

Mammalogy, BIOL 5370 - Spring 2021
Community Engaged Learning Component

Community Engaged Learning (CEL) Coordinator for Biology –Amy Sibul

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Student Office Hours – Drop in via zoom anytime during my office hours listed below or email to make a zoom or phone appointment for a different time

Student Office Hours 1: Tuesdays 9:15-9:45am – Zoom Meeting ID 996 0104 1268, passcode: DropIn

Student Office Hours 2: Wednesdays 1:15-2:00pm – Zoom Meeting ID 967 7156 8060, passcode: DropIn

CEL-TA for Mammalogy: Emily Young, emilyyoungsojo@gmail.com

COMMUNITY ENGAGED LEARNING DEFINITION:

CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs and course learning objectives. CEL enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice. It provides students with experiences that develop life skills, with opportunities to engage in critical reflection, and with the intellectual space to understand and contribute to the public purpose of their chosen discipline.

Engaging in mammal-focused community science projects will allow you the opportunity to get hands-on experience applying scientific skills while contributing to our increased understanding of mammals around the world. Because of our pandemic-limited ability to do in-person work, our community partners will be the Wasatch Wildlife Watch and Zooniverse. Both of these partners allow for community scientists to analyze photos online and contribute to important mammal research.

CEL OVERVIEW

CEL Grading: Out of 100 points, 20% of your class grade

CEL Assignments:

- 1) **CEL Project Work:** 30 points, graded on completed time log, **Due April 26th**
- 2) **Group CEL Research Presentation:** 25 points; graded on quality, professionalism, and peer feedback;
Dates: March 1st & 3rd
- 3) **CEL Reflection Discussion Days:** 10 points each (20 total); graded on attendance and participation;
Dates: February 17th & March 10th
- 4) **CEL Film Festival:** 25 points; graded on attendance, quality of film submittal and peer feedback; **Due April 24th**, (will be viewed by the class on April 26th)

CEL project work:

- 1) The class will be split into groups of ~4 students each, based on shared interest in one of the Community Science projects listed below in the Project Options section
 - a. Students will self-select into pre-established CEL groups on Canvas by **January 27th**
- 2) Every student in class will spend at minimum 12 hours sorting and analyzing online mammal data, logged on a time log (download from Canvas files)
- 3) Each student will turn in a completed CEL time log on the last day of class: **April 26th**

Group CEL Research Presentation:

- Student CEL groups will each choose a research question closely related to their CEL project, conduct background research, and present a 10 min slide presentation of their CEL project background and research findings to the class (as well as upload the slides or google slides link to Canvas).

- Sample questions:
 - What human and ecological factors are contributing to increased coyote numbers in urban U.S.?
 - What is the life history and current conservation status of Chimpanzees?
 - What is the impact of pandemic-reduced ship traffic on marine mammals in the Puget Sound?
- Presentations will be during class on March 1st and 3rd
- Graded on quality and professionalism of your group's presentation and peer feedback

CEL Reflection Discussion Days

- Two days are set aside to discuss CEL project progress, relevance of CEL work to course topics, and relationship to the public purpose of the field of biology: **February 17th & March 10th**
- Graded on attendance

CEL Film Festival

- Each CEL Group will be asked to prepare a ~5 min David Attenborough-style narrated nature film about their CEL work. We encourage:
 - fake British accents
 - Parody
 - Drama
 - Bad biology jokes
 - Having fun with this!
- Videos must be **uploaded or links shared to Canvas by midnight on April 24th**, and they will be viewed during class on April 26th
- Graded on attendance quality of film submittal and peer feedback
- Prizes will also be awarded!

CEL PROJECT OPTIONS

1) **Wasatch Wildlife Watch:**

Austin Green, a doctoral candidate in the Conservation Biology lab at the UofU, is collaborating with the Natural History Museum of Utah, WildUtah and the Utah Division of Wildlife to conduct the first comprehensive mammal population study of the Wasatch Front. He has worked with these partners for the last three years to install camera traps from City Creek Canyon to Little Cottonwood Canyon to collect data that will reveal which mammals are living in the canyons, how many there are, and how development is affecting them. CEL students in this class will be reviewing camera trap photos, identifying photos with wildlife, (and humans). Up to 20 students can choose to participate in this project, and you will be organized into smaller groups of ~4 students each to facilitate collaboration and discussion.

Your CEL-TA for this class, Emily Young, has been working on this project since August 2020, and will be the main point of contact and source of information for you.

2) **Zooniverse:**

Zooniverse is the world's largest platform for community-powered research. Over one million volunteers from around the world have participated in this community science platform which assists professional researchers with their studies on all kinds of organisms, including mammals. You now have the chance to take part in this powerful, collective scientific effort that would not be possible, or practical, without community science. Zooniverse research has resulted in new discoveries, datasets useful to the wider research community, and [many publications](#). There are seven Zooniverse research projects focusing on mammals, and you can choose to participate in the one that most interests you:

1. Chimp&See (id'ing primates)
2. Seal Watch (id'ing seals, sea lions, & other aquatic mammals)
3. Squirrel Mapper (classify squirrels to measure natural selection in action)
4. Wildlife of Los Angeles (cataloguing wildlife in a North American urban ecosystem)
5. Snapshot Grumeti (cataloguing wildlife in an African ecosystem)

6. Snapshot Hoge Veluwe (cataloguing wildlife in a European ecosystem)
7. Weddell Seal Count (determining impact of fishing on Antarctic seals)

Dig into the deeper description of these projects at this website: <https://www.zooniverse.org/projects>. Once all interested students have chosen a Zooniverse project, you will be organized into groups of ~4 students to facilitate collaboration and discussion.