the behavior in wild wolves and captive my idea was that they are very diffrent because what you learn in the wild you can not learn in captivity
8:40 PM: HOST: you will read a summary of that experience and synthesis of the literature, in the links provided under "Background Information" on the Module 2 webpage
8:40 PM: HOST: Ramona, on the Mod 2 webpage, I point out some important differences between captive and wild packs
8:41 PM: Ramona: thank you
8:41 PM: HOST: from a social perspective, youngsters cannot disperse from a captive pack like they do from the wild packs
8:42 PM: HOST: in terms of the physical environment, it makes a big difference if the pack is hunting prey vs. being provisioned with food in the captive pens
8:43 PM: HOST: we have watched both intact family groups and disrupted families, in both captivity and the wild
8:43 PM: HOST: as you discovered in Module 1, there is as much variation in dog and wolf groups as there is in human groups!
8:43 PM: Ramona: so do you think that captive wolves lose their ability to hunt in the wild. so if we were to put them in the wild would they be able to survive?
8:44 PM: HOST: the experiment has been done with reintroduction of the red wolves and the Mexican wolves into the wild
8:44 PM: HOST: in both settings, the wolves have learned to hunt
8:45 PM: Patty: Are there wolf packs at Fossil Rim?
8:45 PM: HOST: however, in both settings there have been problems with wolves hunting the easier prey, livestock
8:45 PM: Nick: I was watching 2 red wolf pups the other day in Cades Cove,TN
8:45 PM: HOST: yes, there are 3 groups of red wolves and 1 group of Mexican wolves at Fossil Rim
8:45 PM: Nick: they were reintroduced there
8:45 PM: HOST: Nick, wow! I thought they had removed the red wolves from Gt. Smokies
8:46 PM: Patty: I’ve been there, but never saw them, but I remember seen a picture on the flyer.
8:46 PM: Nick: no, we were talking to a park ranger there about them
8:46 PM: Nick: he said that they have been reintroducing them and that there is a good population there
8:46 PM: HOST: thanks for correcting my misperception
8:47 PM: HOST: I had heard that they had stopped the reintroduction due to problems with livestock owners on inholdings in the park
8:48 PM: Nick: I don’t know if they are still introducing new wolves or not, I will try to find out.
8:48 PM: HOST: So, Oliver, are you still with us?
8:48 PM: Oliver: Yes, sorry. I have been watching the videos.
8:49 PM: HOST: chuckle...any questions come to mind?
8:50 PM: HOST: the activity is pretty much the same on O1 & O2....underline observations,
Oliver: In the second video, where Bridget, the alpha female, begins to stress out about her daughters taking her place as alpha female even though they are not able to breed. Why would she be worried about it now?

HOST: Ya, that all seems pretty straight forward.

Oliver: Good critical thinking! She is not worried, it is the inference of the narrator.

Oliver: Oh ok, I should have caught that.

HOST: Oliver, good critical thinking! She is not worried, it is the inference of the narrator.

Oliver: Oh ok, I should have caught that.

HOST: In M2 we are going to be measuring their behavior in terms of social distance.

HOST: So in Q2, your activity is to make some hypotheses about how social distance relates to access to the breeding female.

HOST: I recommend that you tie this back to what you learned in Q1, about the diagrams of social structure...that is what is meant by "mental model".

HOST: Any questions about comparing the similarities and differences between courtship behavior of dogs and wolves?

HOST: TIP: you may want to read the sources provided for you.

HOST: you will discover that basically they both "do it the same", they have diverged in that dogs mature at 6-12 months and wolves mature at 24 months.

HOST: I will alert you to how it is difficult in M3 to identify the different individuals.

Oliver: What has caused dogs to mature faster?

Ramona: yeah that it right when I was doing my psycology paper I readed something similar to that I may have to go back and read my source.

HOST: (good teachable moment, because my answer will depend on whether you want ultimate)

HOST: People bred dogs that matured earlier, so to the extent that was heritable, it is a mutations that has become fixed in the gene pool of dogs.

Ramona: since we have always wanted dogs to have puppies faster.

Oliver: ok.

Oliver: makes sense.

HOST: the genetic studies are now showing there are a layer of mutations added on to the wolf genome, in the dog gene pool.

HOST: we also have a dog genotype that made it into the wolf gene pool.....black coat color.

HOST: Patty, the Encyclopedia has now been published, so you can use it as a scientific source (Packard 2010).

Patty: excellent.

Ramona: I am so sorry but I have to leave early today since I have continue studing for my test and I am getting a bit sick. but I will see you guys next week.

Ramona: Thank you and goodnight.
9:04 PM: **HOST**: Bye Ramona, good luck!
9:04 PM: **HOST**: Anything else before we sign off?
9:04 PM: **Patty**: Me too, I don't want our custodian to lock me in. Good night !!!
9:04 PM: **Oliver**: I think that does it for me. Good night everyone
9:04 PM: **HOST**: Oh...I forgot to mention, check out the red triangles on the excel workbook for tips on ID's on the captive wolves
9:04 PM: **Ramona**: Thank you Dr. packard
9:04 PM: **Patty** has left the room.
9:05 PM: **Ramona** has left the room.
9:05 PM: **Oliver** has left the room.
9:05 PM: **Nick**: thanks, good night
9:05 PM: **HOST**: Bye!
9:05 PM: **Nick** has left the room.
9:05 PM: **HOST** has left the room.