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Marine Biology (BSC 4312) Curation Workshop Presentation

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Dr. Linda Walters, Biology
Marine Biology (BSC 4312)
Curation Workshop
Presentation

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Can “puncture”, digital
storytelling, or other
engaging form of curation
save my beloved Florida
photo-organism collection
class project?

Background: Marine Biology Course

- 20 yrs ago: lots of fieldtrips -> fun, but no one retained biodiversity information
- 15 yrs ago: class focused on photo-organism collection and everyone was really engaged in process and really retained information (90 organisms required)
- 10 yrs ago: still included in class, but focus switched to research-intensive (75 organisms required)
- 5 yrs ago: still included in class, but focus now on research-intensive + service-learning intensive (56 organisms required)

Background: Marine Biology Course

- Current – least engaging part of course. I don't understand how it went from highly engaging to barely engaging (because I still love it)!
- Current – worse is that it went from a very effective tool for learning Florida marine biodiversity to one where student learning is very limited (e.g. most could not identify all but the most obvious species one week later).
- Current – since the project has not changed, it must be the students who have changed.
Question: How to best engage and teach undergraduate students about Florida's amazing marine biodiversity?

Florida Photo-Organism Collection

- Goal: to promote recognition and retention of Florida's amazing marine/coastal biodiversity.
- 56 points total (1 point per correctly submitted organism)
- Coastal/aquatic flora: 16 representatives
- Coastal/aquatic vertebrates: 20 representatives
- Coastal/aquatic invertebrates: 20 representatives
- Not acceptable: dead things, organisms in captivity, including home aquaria, Sea World, etc. Must be photographed in the wild in Florida. If leaving state & want to photograph, talk to me first.
- Also not acceptable: organisms collected for other classes.
- Must have your ruler with your initials in all photos. Exception: some birds, fishes and marine mammals. Ruler cannot be embedded with Photoshop. Cannot give your ruler to another student.
- If your photo is bad, must also include a good image of organism from electronic source (with photo credit).
- Make sure your camera has enough memory/battery power.

How and what to submit:

- All information as a PowerPoint file
- One organism per slide/page
- Two photos per organism if your photo is not very good (your photo with ruler, and good photo with credit) OR One photo per organism (your photo with ruler) if you took a good photograph of the organism.
- Required information for each organism
 - Scientific name
 - Common name
 - Date photographed
 - Geographic location where found (e.g. Tampa Bay)
 - Habitat type where found (seagrass bed, attached to dock piling, etc.)

Current class project

Caulerpa prolifera



Date: 26 February 2006

Location: Tampa Bay

Common name: Blade *Caulerpa*

Habitat: Found in shallow seagrass bed



Photo credit:
D. Littler

Example from Jenna Evans,
Spring 2006

Course Evolution – In my Eyes

- **Class focus has evolved, but biodiversity still really important topic**
- **Require fewer organisms now than in past (less emphasis on project)**
- **Information needed for identification is all readily online now (big change)**
- **Still have 3+ required field trips that provide opportunity to get all needed photographs**

Students have changed

- Even with 100% grade on their collection, today's students can only identify the easiest organisms (i.e. organisms they knew prior to course). Past students got jobs at public aquariums and the like for their depth of knowledge.
- I am frustrated with these students when I need them to identify organisms for general public, other students, etc.
- There are certain things that today's students simply don't care about learning according to themselves (like names of their classmates).

What to do?

Lets try PUNCEPT!

- A new concept arising from, or named from, a pun on existing terms
- With curation, to me it means using puns and relationships to retain biodiversity information. So, maybe not quite puns, but rather descriptive terms. I think it can also be turned into a competition (best puncept) to impact the segment of the population that likes competition.

Who am I?



Example: scrawled filefish



scrawled
fish





Who am I?

Caulerpa prolifera



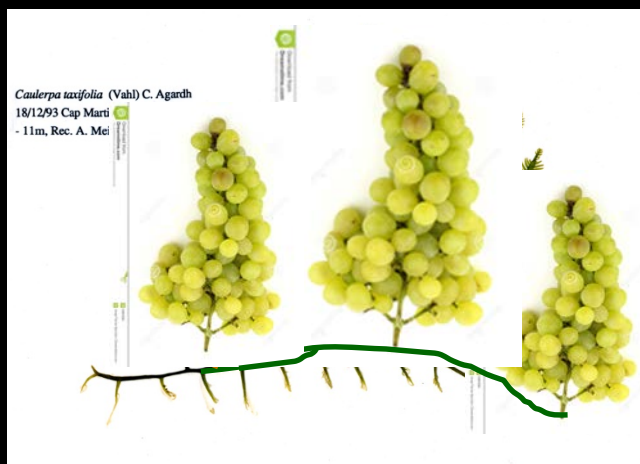
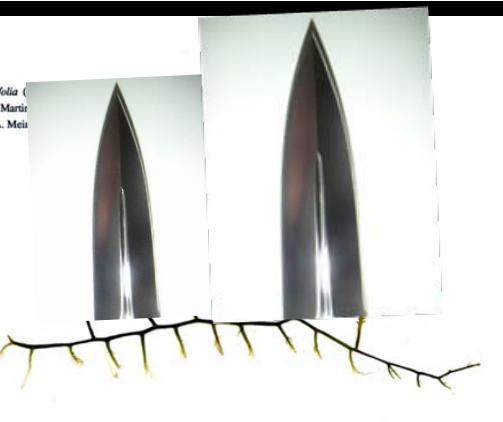
Caulerpa racemosa



Caulerpa taxifolia



Blade Caulerpa



Grape Caulerpa



Feather Caulerpa

Other options to consider:

- Digital Storytelling: Use ESRI software to place organisms in location where they were physically collected, along with appropriate details.
- Digital Curation of their own personal public aquarium – take identified organisms and place them in a virtual aquarium set-up where the organisms a logical, scientific lay-out is required (all saltmarsh species together, all deeper water fishes together, etc.)