**Care N Use**

**DAY 11: Fri Sep 19**

1. **10:00-10:02 Business**
   1. Handwriting labels quiz materials (you need at least 3 labels, data is online again, hand in the completed labels on Monday, use the handling guide if you need a reminder on exactly where to write each thing)
   2. Presentation feedback is in your folders
   3. Turn in your Unit I evaluations—make sure you did both sides! (got half of them back)
2. **10:02-10:10 Talk about Collections Survey finished by 10:09**
   1. assignment Description is in your folders Due on Monday, written individually, has four sections, max 8 pages not inc. figures and photos
   2. Flipcams
      1. Take movies, so you have to export them as jpgs from iMovie
      2. Charge them up when you are done!
   3. What can you NOT bring in to collections?
   4. What should you do before handling any specimens?
   5. Questions?
3. **10:10-10:50 collect photos and start your survey**
   1. AT this point in the semester they are coming in sick and tired and overworked, lots of exams, papers and projects due
   2. So, the goal for today is really for them to get familiar with their space (don’t tell them this), they didn’t all have their appendices printed off and weren’t all following the list of questions, but they had read the material and had the big ideas in their heads which was really good. They will probably go write up their notes and then discover that they missed some things they should have looked at , so they will look at those next week.
   3. The working in pairs from the last unit or just the passage of time, seems to have improved the group dynamics. They all know each other better and one student said “**at this point we know who to look to for answers to certain types of questions”** YEAH!!!
   4. They had plenty of time today to look at their spaces. No one seemed rushed, they had time to go off on tangents and they all seemed basically ready to be done at the end of the time (but not in a bad way)
4. **REMIND:** Meet in museum office in Dennis again and for the rest of next week.

**How they prepped themselves:**

Care & Preservation of Collections *in Practical Handbook—*inc. Appendix 1 (for in-class activity)🡪 but this is a long chapter. Even I got bored reading it. So read up to IPM on page 75 for today and Appendix 1.

Also look briefly at Appendix D, but we’ll go over it more in the next reading guide.

**PREP:**

* team folders
  + return RATs
  + return grades on presentations
  + Collections Survey Handout
  + Labels
* Flipcams or other cameras

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