ASSIGNMENT 3 DEER INQUIRY

Learning Goal ***(Graded Learning Activities)***	**Points**	
	Undergrad WFSC422	**Grad WFSC632**
Inquire- guided *(all grads & undergrads: guided-inquiry workbooks @ 40 pts)* *Activity:* practice observation & critical thinking skills via guided- & open-inquiry projects *Assessment: elearning A3 Deer [assignment]* tool *(see attachments)*	40	40
Due: last class day (6 weeks to complete this activity) % TOTAL POSSIBLE	13%	10%

Learning Goal (continued)

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

Learning Activity

The A3 Deer Inquiry Assignment is designed to guide college and post-college students into a deeper understanding of how to apply Tinbergen's four concepts to the analysis of behavior. It will prepare you to write an ethogram (i.e."dictionary") for the behaviors of any species that you might want to study in the future. You may choose among several options for the video clips that you observe to complete this assignment:

(1) video red deer rutting at Fossil Rim; the clips will be posted on Vimeo for viewing by all class participants
(2) view the clips of red deer behavior from previous field trips, on Vimeo,
(3) use the clips on the Nature's Partners website http://people.tamu.edu/~j-packard/scienceinaction/A3video.htm
(4) take your own clips of deer/elk behavior at a site other than Fossil Rim and upload to UTube
(5) search for deer/elk behavior clips on UTube; specify the links when you write up your modules

STEP 1. Read the overview and bookmark the "prey" link on "Nature's Partners"

- http://people.tamu.edu/~j-packard/courses/wfsc422/3Inquire.html
- http://people.tamu.edu/~j-packard/scienceinaction/prey1.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 the end-term project.

STEP 5. Submit all 3 completed modules by the last class day (end of Part 4).

 NEOMI's TIP	*Preparing an ethogram is a basic first step to any behavior research project. Whether your career leads in the direction of conservation practice or basic science, the transferable skills of ethogram analysis will be useful. Although you may feel comfortable with Tinbergen's four concepts in the classroom, it is a whole different matter to apply those perspectives to the ongoing behavior of animals in real time. Learn skills of data collection and interpretation.*
 HUGO's TIP	*This is the best part of the course. You will finally "get" the concepts when you see them illustrated by the diverse species at Fossil Rim. Although the focus of the learning activity is on the red deer (European equivalent of elk), three other species of deer are easily viewed and photographed from the tour van, including white-tails.*
 MIKE's TIP	*This learning activity could be adapted for a class field trip to a zoo, park or nature center in your community. For a curriculum designed to enhance inquiry-based learning inside and outside the classroom, google "Zoo Links Curriculum Guide" Creating Young Researchers" produced by the Lincoln Park Zoo.*