

Brad: Hi!

Brad: booooo

Molly Phillips: survey link: [https://ufl.qualtrics.com/SE/?SID=SV\\_eKI8r1SJyymWmnX](https://ufl.qualtrics.com/SE/?SID=SV_eKI8r1SJyymWmnX)

Brad: We should come up with a set of questions they could only answer if they had read the website

Anna: I think a scavenger hunt type assignment would be valuable. Maybe even followed by a quiz.

Randy Singer: Anna I've done something like that in the collection itself to let kids (usually pre-college) to learn about collections, taxonomy etc

Randy Singer: "find where this goes" or "look for this object" type stuff

Mary Beth: This seems easiest applied to non-moving specimens like plants, but what about zoological specimens?

Anna: Randy...can you share this? That sounds really valuable. We could also post on the Collectionseducation.org site if you were willing to share.

Lisa: @Mary Beth--iNat is really good about giving people the ability to upload pictures from your camera (not just a camera phone), so you can get really great observations of birds, insects, etc. users @dpom and @invertzoo have great observations of non-plants :)

Randy Singer: sure anna shoot em an email [rsinger@flmnh.ufl.edu](mailto:rsinger@flmnh.ufl.edu)

Molly Phillips: [https://ufl.qualtrics.com/SE/?SID=SV\\_eKI8r1SJyymWmnX](https://ufl.qualtrics.com/SE/?SID=SV_eKI8r1SJyymWmnX)

Ryan Caesar: I am just now learning of the collectionseducation.org site i will be joining and using now! I have used exercises like this in freshmen organismal courses and a science and society course i teach

Mary Beth: I do use iNaturalist to survey the U of Alabama biodiversity, but using my own pictures is challenging when trying to photograph birds, mammals, bugs, etc. Plants are less frustrating.

Brad: This project does not have to be used for university courses. Could also be for individual student project, Native Plant Societies collecting events or mini courses, or creating a teaching collection or herbarium where one doesn't already exist.

Lisa: Question about data: in thinking of the outcomes (i.e. being well prepared leaving the course)-what were students' pre-test scores? What did students' self-report as their preparedness in the pre-test?

Anna: We are doing pre-post evaluation right now. Stay tuned.

Lisa: :)

Erica Krimmel: Also, Lisa, we did not ask the preparation-specific questions in our pre survey. As Anna says, most of our data is still under analysis so we don't have too much to report yet.

Lisa: Very interesting, thanks!

Ryan Caesar: This webinar.

Anna: As Travis noted earlier...we are currently working on evaluating open response questions that get at evidence of what students have learned.

Brad: Not sure but we could probably get that data from iNat by looking at their collection numbers after the course.

Brad: We do!

Anna: We do!

Brad: The notes for Nature assignment is really helpful for getting them to think about what should be (and what is often not) on labels

Anna: nope

Anna: They can use a camera...mine actually do not upload in the field

Brad: Though the iNat app on phones has been buggy

Lisa: @Brad, definitely! I barely use the app in the field, I use my camera more often. I like it so much more.

Mary Beth: I think there is potential for this to enhance collection awareness and future interest in a natural science career, but getting informal participation using iNaturalist from students here at the University of Alabama is somewhat of a challenge.

Brad: iNat app has no tag ability and often photo uploads don't go well.

Anna: We all use this so we notice when there is a change. I think it is an advantage that we are all working on this as the semester goes along.

Brad: Didn't want this to get lost" This project does not have to be used for university courses. Could also be for individual student project, Native Plant Societies collecting events or mini courses, or creating a teaching collection or herbarium where one doesn't already exist.

Brad: We could add some instruction on how to submit samples to the nearest local herbarium

Anna: Good idea Brad

Mary Beth: This has not been implemented formally in classroom curricula and we are just getting started using the program, but introducing the students to using the program has been limited.

Ryan Caesar: As someone who used to be in large collections but now is at an SLAC with no collections, I think it is even more important to use this kind of thing in biology courses!

Ryan Caesar: small liberal arts college

Randy Singer: Survey!

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Rick W: I used iNaturalist exclusively (no physical collections as in the past) or student collections in my Flora course this spring. The students made many more observations and I was able to give periodic feedback on IDs and data quality. Wish I'd known about

collectionseducation earlier! I've also introduced iNat to the native plant society and museum docents. A great resource!

Mary Beth: So it is probably better to introduce iNaturalist through course work than an informal workshop say...

Rick W: yes at RMBL

Anna: HI Rick!

Rick W: Hi Anna

Mary Beth: Thank you so much!

Lisa: Thanks you!

Jenny Stratton: This was really interesting! I'll pass it on to folks at my institution too!

Shari: Great webinar!

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Teresa Mayfield: Thank you!

Gil Nelson: Thanks, Erica and Tavis

Craig – WI Insect Research Collection: Yes, thank you for providing this very informative webinar!

Molly Phillips: <https://www.idigbio.org/content/small-collections-ramp-participation-2016-worldwide-engagement-digitizing-biocollections>

elyse: Thank you all so much!

Rick W: thanks, great webinar!

Molly Phillips: [https://www.idigbio.org/wiki/index.php/E%26O\\_Working\\_Group](https://www.idigbio.org/wiki/index.php/E%26O_Working_Group)

Brad: Thank you!

Randy Singer: thanks!

Anna: Thanks