ASSIGNMENT 2 WOLF INQUIRY

Learning Goal ***(Graded Learning Activities)***	**Points**	
	Undergrad WFSC422	**Grad WFSC632**
Inquire- guided *(all grads & undergrads: 2 guided-inquiry workbooks @ 40 pts)* *Activity:* practice observation & critical thinking skills via guided- & open-inquiry projects *Assessment tool:* Excel workbooks (grad and undergrad),	80	80
% TOTAL POSSIBLE	27%	20%

Learning Goal

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

Learning Activity

To achieve this objective of enhancing your inquiry skills, you will complete two inquiry projects, to help you make the links between "real world" experiences and "book learning" (scientific research). Designed to stimulate observation and critical thinking, the first guided-inquiry project is online at:

http://wfsc.tamu.edu/jpackard/scienceinaction/pred1.html

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 this guided inquiry. You will submit your work using the elearning Assignment Tool A2. Since this assignment consists of three modules, you may decide between two options:

(1) complete each module for feedback and revision prior to the due date, and/or

(2) submit your final drafts without revisions.

The Wolf Inquiry Assignment serves as an introduction to the scientific methods of observation and inference in the study of behavior. It will prepare you to guide activities designed for teachers of elementary, middle and high school students. 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. You may choose among several options for the video clips that you observe to complete this assignment:

(1) search for videos publically available on the web (i.e. UTube),

(2) use your camcorder to video behavior of your dog and upload it to UTube,

(3) view the recommended copyrighted videos available in local libraries and for personal purchase, and/or

(4) use the clips from the copyrighted videos protected by on the Nature's Partners website.

STEP 1. *Read overview: http://wfsc.tamu.edu/jpackard/behavior/wfsc422/3Inquire.html*

STEP 2*. Read each page (follow links at bottom) and download 3 modules (pdf or excel workbook)*
http://wfsc.tamu.edu/jpackard/scienceinaction/pred1.html

TIP: if the pdf typewriter tool or excel workbook do not work for you, use the Word doc files attached here

STEP 3*. In each module, follow the instructions at the top of each worksheet*

STEP 4*. Plan on about 2 weeks for each module; integrating what you learn in lecture/reading/BLOG with these Inquiry Activities. Upload a draft of each module here for feedback if you desire. The controls to this elearning assignment tool will be returned to you with the feedback, so you may revise by the due date.*

STEP 5. *Upload the final Inquiry (all 3 modules) and submit by the due date.*

TIP 1: Due at the end of Part 2, this is equivalent to a mid-term exam. Pace yourself for two weeks per module; 6 weeks for all 3 modules

TIP2: If inquiry projects have not been a part of your educational experience, this is a good chance to become familiar with what is expected in designing active learning projects for kids of all ages. For more information, see the "Background information for teachers" link. If you are already familiar with "guided inquiry activities", think of this as an opportunity to gain experience as an instructor. If you know you want to go into some form of research, have already experienced guided inquiry and want to try your hand at an "open inquiry" project, explore the option for designing your own hands-on project. For example, Andie and Bennie were nuts about felines but couldn't care less about canines. They wanted to design a workbook to educate docents about the issues surrounding behavior of discarded pet lions and tigers who live out their lives in sanctuaries. Their personal PS message was approved, requesting a substitution of an open inquiry project for the guided inquiry assignments (Wolf and Deer).