**DAY 17: Fri Oct 19 Video Workshop**

**Care N Use**

1. **10:00-10:05 Business**
   1. Open laptops and take the online eval of Unit II.
   2. Take a handout on the video project—you must work within your team, so select partners—you will have an assignment **due by Monday** on Moodle where you talk about your audience, video goal and topic. Tell me who you are working with, so I can enter the groups into Moodle.
   3. Survey feedback is or will be uploaded to Moodle
   4. Turn in your video rankings so I can tally them—this needed to be a survey in Moodle so I could project it
   5. On Monday we’ll be meeting in Dennis basement office again so you can use the collections for your videos and the computers down there.
   6. Six flipcams will be available in Wildman for checking out all of next week. If you want one, check it out.
2. **10:05-10:50 Workshop on Video Production by Wes Miller**
   1. assignment Description is in your folder
3. **REMIND:** Meet in museum office in Dennis again and for the rest of next week.

**How they prepped themselves:**

**Science Engagement**

* Evolving Culture of Science Engagement [report on science engagement](http://www.cultureofscienceengagement.net/2013convening/report/);
* principles of [making good science videos](http://www.discoveryeducation.com//what-we-offer/curricular-resources/science-supplemental/index.cfm),
* kick-ass videos for inspiration—Emily Graslie BrainScoop [What the Function](https://www.youtube.com/watch?v=9xBxhgMkETU&index=10&list=UUkyfHZ6bY2TjqbJhiH8Y2QQ),
  + Earth Unplugged, [top 10 snake facts](https://www.youtube.com/watch?v=DU9drPR7zXc);
  + Woodland Park Zoo [We know what bears like](https://www.youtube.com/watch?v=h1e6OGIYqn4&index=31&list=UUGrVG0BmCoU1ROg-T3XN7CA);

then they rank each one according to the criteria in “making good science videos” and the dimensions of change from

**PREP:**

* team folders
  + Video Project Description
* Flipcams or other cameras needed all of next week in class, but you need to check them out yourselves….

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**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