SCAN: Moving Beyond the K-12 Paradigm

Presented By:

Melody Basham
Hasbrouck Insect Collection
Arizona State University
SCAN OBJECTIVES

The goal of SCAN is to create a virtual network of ground dwelling arthropods (beetles, grasshoppers, spiders, ants) which are known to be especially responsive to environmental changes.

Arizona State University
Brigham Young University
Colorado State University
Denver Museum of Nature and Science
Harvard University
Kutztown University
New Mexico State University
Northern Arizona University
Texas Tech University
Texas A&M University
University of Arizona
University of Colorado at Boulder
University of New Mexico
University of Utah
Before we can determine what the educational objectives of SCAN should be we need to understand the objectives of both science and education. From the perspective of science we want to connect audiences with collections and data, make public aware of scientific research, and hopefully change attitudes about science.

As educators we want to do the above AND promote meaningful engagement, critical thinking, creativity, cognitive enrichment, equity, and accessibility while impacting and transforming how people view and connect with their world. That’s a tall order!
NIBA 6.1:
• We need to conduct outreach to students from underrepresented groups (e.g., ethnic, cultural, physically challenged) with an emphasis on issues relevant to their communities.

• NIBA 6.1 Develop remote tools (e.g., mobile applications) that allow students and the general public to explore and interact directly with museum databases.
Each year the University of Arizona's Department of Entomology hosts the Arizona Insect Festival. This free event takes place in September on the UA campus, where thousands of visitors learn about the importance of insects in our lives and discover insect-based research taking place at the UA.
Northern Arizona University Colorado Plateau Museum of Arthropod Biodiversity

- Summer Bug Camps serving largely ages 7-13
- Traveling Arthropod Show - Does 10-15 shows a year serving some 2,000 students each year.
The Navajo Ant Project is headed by Beverly Maxwell and is a collaboration between Diné College, Diné Environmental Institute in Shiprock, New Mexico, the Harvard University Native American program and Harvard’s University’s Museum of Comparative Zoology. The program is also collaborating with Neil Cobb at the Colorado Plateau Museum of Arthropod Biodiversity at NAU.

The objectives of this research project is to assess the biodiversity of ants within two land types on the Navajo Reservation. The hypothesis is that there will be significant differences in ant biodiversity in undisturbed sites compared to the disturbed site.
Goals of the project is to integrate traditional Navajo cultural values with the modern scientific method as it explores ant biodiversity on the Navajo Reservation.

Traditional Navajo cultural values have been integrated with the scientific method. Blessing way ceremonies conducted by a medicine man has been performed prior to initiation of field collection of ants.

Ant research protocol is also based on the Navajo four cardinal directions. Each direction is marked by a sacred mountain.

Already, ant species new to science have been discovered on the Navajo Reservation.
In 1999 little was known about spider diversity in Colorado with no previous surveys conducted in that state, Paula Cushing who is the Curator of Invertebrate Zoology at DMNS decided to address this problem with a citizen science project.
The survey was carried out through a series of Spider Identification and Collection Workshops held throughout the state. Workshops were led by a team of professional and amateur arachnologists (or spider biologists) and trained local communities in spider biology, morphology, taxonomy, and collection techniques. The specimens were collected and sent to the Denver Museum of Nature & Science (DMNS) for identification and storage.
Paula states, I knew that I would have to develop some means by which I could keep in contact with participants and keep them involved and engaged in such a long term project. To do this she sent out a project newsletter called the *Beat Sheet*. The newsletter kept participants informed and engaged in the project.
As a result of the program 800 people have been trained, to date with about 18% of attendees remaining active with the project.

CSS participants not only became involved in the research, they also became spokespersons within their own communities about the importance of preserving biodiversity.

When Paula began her position at the museum in 1998, the DMNS did not have an arachnology collection. They now have databased 30,000 vials of identified arachnid (these records have been entered into Symbiota) and have another 10 – 20,000 vials waiting to be identified.

The CSS project has become not only a means of gathering critical information about the ecology and distribution of spiders in Colorado but has also been very effective in educating the public about the importance of biodiversity by involving them in a scientific project to record that diversity.
The Museum School of Biodiversity brings enrichment and hands-on learning to adult learners who are either pursuing their GED, gaining skills in an Adult Basic education program, or are learning English. Students gain science literacy skills via engagement with collections both at local museums and in the lab at the ASU Tempe campus.
Don’t underestimate the power of art in communicating science. . .
Arizona State University: Connecting learners with collections using 3D Technology and Augmented Reality
Students work one on one with a mentor as they learn to:
• Digitize collection specimens.
• Enter specimens into databases and check georeferencing data
• Gain additional literacy and job skills
• Contribute to the creating of their own taxonomy learning tools
Lifelong Explorers

- Promoting cognitive enrichment and science across the ages...
Lifelong Explorer’s 
Leave No Senior Behind Act

- Curriculum that is resident-centered, experiential in focus, and provides new level of meaning.
- An emphasis on adaptive and new ways of learning.
- The promotion of learning as a tool for wellness no less important than exercise or nutrition.
- To promote learning as a continuous process, not the traditional view of education as something you do only for a few years and then ends.
- To provide all seniors—regardless of cognitive, physical, and economic status access to enriching learning opportunities.
- To assist all seniors in bridging the science and technology divide.
Need to continually assess/evaluate how to make science, collections, and its data accessible to all learners.

The need to move beyond the K-12 paradigm to all levels of society.

The need for transformative learning that promotes equity and addresses societal needs.

The need to promote creativity, critical thinking, and cognitive-based learning.

To teach science while acknowledging other ways of knowing. The need to consider ethnobiodiversity and traditional knowledge systems.

To be prepared to take alternative pathways of learning.
• We need to ask ourselves. . .

• What can I learn from others in the community? What do you know about the communities and populations you want to serve? How might our collections address a social need?

“Museums only fully develop their potential for action when they are actually involved in the major problems of contemporary society”.

--- Jan Jelink in 1975.
RESOURCES AND REFERENCES

http://www.navajonature.org/ants/navajo-ants.html
http://spiders.dmns.org/default.aspx
http://insected.arizona.edu/info.htm
www.arium-museumschool.com

Teacher Resources:
http://www.pedagonet.com/other/lsplns.html
For more information about this presentation:
Contact Melody Basham at melody.basham@asu.edu
About SCAN contact Neil Cobb at Neil.Cobb@nau.edu
Does Anyone Know When Learning Ends?

1. Retirement
   Still active

2. Assisted Living
   Some limitations/dementia

3. Skilled Nursing Home
   High level of dementia and physical limitations

Most lifelong learning programs that exist stop at number 1. . .marginalizing those groups who are in most need of cognitive enrichment.
Where to from here?

• To establish partnerships with TCN groups, colleges, universities, libraries, museums, and others to develop physical and virtual exhibits as well as other kinds of public programming and outreach that make use of collections data.
• To discuss how the development of new curricula will be aligned with Common core standards and the new Next Generation Science standards.
• To identify current gaps in existing learning resources that utilize collections and their data and how might we serve those gaps.
• To explore how might current biocollections and their data be made more accessible
• To examine NIBA 6 goals and determine how we might more effectively develop programs and products that align with those goals.
• How might new mobile and 3D technologies be utilized to integrate digitized specimens and data into a curricula.
• To identify funding and other resources to support needed curriculum, products, exhibits, or programs.
SCAN (SOUTHWEST COLLECTIONS OF ARTHROPODS NETWORK)
What makes a True Bug?

1. True Bugs Suck!!
   They are defined by their sucking mouthparts, which are used to drink plant juices (leafhoppers), blood (bed bugs), or the blood of other insects (water bugs).

2. They’re Hard(y)
   You can’t beat a hard shell for protection!!

3. And Sometimes They Stink
   If you’ve ever smelled $5, you’ve met a True Bug!!

Learn More about bugs and biology at AskABiologist@asu.edu