**Care N Use**

**DAY 9: Mon Sep 15**

1. **10-10:03** We start a new unit on Wednesdays in case you have any questions about the new unit. Any questions?
   1. Do you want me to work in some time in the next unit for us to finish up inventorying your tray/shelf?
2. **10:03-10:42 Three minutes per student** to describe their project—at a poster, you get 3-5 minutes per person and that is for an entire poster. The most someone usually spends is 10 minutes, which is about 3 minutes per figure.
3. **10:42-10:50 Rank the presentations yourself and vote for the 4 you like best. I’ll tally them—**we didn’t have time to tally together. Also, I want to make my vote worth more if necessary to have a scientifically interesting presentation. They were supposed to have their figures printed out, but more than half didn’t, and two of them didn’t even show up and one of them didn’t have their project complete. At least three of them wanted to show them on a computer, which slowed things donw. NEXT TIME: they have to email the files the day before if they want them up on my computer. Otherwise they must print them—better yet, they have to submit them as an assignment on Moodle!!!!
4. **Instructor NOTES:**

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

**PREP:**

* Grading chart for myself!
* team folders
  + student grading charts for the presentations and one team sheet of the questions

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