

Dolphin Research Center

Distance Learning: Research at Dolphin Research Center

Just how smart are dolphins? Explore what scientists are learning about marine mammals through their research at Dolphin Research Center.

Grade Levels: 6- adult learners

Program Description:

Students will participate in an interactive studio based program with Dolphin Research Center Staff to learn about the current research taking place with dolphins at Dolphin Research Center. Learn about the history of research at the center as well as what researchers have discovered in terms of imitation, and number concepts. See how research plays an important role in the care of marine mammals.

Concepts Addressed:

- Students will:
 - Explore the concepts of dolphin behavior and cognition
 - Hear about and observe specific cognition research projects at Dolphin Research Center investigating:
 - Can dolphins compare quantities and choose the lesser amount?
 - What do dolphins understand about hidden objects?
 - How flexible is dolphins' ability to imitate?
 - Discover what a career in marine mammal research is like
 - What are the typical pathways toward a career in behavior and cognition research?
 - Learn About Ocean Conservation
 - Why understanding a dolphin's behavior and cognitive ability makes us better able to help them and their environment.
 - Natural & human caused threats in the wild
 - Conservation efforts you can do at home to help dolphins and your environment

Program Format:

- This program begins with an overview of Dolphin Research Center and the members of the dolphin and sea lion families.
- The instructor will very briefly discuss the research history of the center, and an overview of the types of research that are conducted by staff members.
- The students will have an opportunity to hear about recently published research and see video/ hear sound clips from some of those projects.



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- Participants may examine signature whistles through matching spectrograms depending on availability
- Instructor will explain current and upcoming research projects.
- Discussion of the value of the types of research being conducted at Dolphin Research Center.
- Time is allowed for questions and answers.

Program Logistics

Program Length: 45-60 minutes

Minimum # of participants: 1

Maximum # of participants: For groups over 100 please contact us

Program Cost: \$95.00 (CILC premium members: \$85)

- Discounts may be available for bulk programming

Program Fee Notes: Payment of associated fees must be received 72 hours before the program date. If payment is not received by this time the program is subject to cancellation.

Cancellation Policy: We will not charge for programs canceled due to nature i.e. snow days. The full fee will be charged to sites which cancel with less than 48 hours notice. Payment is due 72 hours before the program. If payment is not received by this time the program is subject to cancellation. Dolphin Research Center reserves the right to cancel programs at anytime. If Dolphin Research Center cancels a program than it will contact the requester to discuss rescheduling options. If a program does not occur because of an error in communication between the requester and Dolphin Research Center, requesters will still be charged the full price of the programs. Sites need to participate in a tech run with Dolphin Research Center staff members. This will be scheduled to occur prior to your program date. If the tech run does not occur the full fee will be charged to sites that cannot connect at program time.

Program Delivery Mode: Google Hangouts, ZOOM, CILC One-Click-Connect (for H323)

Recording of any type during a Dolphin Research Center distance learning program is prohibited.



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Standards

Florida

Florida Next Generation Science Standards met or supported:

- **SC.912.N.1.1** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). Conduct systematic observations, (Write procedures that are clear and replicable. Identify variables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines). Examine books and other sources of information to see what is already known, Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models). Plan investigations, (Design and evaluate a scientific investigation). Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage). Pose answers, explanations, or descriptions of events, Generate explanations that explicate or describe natural phenomena (inferences), Use appropriate evidence and reasoning to justify these explanations to others, Communicate results of scientific investigations, and Evaluate the merits of the explanations produced by others.

Florida Standards for Social Studies- Psychology met or supported:

- **SS.912.P.1.4:** Discuss the value of both basic and applied psychological research with human and non-human animals.
- **SS.912.P.1.5:** Describe the major subfields of psychology.
- **SS.912.P.2.1:** Describe the scientific method and its role in psychology.
- **SS.912.P.2.4:** Discuss how and why psychologists use non-human animals in research.
- **SS.912.P.2.6:** Identify ethical guidelines psychologists must address regarding research with non-human animals.
- **SS.912.P.7.8** Describe the principles of observational and cognitive learning.
- **SS.912.P.7.9:** Apply observational and cognitive learning to everyday life.



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- **SS.912.P.12.3:** Discuss non-human problem-solving abilities.
- **SS.912.P.13.1:** Discuss intelligence as a general factor.
- **SS.912.P.20.1:** Identify careers in psychological science and practice.

Language Arts Florida Standards met or supported:

- **LAFS.910.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **LAFS.910.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.1112.SL.1.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **LAFS.1112.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

National

Next Generation Science Standards met or supported:



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- **HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Common Core for English Language Arts met or supported:

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



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- **CCSS.ELA-Literacy.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Ocean Literacy Principles

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **5E** The ocean provides a vast living space with diverse and unique ecosystems from the surface through the water column and down to, and below, the seafloor. Most of the living space on Earth is in the ocean.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

Recommended Materials and Preparation

