Chat Log: Unit 1 Introductions

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Monday, August 27, 2012  Undergrad

8:11 PM: HOST (Ins): Do you have any questions on your mind you would like clarified?
8:11 PM: Amy: Not off the top of my head, I don't think. Will we talk about the Wolf Inquiry project and such when we get a little closer to starting them?
8:12 PM: HOST (Ins): Yes, have you found the link the the Nature's Partners webpage?
8:13 PM: Amy: Oh, yes, I just did!
8:14 PM: HOST (Ins): good, read through that and see if it answers many of your questions.
8:15 PM: HOST (Ins): notice the links on the bottom of each page to [more]
8:19 PM: Amy: Alright, this doesn't look as nearly as complicated (or scary) as I was thinking it might.
8:20 PM: HOST (Ins): Good! it is fun to watch the videos
8:21 PM: Alice has entered the room.
8:21 PM: Amy: Hi, Alice!
8:21 PM: HOST (Ins): Hi Alice! welcome!
8:21 PM: Alice: Howdy!
8:21 PM: Alice: It took me so long to figure out how to get in here, so sorry for being late!
8:22 PM: HOST (Ins): congrats on excellent problem solving!
8:22 PM: Alice: thank you
8:23 PM: HOST (Ins): the first week in this class is usually a bit of a learning curve,
8:24 PM: HOST (Ins): but once you get used to the tools and the routine, folks usually like the interactive style of learning
8:26 PM: Alice: ok cool. I had a question about the first quiz, which I actually just emailed you because I didn't think I was going to make it to the chat room. But for the first quiz is it over the syllabus or the first lecture?
8:27 PM: Amy: I think it's a combination of the reading in Halliday and the unit 1 lecture notes.
8:27 PM: Amy: That's what it seemed to be about when I took it, anyway.
8:27 PM: HOST (Ins): Quizes are over the assigned reading
8:27 PM: HOST (Ins): the BLOG/exam Q's are over the lectures
8:27 PM: Alice: oh ok
8:28 PM: HOST (Ins): Amy and Alice, lets go over the action items in the schedule
8:29 PM: HOST (Ins): open that link, and tell me when you are there
8:29 PM: Alice: ok I'm there
8:30 PM: Amy: I'm there as well
8:30 PM: HOST (Ins): Good, okay lets scroll down to the checklist for week 1
8:31 PM: Alice: kay
8:31 PM: Amy: Alright
8:32 PM: HOST (Ins): Who has read the syllabus?
8:32 PM: Amy: I have
8:32 PM: Alice: I've read it too
8:35 PM: HOST (Ins): any questions about it? Sammy said she thought it was confusing
8:36 PM: Amy: No questions here
8:36 PM: HOST (Ins): good, what are the 4 objectives of this course?
8:36 PM: Amy: Participate, comprehend, inquire, and apply
8:37 PM: Alice: I don't have any questions about it. But I was wondering if it would be ok to sit in on lectures when you have them on Tues&Thurs if we have the chance to?
8:38 PM: HOST (Ins): Alice, you are welcome to attend class also
8:38 PM: Alice: wonderful
8:38 PM: HOST (Ins): are the links to the lecture videos working for you?
8:39 PM: HOST (Ins): you have two options, to go through the links on the website outside elearning, or use the links on the elearning tool [learning modules]
8:39 PM: Alice: they are, I just feel like sitting in lecture when I'm on campus is easier then making myself sit down and watch the video. I would be able to watch the videos if it was my only option but I would prefer to be in a class in person.
8:40 PM: Amy: Yes, they're working for me
8:41 PM: HOST (Ins): great!
8:41 PM: HOST (Ins): ready to move on to the schedule?
8:41 PM: Alice: yeah
8:42 PM: Amy: Yup
8:42 PM: HOST (Ins): did you have any problem finding the due dates from the elearning calendar tool?
8:42 PM: Alice: nope
8:43 PM: Amy: I didn't
8:43 PM: HOST (Ins): good!
8:44 PM: HOST (Ins): How about the link to [evaluation criteria]? did that help clear up expectations for each of the learning activities?
8:45 PM: Alice: it helped to know what you were looking for
8:45 PM: Amy: Yeah, it did
8:45 PM: HOST (Ins): good, so the bottom line for the exam is preparing concepts, example and sources for each of the spotlight Q's
8:46 PM: Amy: Got it
8:47 PM: Alice: kay
8:47 PM: HOST (Ins): ready to move on to using the elearning tools?
8:47 PM: Alice: ready
8:48 PM: Amy: Ready
8:49 PM: HOST (Ins): do you see on the left menu where it says [Learning modules]? go there and tell me what you find
8:49 PM: Amy: A link to the 4 parts of our course
8:49 PM: Alice: the different parts
8:50 PM: Alice: and clicking on them takes you the lecture notes and videos
8:50 PM: HOST (Ins): good! so you have discovered that is short cut to the same learning
modules that are on the elearning course home page!
8:50 PM: Alice: ok
8:51 PM: HOST (Ins): we have already discussed the calendar tool, and you have used the email tool
8:51 PM: HOST (Ins): please use the discussion tool to post a reply to the topic "introducing ourselves"
8:52 PM: Alice: do you want us to reply to you? or make a new message?
8:54 PM: HOST (Ins): make a new message for yourself, lets see how that works
8:54 PM: Alice: ok
8:57 PM: Amy has left the room.
8:57 PM: Amy has entered the room.
8:57 PM: Amy: Ack, sorry about that
9:00 PM: Alice: ok I posted mine
9:03 PM: Amy: I've posted mine as well
9:03 PM: HOST (Ins): Great! you both are doing really well for so early in the class!
9:03 PM: Alice has left the room.
9:03 PM: HOST (Ins): anything else before we sign off from chat?
9:03 PM: Amy: I think I'm good for the night, though I might be sending you another PS soon.
9:04 PM: HOST (Ins): Amy, great!
9:04 PM: Alice has entered the room.
9:04 PM: Alice: didn't realize for a second that it kicked me off
9:05 PM: HOST (Ins): have a good evening!
9:06 PM: Alice: ok you too!
9:06 PM: Amy: You as well!
9:06 PM: Alice has left the room.
9:06 PM: Amy has left the room.
9:06 PM: HOST (Ins) has left the room.

Monday, August 27, 2012  Grads

8:00 PM: Alec: lets get this show on the road
8:00 PM: Alicia has entered the room.
8:00 PM: Alan: How about starting with objective 1.1
8:00 PM: Antonia has entered the room.
8:01 PM: Antonia: Hello?
8:01 PM: Alan: Here is a segment from what I had come up with:
8:02 PM: HOST has entered the room.
8:02 PM: HOST: Hi everyone!
8:03 PM: Alec: Hello Dr. P
8:03 PM: Alan: Course stuff: Utilize course materials (textbook, lesson notes, and chats) and independent research to filter key course takeaway concepts, as determined by effective collaboration between (amongst) students and instructor.
8:03 PM: Alicia: Hello Dr. Packard.
8:03 PM: Antonia: Good evening :)
8:04 PM: **Anthony**: hi dr p
8:04 PM: **Alan**: I then went on to use an example of backpack stealing monkeys in Costa Rica.
8:04 PM: **HOST**: so was that personal problem solving or shared problem solving?
8:04 PM: **HOST**: turned out I was seeing the window for the undergrads
8:05 PM: **HOST**: chuckle, it was shared problem solving!
8:05 PM: **Alan**: Good evening Doc, do you know if we can cut and paste into chat?
8:06 PM: **Alicia**: I had some trouble opening chat as well. It wouldn't open on Firefox or Chrome; Explorer was the only one that worked. If we're missing folks that may be why.
8:06 PM: **HOST**: Alan, it used to work that way, but last time I tried it, the system had changed.
8:06 PM: **Alan**: Ok, thank you, thought my computer had it out for me.
8:06 PM: **Antonia**: I had to update my Java
8:07 PM: **Alan**: anthropomorphic - thinking my computer feels need for malicious behavior
8:07 PM: **HOST**: LOL!
8:07 PM: **Antonia**: So, I have a question - is it most beneficial to read the textbook before attempting the quiz?
8:08 PM: **HOST**: Antonia yes! The whole point of the quizzes is to reward you for reading the textbook!
8:08 PM: **HOST**: Otherwise I found too many people blew off the reading assignment
8:08 PM: **Antonia**: Okay, I ordered mine and it should arrive tomorrow - will I be behind if I wait until Friday?
8:08 PM: **Alec**: The text is available to rent on amazon for $25 if anyone still needs one
8:09 PM: **HOST**: Antonia, no problem. Quiz 1 stays open until next Monday
8:09 PM: **Antonia**: Okay, great, thank you Dr. Packard
8:09 PM: **HOST**: Alec, cool! I had no idea you could rent on Amazon!
8:10 PM: **Antonia**: I rented my textbook as well - you keep it for 3-4 months and get a free return
8:10 PM: **HOST**: To get started tonight, I thought we would go to the schedule and work our way through the Week 1 Action items
8:10 PM: **Antonia**: Great!
8:11 PM: **Alec**: sounds good
8:11 PM: **HOST**: everyone please go to the schedule on the course homepage and tell me when you are there
8:12 PM: **Alec**: done
8:12 PM: **Anthony**: there
8:12 PM: **Alicia**: I have it opened.
8:12 PM: **Antonia**: there
8:12 PM: **Alan**: there
8:13 PM: **HOST**: good, I had to open a separate window since elearning threw up an error message
8:14 PM: **HOST**: who has downloaded the start up binder?
8:14 PM: **Alicia**: I have.
8:14 PM: **Alan**: Me too
8:14 PM: **Antonia**: I reviewed the material there, but have not downloaded everything
8:14 PM: **Anthony**: i have
8:14 PM: **Alec**: I have the binder
8:15 PM: **HOST**: did anyone have a problem opening the binder?
8:15 PM: **Antonia**: no
8:15 PM: **Anthony**: none here
8:15 PM: **HOST**: folks tell me it is handy when you need to work offline
8:16 PM: **Antonia**: Thank you for providing it, I think it will be useful
8:16 PM: **Alicia**: It's much easier to open things from your desktop than trying to get to it in eLearning while we're in the chat as well.
8:16 PM: **HOST**: lets everyone go to the syllabus and tell me what are the objectives for this course
8:16 PM: **Alan** has left the room.
8:17 PM: **Antonia**: Participate regularly
8:17 PM: **Alan** has entered the room.
8:17 PM: **HOST**: good, Obj 1. participate
8:17 PM: **Anthony**: comprehend readings and notes
8:18 PM: **Alicia**: The objectives are to participate in dialogue to clarify knowledge and communication; to understand readings and lectures to learn facts and distinguish between FP and science; to inquire about evidence; and apply concepts to examples.
8:18 PM: **HOST**: WOW, nice summary Alicia!
8:18 PM: **HOST**: so how will you earn points for participation?
8:18 PM: **Alicia**: Coming to this weekly chat
8:18 PM: **Alec**: shared problem solving
8:18 PM: **Anthony**: PS or chats
8:19 PM: **Antonia**: Field trip attendance
8:19 PM: **Alicia**: I'm planning to use the chats for 10 points and 10 for the field trip.
8:19 PM: **HOST**: excellent! and which assignment do you need to do this week to open the grading form where your participation points will accumulate?
8:19 PM: **Antonia**: Assignment 1 - participate
8:20 PM: **Alicia**: Assignment 1 is due this week.
8:20 PM: **Antonia**: Outline how we will earn our points and in what area
8:20 PM: **HOST**: good, anyone need any coaching on A1? remember to save your file AND submit!
8:20 PM: **Antonia**: I think I got it :)
8:20 PM: **Alicia**: A1 looks fairly straightforward -- just a summary of how we plan to earn our points, right?
8:20 PM: **HOST**: right!
8:21 PM: **HOST**: its also an excuse to get you comfortable with using the assignment tool
8:21 PM: **HOST**: how will you earn points for Obj2. Comprehend?
8:22 PM: **Antonia**: Weekly quizzes
8:22 PM: **Alan**: quizzes x 10
8:22 PM: **Alicia**: 10 weekly quizzes.
8:22 PM: **Alec**: quizzes
8:23 PM: **Alan**: It mentioned taking quiz 1 twice, does that apply to all 10?
8:23 PM: **HOST**: good! I wanted to clarify one thing.....there is not a bank of quiz questions available for you grads, like there is for the undergrads
8:23 PM: **HOST**: Alan, yes you have two attempts for each quiz
8:23 PM: **Alan**: Thank you.
8:23 PM: **HOST**: And you get to drop the two lowest quiz grades, so you can coast on a couple weeks
8:25 PM: **HOST**: TIP on studying for quizzes.....pay attention to the figures and tables. Usually those are the examples and concepts that are most important to remember from each unit
8:25 PM: **Alan**: Can we "create" graduate level questions and use the PS technique for
participation points? I noticed past chats mentioned that.
8:25 PM: **Antonia**: Thanks for the tip!
8:25 PM: **Alicia**: Are the quizzes limited to a certain amount of time?
8:25 PM: **HOST**: Alan, I would welcome additional questions, via PS
8:26 PM: **Alan**: Great thank you.
8:26 PM: **HOST**: Alicia, the first Quiz is 30 min so you can get used to it
8:26 PM: **HOST**: the other quizzes are 20 min. The reason is so folks don't cheat and look at the quiz questions first, then do the reading
8:26 PM: **Alicia**: Perfect, thanks.
8:27 PM: **Antonia**: okay
8:28 PM: **HOST**: moving along....how do you earn point for Inquiry, Obj 3?
8:28 PM: **Alec**: excel workbooks
8:28 PM: **Antonia**: our open inquiry project
8:28 PM: **Alan**: and the wolf/deer guided inquiry
8:29 PM: **HOST**: good, so the difference between grad and undergrad is that ya'll get to do your own open inquiry project
8:29 PM: **Alicia**: I believe we have 4 inquiry assignments for grad students -- the three basic and an open.
8:30 PM: **HOST**: Alicia, only 2 guided inquiry Wolf and Deer, and your own open inquiry
8:30 PM: **Alicia**: Ah -- my mistake!
8:30 PM: **Antonia**: Dr. Packard, could you please explain a little about the excel workbooks? Do we have a template for that or do we create one on our own?
8:30 PM: **HOST**: (remember A1 is participation)
8:31 PM: **Alicia**: That's right; that must be where I got confused.
8:31 PM: **HOST**: Alan, we need for you to go to the Obj3. Inquire link and open the link to [Natures partners]
8:31 PM: **Antonia**: okay..
8:31 PM: **HOST**: you will see the inquiry workbook links on the left margin
8:31 PM: **HOST**: read through the pages, turning the pages using the tabs on the bottom of the page
8:32 PM: **Alicia**: I was having some trouble finding that link. Is it posted on the eLearning page?
8:32 PM: **Antonia**: The Predator Modules?
8:32 PM: **Alec**: I'm sorry, where is this located?
8:33 PM: **HOST**: Antonia, yes
8:33 PM: **Antonia**: Learning Modules --> Part 1
8:33 PM: **Antonia**: Part 1
8:34 PM: **Antonia**: then when the website come up, hit the inquiry button on the left side and you will see the link for Natures Partners
8:34 PM: **HOST**: Antonia, thanks! you can also go directly through the A2 assignment
8:36 PM: **HOST**: on elearning, you will find the A2 link also posted on the Unit 2 module for week 2 and on the calendar....I tried to give you a couple ways to find it.
8:36 PM: **Antonia**: Do you recommend we fill the Module out online or print it?
8:36 PM: **HOST**: you will need to save it to your desktop and work on it there
8:37 PM: **Antonia**: Okay
8:37 PM: **HOST**: I prefer that you use the excel format...the other options (pdf & doc) are provided for folks with excel angst
8:38 PM: **HOST**: anyone have an idea what you might want to do for you open inquiry topic?
8:38 PM: **Antonia**: wild horse herds
8:38 PM: Alicia: Sorry to be a pain -- I'm still having trouble finding the wolf inquiry workbook. I've found the pdf with the assignment but I can't figure out how to get to the excel workbook.
8:40 PM: Alan: Try to download entire curriculum, that gave me the excel file (lower left hand corner)
8:40 PM: HOST: do you see in the pdf where it gives you the URL for the Nature's Partners website?
8:41 PM: Alicia: I see two links -- is it the first or second? (Sorry everyone!)
8:41 PM: HOST: when in doubt, try both!
8:42 PM: Alicia: :)
8:42 PM: Alicia: It takes me to a page that says "Predator inquiry: why care about predator social behavior?"
8:43 PM: Alec: Anita, don't feel bad, I'm still kind of lost too
8:43 PM: Alan: Try this http://people.tamu.edu/~j-packard/scienceinaction/pred4teachers.xls
8:43 PM: HOST: good, now scroll down to the bottom of that page and tab to the Module one
8:43 PM: HOST: Alan, how did you do that!
8:43 PM: Alan: You right click on file, select properties and it tells you the URL (I had to fat finger in the address - no cut and paste)
8:44 PM: Alicia: That opened the spreadsheet -- I think that's it!
8:45 PM: Alec: is it wolf inquiry activity (excel workbook) ??
8:45 PM: HOST: Alan, your fingers may be fat....but they are quick! I was hoping you would teach me a trick for cut and page
8:45 PM: HOST: paste
8:45 PM: Antonia: haha
8:46 PM: HOST: Alec, yes
8:46 PM: Alec: ok, thanks
8:46 PM: HOST: the format is an excel workbook, the content is the wolf inquiry....tab between workshets on the bottom
8:47 PM: Alicia: That makes sense now -- thanks Dr. Packard.
8:47 PM: HOST: TIP: it realy helps to read through the text on the webpages....that walks you through and gives you the links and background you need to get the most out of the inquiry activities
8:47 PM: Antonia: Thanks!
8:48 PM: HOST: OK. anything else about inquiry before we move on to Obj 3. apply?
8:48 PM: Antonia: could we touch on the open inquiry project?
8:49 PM: HOST: yes, the open inquiry is for you to go more into a topic of personal interest to you
8:50 PM: Antonia: do we model it after the workbooks?
8:51 PM: HOST: Antonia, we need for you to read the attachment to the A4 assignment
8:52 PM: Antonia: Okay, I will
8:52 PM: HOST: some grad students have done poster presentations that they prepared for professional meetings, others write a review paper
8:53 PM: Alicia: It looks like A4 is pretty open. Can we use prior research we've worked on to make a presentation or paper of some kind?
8:53 PM: HOST: the similarity is that you will use the four parts of the inquiry cycle (observe, question, measure, answer)....although you might use the standard words in a peer reviewed paper format
8:53 PM: HOST: intro, methods, results, discussion
8:54 PM: HOST: as much as possible, I try to make the learning activities relevant to what you
actually need to learn in the real world
8:55 PM: **HOST**: the A2 & A3 are more practice for our grads to teach inquiry activities
8:55 PM: **Antonia**: so we will be learning as we go along
8:56 PM: **HOST**: the A4 open is more directed toward your own research interests and the scholarly activities associated with your grad research (thesis, professional paper, dissertation)
8:56 PM: **Antonia**: Sounds good
8:56 PM: **HOST**: Antonia, yes, lets dialogue more about your A4 open inquiry topics using the elearning discussion tool
8:56 PM: **Antonia**: Okay
8:57 PM: **HOST**: everyone please open that tool on the left menu and reassure me that you have found where to introduce yourselves and where to dialogue about the A4 topics
8:58 PM: **Antonia**: I am there
8:58 PM: **Alan**: Got it
8:58 PM: **Alec**: consider yourself reassured
8:58 PM: **Alicia**: I found it.
8:59 PM: **Anthony**: got it
8:59 PM: **HOST**: cool! do you also see the topic for the BLOG1 dialogue about the spotlight Q's?
8:59 PM: **Antonia**: Under Objective 4?
8:59 PM: **HOST**: yes
8:59 PM: **Antonia**: Yes
8:59 PM: **Alan**: Yes, do we "reply" with our answers to the objectives?
9:00 PM: **Alicia**: Yes.
9:00 PM: **Alec**: yes
9:00 PM: **HOST**: Open up the BLOG1 topic and look at the messages posted...they are from the bank of Q's for the exam
9:01 PM: **Alicia**: These are also the spotlight questions we see in lecture, right?
9:02 PM: **HOST**: yes. Q's also relate to the lecture for Unit 1, look for the spotlight ikons in the lecture notes and videos
9:02 PM: **HOST**: TIP: you want to be thinking in terms of concept, example and source for each question
9:03 PM: **HOST**: you may view what people wrote in previous BLOGs by opening the attachment to the messages
9:04 PM: **HOST**: so we are at the end of our chat time
9:04 PM: **Alan**: Have a great night everyone!
9:04 PM: **Alec**: thanks for your time Dr. P - see you next time
9:04 PM: **HOST**: any thing else you want to bring up before we sign off?
9:04 PM: **HOST**: bye, have a good evenign!
9:04 PM: **Antonia**: Will Wednesday's chat build on this one?
9:04 PM: **Alicia**: Thanks Dr. P. -- talk to you next week everyone!
9:05 PM: **Alec** has left the room.
9:05 PM: **HOST**: Antonia, yes, usually different folks come to Wed chat, I ask them to read this chat log so we do not have to repeat
9:05 PM: **Anthony**: Thanks Dr. P. have a nice evening
9:05 PM: **Alan** has left the room.
9:05 PM: **Antonia**: Okay, so it may be repeat info if we attend on Wednesday
9:06 PM: **Anthony** has left the room.
9:06 PM: **Antonia**: Oh wait, just read the last part
9:06 PM: **HOST**: Antonia, you are only expected to attend one chat. But if you want more help,
you are welcome!

9:06 PM: **Antonia**: Okay, I guess that is what I wanted clarified - if it would be beneficial to attend both, but I guess its only if we have questions
9:06 PM: **HOST**: that is, one chat per week
9:06 PM: **Antonia**: Got it, thank you
9:07 PM: **HOST**: since the first two weeks is a steep learning curve, some folks want more interaction....but after that it usually levels off
9:07 PM: **Antonia**: Okay, thank you for all the clarification on everything!
9:07 PM: **Alicia** has left the room.
9:07 PM: **HOST**: welcome, have a good evening!
9:08 PM: **Antonia**: You too! Goodbye
9:08 PM: **Antonia** has left the room.
9:08 PM: **HOST** has left the room.

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**Wednesday, August 29, 2012  grads**

8:00 PM: **Anita**: Hi Dr. Packard. How are you tonight?
8:00 PM: **Adam** has entered the room.
8:00 PM: **HOST**: I am great. pretty sunset outside my window...how about you?
8:00 PM: **Anita**: Doing great.
8:02 PM: **HOST**: are you in Galveston?
8:02 PM: **Anita**: Yes I am! It's been beautiful out here today with the storm nearby. No rain, just a really nice breeze. :) 
8:03 PM: **HOST**: thx Adam!
8:04 PM: **Adam**: Hi Dr. P, how are you
8:04 PM: **HOST**: Doing well! Thanks for the PS
8:05 PM: **Adam**: you're welcome
8:04 PM: **HOST**: I am having such fun reading through the introductions!
8:05 PM: **HOST**: we have a really diverse group this semester

8:05 PM: **Adam**: yes, i noticed that too
8:06 PM: **HOST**: So my goal for this eve is to encourage both of you to post on BLOG1...anything you want clarified before we start that?
8:06 PM: **Adam**: i have a couple questions
8:06 PM: **Anita**: I was just a little unsure about how it's supposed to work. Are we supposed to respond to every question each week?
8:08 PM: **HOST**: You earn points on BLOG1 for quality, not quantity.
8:08 PM: **HOST**: please help me out on this and go to the [Evaluation] link. Scroll down to BLOG and help me figure out how I need to reward it to be more clear.
8:08 PM: **Adam**: i had a grade posted, so i checked. For 'A1' in the grading form, the chats, PS questions, etc. are all listed where the grades can be depicted. So is 'A1' basically just an aggregate grade based on the combination of all that stuff? For some reason I thought 'A1' was the 'participate' assignment. Maybe the participate assignment was just informative for you, the professor, and A1 as will be reflected in our grade is the group of things I listed previously?
8:09 PM: **Adam**: I was about to reply to your message about that Dr. P. let me read something again real quick
8:10 PM: **HOST**: A1 is the participate assignment. each time you earn participation points for a PS, I can go in directly and record your points. As for the chats, I will tally those separately and
post at the end of Part1
8:11 PM: **Adam:** eh, i can't copy and paste, but the first message of your reply to my PS message -- the part where you give an example of writing 1 post for 7 pts or 2 mediocre posts for fewer points totaling 7 ----> I would basically put something exactly like that explanation in the evaluation criteria and that will clear it up for anyone in the future
8:11 PM: **Anita:** I'm just a little unclear about how many of the blog questions we should post on for each unit. It looks like 4 posts for 7 points for each section?
8:12 PM: **Anita:** Or is it 4 posts total, one for each unit?
8:12 PM: **Adam:** Anitaandria -- you just need to accumulate 7 points for each of the 4 blogs. You can write one amazing post and earn 7 points for Blog 1, for example, or you could write 3 or 4 kind of crappy posts and maybe pick up a few points each for a total of 7 lol
8:13 PM: **Anita:** Hopefully I won't make crappy posts. :) But that makes a lot more sense, thank you for clarifying.
8:13 PM: **HOST:** This is cumulative. Quality over quantity. We need you to chat about examples, concepts and sources to earn 3 points for Chat 1. We need for you to post on the BLOG using a scholarly style, which means also scoring on originality, dialogue, critical thinking and style
8:14 PM: **Adam:** basically the same way we did the blog in behavioral eco, right?
8:14 PM: **Anita:** Chat 1 or blog 1? I was under the impression that blogs and chats were different.
8:15 PM: **Adam:** they are
8:16 PM: **Adam:** chat is what we're doing now. Blogs are the postings you do on your own time
8:16 PM: **Anita:** Dr. P -- where you said "3 points for chat 1" is that for chats or blogs?
8:16 PM: **HOST:** right! I changed the chat scoring though. The reason is because I needed it to be the same between the face-to-face section and the on-line section. Last year we were scoring "quality" in the face-to- face chats and "quantity" in the on-line chats. Folks were confused. So this year both sections are scored for quality. The quality score on chats is the same as the quality score on your exam Q's.
8:17 PM: **Adam:** From what I gather, we will have a total of 4 chat grades, each one being worth a total of 4 points. And each one will represent one of the 4 Units of the course. So the Chat 1 grade will be cumulative over the course of however many chat sessions fall in the time we are covering Unit 1
8:18 PM: **HOST:** Anita, please refer to the [evaluation] tab. Chats are described on page 1. Blogs are described on page 3.
8:19 PM: **HOST:** Adam, your last post is confusing me. Units are on a weekly basis. The 4 parts of the course each contain 3 units.
8:19 PM: **Adam:** oops, where i said 'units' change that to 'parts'
8:20 PM: **Anita:** Ok. I think I had that confused before, I actually just found the evaluation tab tonight. (The eLearning system has been a little confusing to me!)
8:20 PM: **HOST:** I understand, it is a steep learning curve the first few weeks until you get into the routine.
8:21 PM: **HOST:** Are you using the list of Action Items on the "week at a glance" schedule?
8:21 PM: **Anita:** So for each week we should plan to discuss our spotlight questions in chat as well as in the blog. For example, we can post on Q 1.1 and then discuss our answers in chat. That's what it looks like from the evaluation -- though it's certainly possible I'm confusing this even more!
8:21 PM: **Adam:** is that the checklist, dr. p?
8:21 PM: **HOST:** Bingo! you got it!
8:22 PM: **Adam:** ok, that was one of my other questions ..... these blog posts we are basically
posting our answers to the respective question?
8:22 PM: **HOST**: Adam, yes. The checklist for each week is spelled out on the [schedule] link
8:23 PM: **Anita**: Perfect! That makes much more sense... Though I'm guessing my chat from last night was relatively substandard. Also, I've been looking for the chat archive -- is that posted on eLearning?
8:23 PM: **HOST**: That is for linear thinkers, who do not like to jump around like I do!
8:23 PM: **Adam**: i've been following the checklist. I meant is the checklist the same thing as the action items
8:23 PM: **HOST**: The chat archive is posted on [comprehend] [Part 1]
8:24 PM: **Anita**: Found it -- thanks.
8:24 PM: **HOST**: Anita, unfortunately I think elearning may be blocking second level links, so you may need to go to that page outside elearning.
8:25 PM: **Anita**: It let me through to the page through the elearning site. Looks like it should be ok.
8:26 PM: **HOST**: Adam, the checklist is everything you need to do for that week. The "activities by day" is basically the same, but lay it out for you in a work flow. You also have the same information on the elearning calendar tool.
8:26 PM: **Adam**: on the open inquiry project -- i was thinking of denning behavior of black bears in north america. Would that be an acceptable topic
8:27 PM: **HOST**: sounds like a great topic! Lynn Rogers has published alot on that, as well as the folks like Roger Powell who work in the Smokies region.
8:28 PM: **HOST**: please post your ideas on the A4 discussion topic. Lauren has already started on that.
8:28 PM: **Adam**: ok cool. I'm trying to focus all of my projects/papers in various classes on animals/topics that may apply to alaska. pro paper will be ecotoxicological issues relating to polar bears
8:29 PM: **Adam**: I will
8:29 PM: **HOST**: cool!
8:29 PM: **HOST**: Anita, do you have any initial thougths on your open inquiry?
8:30 PM: **Anita**: I'm starting to get the wheels turning. There's a large dolphin population in Galveston Bay, and I'd be interested in doing an ethogram attempting to relate surfacing behavior with boat traffic, which is very heavy in the area.
8:31 PM: **HOST**: an ethogram might be tough, since there is little you can see from the surface
8:31 PM: **Anita**: But by the same token I don't want to bite off more than I can chew in a semester -- data collection + analysis + writing a formal paper sounds like a herculean task for three months.
8:32 PM: **HOST**: You do not need to collect new data. You may do a literature review or outreach piece.
8:33 PM: **Anita**: What exactly would an outreach piece entail?
8:33 PM: **HOST**: Are you familiar with the dolphin ethogram by Ann Weaver (1997)?
8:33 PM: **Adam**: the literature review -- that would likely be of multiple published papers, right? not just one
8:34 PM: **HOST**: For example, Sesh is interested in writing an outreach paper on African Wild Dogs, which Tammy could include in the packet of materials that she will be giving teachers at the workshop she is organizing
8:35 PM: **Anita**: I believe I've read the paper at one point (the name sounds familiar) though I don't think I've seen the ethogram itself.
8:35 PM: HOST: Adam, we need for you to go to the journals that interest you and choose a review article, or commentary as a target article.
8:36 PM: HOST: Anita, the dolphin ethogram is a thesis.
8:36 PM: Adam: what is a review article
8:36 PM: HOST: in each journal, there are different types of articles: research, note, review, commentary
8:37 PM: HOST: try going in Web of Science and choosing a journal, then use the keyword review and see what you get
8:37 PM: Adam: k
8:37 PM: Adam: brb
8:38 PM: HOST: It also helps to go to the journal webpage and look at the "Instructions for Authors"
8:39 PM: HOST: Anita, I just got an idea for you! The Lincoln Park Zoo has a website for ethograms. I am not sure they have one for dolphins. If not, maybe you could do something with getting Ann's ethogram onto their website?
8:40 PM: HOST: www.ethosearch.org
8:41 PM: HOST: Surely Bernd has Ann's thesis in his library.
8:41 PM: Anita: One second -- let me rester for the site and check it out. :)
8:42 PM: HOST: Adam, while Anita is following that thread, do you want to get started earning your BLOG points?
8:43 PM: Adam: dr. p, i'm still confused on this open inquiry project. In the evaluation criteria handout, it says one of the things we can do is a review. So am I to do a review of a review?
8:45 PM: HOST: Adam, by now you know me. I am all about practicing the skills that you will actually use on the job. When you are a wildlife Biologist in Alaska, you will need to publish. One of the types of articles you could publish would be a review article. So why not get started now practicing?
8:47 PM: HOST: I was suggesting that you look up a review article to see how it is constructed, what is the format, what does a review article cover? It would be beyond the scope of this course to write a review article that actually gets published. So for 100 points, it would probably be something that is 1/3 as long as the reviews that get published. But at least you would have a target to work towards.
8:48 PM: Adam: Ah! Ok, so you were saying to look at a review just to give me an idea of how they are structured, etc. So for example, my review might be a review of research of denning behavior of black bears?
8:49 PM: HOST: Yes. and your "target article" might be a review about some other subject
8:50 PM: Adam: target article meaning something i look at just to get an idea of how these reviews are structured, etc?
8:50 PM: Anita: I've been poking through the site, and I'm not exactly sure how getting someone else's ethogram posted would ultimately be something useful to me -- it seems like it might be a little too narrow for a semester long project. Doing a literature might ultimately be more helpful for me. I'm looking for opportunities to publish, so while this semester might be a little too short to write a full lit review, it might be worth my while to tackle something along the lines of what I'd like to work on for a PhD project someday. What do you think?
8:51 PM: HOST: Sounds to me like you have thought it through quite well!
8:52 PM: Anita: Great. I'll need to really refine a topic, but that's definitely something that I think would be helpful. And of course, working to a possible publication is never a bad thing for an MS student who'd like to find her way into a PhD program. :)
8:52 PM: HOST: Adam, I just went to Web of Science and did a search for the publication
Ethology
8:53 PM: **HOST**: Then I did [refine results] and typed in "review" got alot of good hits
8:53 PM: **Adam**: ok, i'll try that one. i'm looking at journal of wildlife management now. there are 42 reviews
8:55 PM: **HOST**: JWM is also good; just want to be clear that you will want to apply the concepts you learn in this class (cause, development, evolution, function)
8:56 PM: **HOST**: Some of the JWM articles do not make explicit the underlying concepts, or the concepts that are made explicit are more about ecology than ethology
8:56 PM: **Adam**: ah, good point. That might be difficult with denning behavior
8:56 PM: **HOST**: it will be easy for you to find denning articles related to the proximate causes of denning, both environmental and physiology
8:57 PM: **Adam**: with the topic of denning behavior, if i'm doing my review on that, do the papers I review need to explicitly discuss C, D, E, & F or can I add those concepts as I see fit based on what I've learned in the class?
8:58 PM: **Adam**: in other words if i find that some study noted X behavior, I can then point out that this behavior relates to function or something along those lines?
8:59 PM: **HOST**: yes!
8:59 PM: **Adam**: oh ok, so somewhat similar to the papers in behavioral eco
8:59 PM: **HOST**: I encourage you to practice critical thinking to make the concepts more explicit, and to critique papers that are full of examples without placing them into any sort of theoretical context
9:00 PM: **HOST**: In this field, excellence is evaluation in terms of the integration of concepts and examples
9:00 PM: **Adam**: ok
9:00 PM: **Anita**: That makes sense.
9:01 PM: **Adam**: only other question i had was about the study guide. as you know there are two pages to it. One page lists the spotlight questions. Those apply to grad students, yes? And the other page lists questions out of the halliday book. Do grad students not pay attention to that page or should we do both?
9:04 PM: **HOST**: The quiz questions are based on the assigned readings. Grads read from Dugatkin, undergrads from Halliday. A bank of quiz questions has not been posted for grads. Pay special attention to the tables and figures in each chapter as a guide to which examples and concepts are most important in each chapter (that is how I made up the quiz questions).
9:04 PM: **Anita**: This is probably the ultimate stupid question -- I'm having trouble finding Web of Science. Is it a link? Download?
9:04 PM: **HOST**: Here is a good article " selection of den sites by black bears in the southern Appalachians 2007 Reynods-Hogland, Melissa J et al.
9:05 PM: **Adam**: awesome! thank you
9:05 PM: **HOST**: Anita, those tips are on the [resources] link
9:05 PM: **HOST**: go to library.tamu.edu
9:05 PM: **Anita**: Ok
9:06 PM: **HOST**: look for Popular Databases, scroll down to Web of Science
9:07 PM: **HOST**: Looks like our chat time has come to an end. Are we good to go?
9:07 PM: **Anita**: Ah, got it, thanks. Apparently week 1 of graduate school has turned my brain to mush. :)
9:07 PM: **Anita**: I think so. I'll get the blogs posted soon and will work on refining my open inquiry topic.
9:07 PM: **HOST**: it is alot to absorb! You will love Web of Science
9:08 PM: **HOST**: getting started with it the first week of grad school will help you out immensely
9:08 PM: **HOST**: also, I highly recommend Endnotes!
9:08 PM: **Adam**: i used web of science in all my summer classes. it is extremely helpful
9:08 PM: **Anita**: It looks great!
9:07 PM: **Adam**: Just curious, quiz 2 will become available on the 1st and closes on the 3rd, is that correct?
9:09 PM: **HOST**: Adam, correct. The reason is so that I can see how folks did on the quiz so I know what to emphasize in lecture on Tues
9:09 PM: **Adam**: oh ok, that makes sense
9:09 PM: **Anita**: So quiz 1 and 2 are due by 9/3?
9:09 PM: **HOST**: Usually our DE students do the quizzes on the weekend anyway, so you have a couple days
9:10 PM: **HOST**: Anita, yes. The first week of class there are alot of drop/adds and so much to learn. So I give everyone a week to do the quiz on the first unit
9:11 PM: **Adam**: ok, i'm good. thank you for all the answers :)
9:11 PM: **HOST**: Have a good evening!
9:11 PM: **Anita**: Great. I think I’m all set as well.
9:11 PM: **Anita**: Good night!
9:11 PM: **Adam**: you too Dr. P. Night
9:11 PM: **Adam** has left the room.
9:11 PM: **Anita** has left the room.
9:11 PM: **HOST** has left the room.