



Summit 2019 – Thrills and spills: sharing experiences, insights, and products on education, outreach, diversity & inclusion

Wednesday, October 2, 2019, 3:30-4:45 PM, Azalea

[Link back to the Summit wiki](#)

Session Leader(s)

Molly Phillips, iDigBio, University of Florida

Overview

This session will include a series of 5-minute lightning presentations from TCN representatives on successes (thrills) and lessons learned (spills) relating to education, outreach, diversity, and inclusion (EODI) initiatives followed by a Q&A/discussion. The goals of this session are to raise awareness about all of the amazing EODI activities and products that have stemmed from the ADBC program and to hopefully encourage cross-pollination of ideas and collaboration among the projects.

Participants

Bruce Lieberman (University of Kansas)
Austin Mast (Florida Museum of Natural History)
Ed Davis (University of Oregon)
Ken Cameron (University of Wisconsin-Madison)
M.W. Winslow (Notes from Nature)
David Blackburn (Florida Museum of Natural History)
Liz Shea (Delaware Museum of Natural History)
Matthew Pace (New York Botanical Garden)



Session Notes

- Digital Atlas of Ancient Life app coming soon: <https://www.digitalatlasofancientlife.org/>
- WeDigFLPlants is set up for Team Challenges during WeDigBio
<https://tinyurl.com/y5vygs6e>
- EPICC Virtual Field Experiences: <https://epiccvfe.berkeley.edu/>
- Wisconsin State Herbarium set up 7 modules for curatorial training, complete with certificate
- Notes From Nature 1.0 had limited image sets and backend support built further with NSF and community support; 3.0 will feature new tools for projects to control back-end features
- 25% of oVert data downloads for education (K-12, undergrad, art); engaging teachers in collections management to help them design lesson plans (<http://bit.ly/UF3DCPET2019>)
- BCEENET: Biological Collections in Ecology and Evolution Network. 1 year project to assess building CURE Survey: <https://tinyurl.com/bceesurvey>
- NYBG had 1-month internship programs with local high school students teaching about plants, evolution, GIS techniques, and drafting conservation assessments. Students reported having their world view on conservation and plants considerably changed. Created a safe inclusive environment by ensuring no judgement on prior knowledge or language differences.
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Main Points / Action Items

How to make sure the general public is engaged, and not just outreach via education?

- Make sure to communicate what the goals of the project are
- Many of the students will NOT become biologists, and this is also important to improve scientific literacy