Module 3: ANALYZE June 25 – July 1

5. Video analysis: activities & events
6. Statistical analysis: non-parametric
7. Discuss results: testing hypotheses

Week 5, June 25, 2012	ACTION ITEMS
Lesson 5. Video analysis: activities & events 1. Fine-tune predictions 2. Sort by activity categories 3. Count behavior events LAB D. Video	**Required reading**: Ch. 7, Appendix 2 (Martin & Bateson 2007) Recommended supplements: • Look in your email for an ePortfolio packet (Adobe Acrobat pdf) **Monday** @ your convenience • *Email*: Prior to Tuesday, respond to the action items in your email • *Assignment (graded)*: Revise **Lab C**; Start **Lab D** **Tuesday** tba • *Conference call:* Talk with your instructor and other course participant to (1) iron out wrinkles with **Lab C** (last week), (2) clarify expectations for **Lab D** this week., (3) agree on your list of action items for teamwork this week. **Wednesday** @ your convenience • *Reflective journal:* By Wednesday of this week, reflect and write about your personal learning experience during the previous week. Note what worked, what did not work and make suggestions. • *Discussion Topic **Lab B** (graded):* Continue **Lab D** **Thursday** 2 pm EST/1 pm CST/11 am PST *Webinar*: The video-data for your inquiry project has been collected, now what? Testing your hypothesis is usually a dance, back and forth between the "ideal" and "reality-check". Listen to a research team decide how they will analyze video-data to extract just the information needed to focus on the inquiry questions. The first step is to sort video clips by activity categories, then score each clip using a recording protocol defined in terms of counting behavioral events and/or time sampling of activity states. **Friday** @ your convenience • *Assignment:* by Fri., submit a draft of **Lab D** for coaching comments • *Discussion Topic **Lab D**:* do peer reviews for 2 other students **DUE By Sunday** *@ midnight* • *Assignment:* **submit** final **Lab C** for a grade • *Assignment:* review [**Teamwork-MId]** for 2 peers

Notes on Fine-Tuning Action Items:

Module 3 ANALYZE (continued) **July 2 – July 8**

Week 6, July 2, 2012	ACTION ITEMS
Lesson 6: Statistical analysis: non-parametric 1. Visualize data in graphs 2. Contingencies (bar graphs) 3. Correlations (scattergrams) 4. Means (box/whisker plots) LAB E. Statistics	**Required reading: Ch. 9-10 (Martin & Bateson 2007)** Recommended supplements: • Look in your ePortfolio packet for Module 3 **Monday** @ your convenience • *Email*: Prior to Tuesday, respond to the action items in your email • *Assignment (graded)*: revise draft **Lab D**; Start **Lab E** **Tuesday** tba • *Conference call:* Talk with your instructor and other course participants to (1) iron out wrinkles with **Lab D** (last week), (2) clarify expectations for **Lab E** this week., (3) agree on your list of action items for teamwork this week. **Wednesday** @ your convenience • *Reflective journal:* By Wednesday of this week, reflect and write about your personal learning experience during the previous week. Note what worked, what did not work and make suggestions. • *Discussion Topic **Lab E** (graded):* Continue **Lab E** **Thursday** 2 pm EST/1 pm CST/11 am PST *Webinar*: You have collected behavioral data, now how do you decide which statistics to use to test your hypotheses? Learn about spreadsheets that will aid you in calculating the simple non-parametric tests suitable for most behavioral data. The first step is to plot your data and stare at it. A research team will demonstrate how to analyze bar graphs (contingencies), scattergrams (correlations) and box/whisker plots (means). Same procedure as the previous week.. **Friday** @ your convenience • *Assignment:* by Fri., submit a draft of **Lab E** for coaching comments • *Discussion Topic **Lab E**:* do peer reviews for 2 other students **DUE By Sunday *@ midnight*** *Assignment:* submit **final Lab D** for a grade

Notes on Fine-Tuning Action Items:

Module 3 ANALYZE (continued) **July 9 – July 15**

Week 7, July 9, 2012	ACTION ITEMS
Lesson 7: Discuss results: testing hypotheses 1. Summarize results 2. Testing predictions 3. Critical thinking LAB F. Discuss Results	**Required reading: Ch. 11 (Martin & Bateson 2007)** Recommended supplements: • Look in your ePortfolio packet for Module 3 **Monday** @ your convenience • *Email*: Prior to Tuesday, respond to the action items in your email • *Assignment (graded)*: revise draft **Lab E**; Start **Lab F** **Tuesday** tba • *Conference call:* Talk with your instructor and other course participants to (1) iron out wrinkles with **Lab E** (last week), (2) clarify expectations for **Lab F** this week., (3) agree on your list of action items for teamwork this week. **Wednesday** @ your convenience • *Reflective journal:* By Wednesday of this week, reflect and write about your personal learning experience during the previous week. Note what worked, what did not work and make suggestions. • *Discussion Topic **Lab F** (graded):* Continue **Lab F** **Thursday** 2 pm EST/1 pm CST/11 am PST *Webinar*: You have graphs and statistical tests summarizing your results, but how does this help you test your hypotheses? Listen to a research team discuss whether they can reject one or more working hypotheses based on their results. Learn how the team distinguishes between causation and correlation in applying critical thinking skills to decide whether their measurements were good enough to be a test of the hypotheses. Same procedure as the previous week.. **Friday** @ your convenience • *Assignment:* by Fri., submit a draft of **Lab F** for coaching comments • *Discussion Topic **Lab F**:* do peer reviews for 2 other students **DUE By Sunday *@ midnight*** *Assignment:* submit **final Lab E** for a grade