**Care N Use**

**DAY 8: Fri Sep 12**

1. 10-10:03 What kinds of problems in Specify have you been having?—max three minutes!
2. **10:03-10:05 Describe class period**
   1. **Digital Collections Project**
      1. Any questions?
      2. Keep in mind that you will want to note Sample Size to help us understand your results. You may want to keep track of the number of records, versus the number of records that had the particular meta-data you needed (eg. 4000 records of peregrines, but only 350 had recorded weights). Make sure to separate out males and females of dimorphic species as necessary!
      3. Grading rubric is in your folders. You will each grade each other’s presentations and then we will choose the best ones to present at the sci-div poster conference in October.
      4. We will meet in our SH 134 classroom on Monday
   2. **Check in with your team to select which pair’s results you want to have graded—you will just pick ONE specimen to grade**
   3. **Then grade another team (herp grades birds, birds grades mammals, mammals grades herps)**
   4. **Finish your team WS, label it with the team name and put it in your folder (this took them forever! So I told one team to give up and just inventory, so I’m not grading the worksheet)**
   5. Ask: **What can you NOT** take into the collections rooms? (FOOD or DRINKS!)
   6. **Inventory a tray! Most groups didn’t start this until about 10:40!!!**
      1. **Look at the checklist in your folders (there is one for each pair)**
      2. **Make sure you are switching up who is working with whom**
3. **Instructor NOTES:**

**REMIND**: In Classroom on Monday!!!

**PREP:**

* Put out trays for students to inventory, select a spot in herps
  + Heather Brock will be there in herps to help
* team folders
  + Chart of catalog numbers and grades or sticky note to put on computers
  + 2 copies per folder of the Inventory Worksheet (in activities folder); each double-sided page is equal to two copies.
  + Copies of rubric for grading the poster presentations

old stuff

**NOT DOING ANY OF THE FOLLOWING:**

1. *Flowchart Activity—recreate from cut up pieces?*
2. Collections Controversy
   1. Present five misconceptions from Winker 10 min total (3 min)
   2. Identify those in the original Minteer article (3 min)
   3. How did Minteer respond to the criticism just of the misconceptions? (3 min)
   4. Example of the Po’ouli (10 min)
      1. Give info about being discovered in 1973 and population estimates
      2. How many would you collect? Why? What are the considerations (pop size, habitat size) (3 min)
      3. Tell how many were collected and what happened (3 min)
      4. Did collecting contribute? (3 min)
      5. What did the collected specimens do for us? Phylogeny…Hope for finding a mate, should have kept safe from malaria (1 min)
3. Describe Homework—(1 min)
   1. read Collection Manager job description article
      1. Find a job listing for a natural history collections manager online. Highlight the duties that are shared in the reading and in your job ad. Note any discrepancies. Bring it to class Friday post on Moodle
   2. Read Collections Stewardship from the National Standards and Best Practices for U.S. Museums by the AAM (2008) post on Moodle
   3. Watch Video: Brain Scoop with Anna Goldman: https://www.youtube.com/watch?v=Z2KWRq76NNI
   4. <https://www.youtube.com/watch?v=pEzA0kn6wrE> post on Moodle