

Lesson E: The Role of a Researcher

Assignment Option One: Make a Written Piece

Throughout this lesson, you have explored how researchers learn from and categorize calls and recorded sounds on hydrophones to better understand what they hear. Using what you know, or additional information from a variety of sources, create a written piece (such as a speech, essay, report, newspaper article, or other) to show what you know.

Discuss: How does sorting the sounds and calls recorded on a hydrophone help researchers understand what is happening in the ocean? How can knowing what a ‘normal’ sound looks and sounds like help researchers understand changes in the ocean?

Be sure to answer the following questions in your assignment:

- ☐ How can cataloguing and categorizing sounds help researchers?
- ☐ How does having a reference list of known sounds help researchers understand new sounds?
- ☐ What methods/points can help researchers group calls? Provide examples.

Criteria:	4	3	2	1
Discusses how sounds can be grouped and categorized.	Thoroughly explores how sounds are grouped.	Basically explores how sounds are grouped.	Somewhat explores how sounds are grouped.	Does not explore how sounds are grouped.
Explains how researchers use known sounds to better understand unknown sounds.	Thoughtfully explores how known sounds can help researchers understand unknown sounds.	Explores, though in a limited way, how known sounds can help researchers with unknown sounds.	States, but does not truly explore, how known sounds can help researchers understand unknown sounds.	This portion is missing from the discussion.
Examples of how grouping calls helps researchers.	Provides relevant, thoughtful examples that enhance the work.	Provides mostly relevant examples that improves the work.	Provides a few examples, though it does little to improve the work.	Does not provide examples.
Piece has been proofread for spelling, grammar, and accuracy, and includes name, date, and title.	No mistakes.	1-2 mistakes.	2-4 mistakes.	Many mistakes are evident.

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Assignment Option Two: Make a Media Presentation

Throughout this lesson, you have explored how researchers learn from and categorize calls and recorded sounds on hydrophones to better understand what they hear. Using what you know, or additional information from a variety of sources, create a media piece (such as a poster, Prezi, PowerPoint, Glogster, or other) that explores the following issue:

Make a visual presentation that shows how your group chose to sort the calls from either the mixed animal group or from the killer-whale group alone. What key features did you look and listen for in your group? What would a viewer need to know about the different features of a call?

In your presentation be sure to include the following:

- ☐ Which calls and sounds your presentation focuses on and, most importantly, why.
- ☐ The key features you looked for in each call and any clues you used to help you understand which whales you hear
- ☐ Provide examples where listening was more effective than viewing the calls and vice versa.
- ☐ Explore how grouping calls can help you and researchers learn about new calls.

Criteria:	4	3	2	1
Presentation has a clear focus.	Thoughtfully explains why certain calls were focused on and is consistent in the presentation.	Mostly explains why calls were focused on and is consistent in the presentation.	Somewhat explains which calls were focused on, though is occasionally inconsistent.	Is often inconsistent on which calls were the focus of the presentation.
Explores key features of sorting and provides examples.	Provides many examples, including the effectiveness of each.	Provides a few examples and touches on the effectiveness of each.	Briefly mentions the examples and alludes to the effectiveness of each.	Does not mention examples or talk about the effectiveness of each.
Examples of how grouping calls helps researchers.	Provides relevant, thoughtful examples that enhance the work.	Provides mostly relevant examples that improve the work.	Provides a few examples, though it does little to improve the work.	Does not provide examples.
Presentation has been proofread for spelling, grammar, and accuracy, and includes name, date, and title.	No mistakes.	1-2 mistakes.	2-4 mistakes.	Many mistakes are evident.

Assignment Option Three: Take on a Role

Throughout this lesson you have explored how researchers learn from and categorize calls and recorded sounds on hydrophones to better understand what they hear. Using what you know, or additional information from a variety of sources create a presentation (speech, character role, PowerPoint, debate, or discussion) of the following:

Take on the role of an interpreter. Explain how you would educate a group of interested people about the differences in whale calls. If you were asked to talk about the differences among whale clans, what would you say?

Your presentation should include the following:

- ☐ An introduction to who you are, which calls and sounds your presentation focuses on, and, most importantly, why.
- ☐ The key features you looked for in each call and any clues you used to help you understand which whales you hear.
- ☐ Provide examples where listening was more effective than viewing the calls and vice versa.
- ☐ Explore how grouping calls can help you and researchers learn about new calls.

Criteria:	4	3	2	1
Student introduces him or herself and explains how listening and viewing can help his or her practice.	Role is defined, and clearly explains how listening and viewing sound enhances practice.	Role is mostly defined and mostly explains how listening and viewing enhances practice.	Role or the value of listening and viewing is not clear, though it is implied.	Role and the value of listening and viewing is not clear.
Presentation has a clear focus.	Thoughtfully explains why certain calls have been focused on and is consistent in the presentation.	Mostly explains why calls were focused on and is consistent in the presentation.	Somewhat explains which calls were focused on, though is occasionally inconsistent.	Is often inconsistent on which calls were the focus of the presentation.
Explores key features of sorting and provides examples.	Provides many examples, including the effectiveness of each.	Provides a few examples and touches on the effectiveness of each.	Briefly mentions the examples and alludes to the effectiveness of each.	Does not mention examples or talk about the effectiveness of each.
Examples of how grouping calls helps researchers.	Provides relevant, thoughtful examples that enhance the work.	Provides mostly relevant examples that improve the work.	Provides a few examples, though it does little to improve the work.	Does not provide examples.