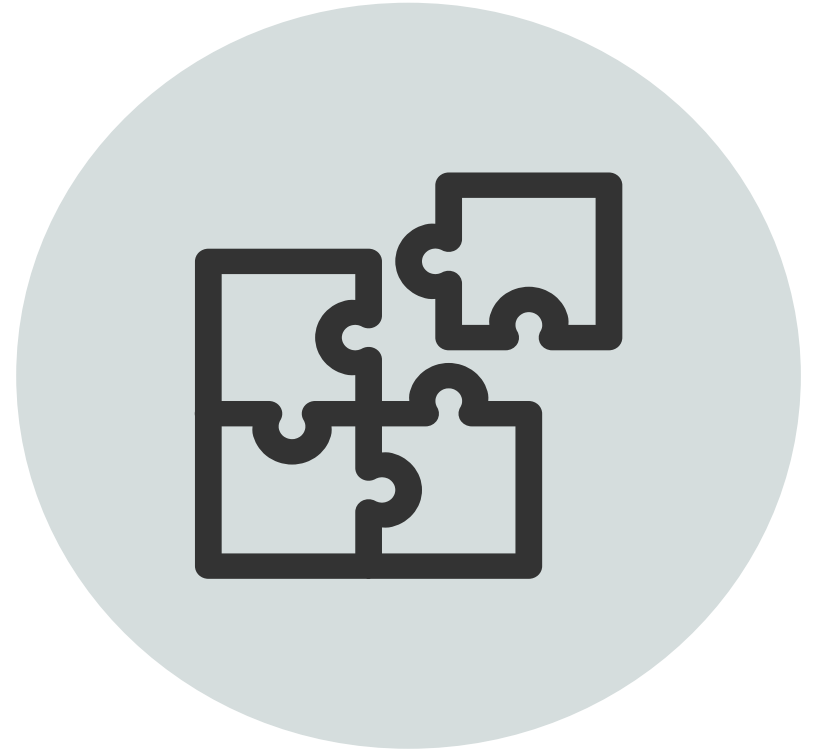


Praxis/Integration Exercises

Working Title: Can Data be Cultured?



Agenda

Now What?

01

Let's Practice!

02

Group Discussion

03

Decision Making Model

04

Accountability

05

First a disclaimer...

If you take away only one thing? It's this.



It is presumed that all issues of copyright and access around the specimens, items and researcher's archives have been taken care of. You should know whether or not your institution has clear title to what it has in its possession and if there is doubt that should be investigated before sharing or making data/information available.

Learning Objectives

1. Language: Words and Terms
2. Self-Awareness and underlying Assumptions
3. Systems: Implicit/Explicit bias
4. Integration
5. Communication

Praxis/Integration...

is *action, practice*:

- *the process by which a theory, lesson, or skill is enacted, embodied, realized, applied, or put into practice*
- ***practice, as distinguished from theory***
- *application or use, as of knowledge or skills*

allows us to... *engage, apply, exercise, realize or practice ideas.*

key words... *action, application, practice,*

Now what?

Praxis: What We Say and What We Do

Theory vs. Practice

Praxis: “the process of using a theory or something that you have learned in a practical way”

Questions to consider:

- What should/can you change when you learn new information or hear from a new perspective?
- Do current systems you're part of have consequences you weren't previously aware of?
- Who is impacted by your actions? Will that impact be positive or negative?
- Do the people impacted have a say in the system or a way to give feedback to you?

Let's Practice!



Case Study

Discussion Questions

1. What should the geneticists do?
2. Any concerns with the process that led them here?
3. What would you?

Archaeologists based in southern Africa approach a genetics lab in Europe about an important new find. They have excavated a site that provides the earliest evidence of metal tool production and which includes an extensive graveyard. Without consulting anyone, the archaeologists send skeletal remains of 100 people to the lab. No one has ever studied such a large sample of remains from this very ancient period. A post-doc in the lab does some searching online and learns that this site is hugely controversial. Two local tribes have battled over the site, each claiming to be descended from it. One tribe, the majority in the region, supports the archaeological work, and living members have even offered their DNA for comparison. The minority tribe, however, objects to the excavations and argues that it is sacrilegious to disturb the dead.

Group Discussion

Authority and Feedback Loops



How does “authority” impact future research and data?

- Reliance on trusted sources as starting points for new research
- An incorrect or prejudiced starting source can lead to more incorrect or prejudiced research

When evaluating a source, consider:

- Questions of source bias, who decides if a source is “trusted”
- What criteria are you using to determine bias?
- How is it perceived by researchers from different backgrounds or perspectives?
- What do these perspectives suggest about the source?

Understanding People in Research



Four (potential) categories of people involved in data:

1. Those creating/working with the data/images
2. Those receiving/learning from the data/images
3. Those impacted by the data/images
4. (If the data is about people) Those being researched in the data

Category 3 and 4 almost always overlap, although category 3 can overlap with any category.

When evaluating a source, consider:

- Are the researchers removed from the community, culture, issue, or phenomenon they're researching?
- If so, how does that impact their perspective?
- Do the people, communities, or cultures being researched or impacted by the research have a voice in the data?
- How does that impact the perspective of the research?

Decision Making Model

SIMPLE DECISION MAKING

STEP 1

Establish the facts in a situation.

STEP 2

Decide whether the situation involves legal issues.

STEP 4

Evaluate your options.

STEP 3

Identify your options and possible consequences.

STEP 5

Choose the best option.

STEP 6

Implement your decision.

Understanding Bias



How might bias manifest in data, information, and statistics?

- Sources consulted when compiling data
- Data and information included or excluded
- Data and information emphasised and considered significant
- Limitations or biases in funding, staff, or access to materials and information

When evaluating a source, consider:

- Who compiled and presented the data?
- Where? Is there a specific audience or potential cultural frame used?
- When? Is there outdated information or historical prejudices?
- Why? Does the source have a goal that must be taken into account?
- How? Does the format imply bias?

How does bias influence decision making?

In step 1:

- Bias can influence what we determine are “facts” or what we believe to be “facts” or who we are getting our “facts” from.
- Data and information included or excluded; emphasised or considered significant

In step 2:

- while what is or isn't legal may seem unbiased, this varies from country to country.
- it is also possible to operate based on what we “believe” should or should not be legal

In steps 3, 4, & 5:

- Who are you relying on to generate and evaluate options?
- Are all the right people or perspectives present? Have folks (outside of yourself) had the opportunity to provide input here?
- How are you determining what is “best”? Best for whom? What criteria is being used here? Has the criteria been shared with those participating?

Accountability

Types of Accountability

Add subtitle if needed



- Individual

- What did I do?
- What do I have authority over?
- For what am I responsible?

- Organizational

- What did we do?
- How did we share authority?
- For what are we responsible for?

- Ethical (can apply to individuals and org)

- What is the “right” thing to do?
- Who decides what is “right”?

Anatomy of an Apology

Add subtitle if needed

- Responsibility

- Acknowledge specific actions
- What happened?

- Acknowledge Impact

- NOT your intent
- How were people negatively impacted?

- Accountability

- Be clear about how you plan to change behavior
- What did you learn?

Anatomy of An Apology

Things to avoid:

- 1. Empty apology: an apology that has limited to no content or substance. Examples include “I’m sorry you feel that way...”
- 2. Denial: it is difficult to hear that we have harmed or hurt someone or that something we were a part of negatively impacted another person. Try to take a deep breath and listen before speaking.
- 3. Excessive apologizing: nobody wants to keep hearing you apologize because it is still all about you! Do it right the first time and learn the lesson you need to!
- 4. Incomplete apologies: these are apologies that do not consider or acknowledge the components shared and therefore may be incomplete.

Anatomy of An Apology



Strategies for Coping with Causing Harm

- Take a deep breath, take another, and another and another...
- Reflect
- Thank whomever has shared another point of view with you
- Drink water
- Utilize your support system
- Contact your supervisor/mentor
- Process your response
- Take action!

Let's Practice!



Case Study 1

In 1926, Frederick H. Rawson donated funds to the Field Museum for an expedition to the coastal regions of Labrador, Greenland, and Baffin Land. Commander Donald B. MacMillan led the expedition and it was formally designated the Rawson-MacMillan Subarctic Expedition of the Field Museum. The goal of the expedition was to collect anthropological, geological, and zoological material. MacMillan procured two vessels which carried the crewmen and scientific members (some of which were Museum staff) for three months. After their return, the Museum approached Rawson to finance a second, longer expedition to the region. The Second Rawson-MacMillan Subarctic Expedition began in June 1927 and lasted fifteen months. MacMillan commanded the expedition and procured three vessels to carry the crewmen and scientific members to Labrador and Baffin Land. The goal of this expedition was to “make explorations, collect anthropological, botanical, geological, and zoological material, conduct scientific researches, and make topographical studies.” (FM Annual Report, 1927:186) Due to the length of the expedition, a scientific station was established in Nain, Labrador. The Rawson-MacMillan Subarctic Expeditions of the Field Museum, 1926-1929, the Museum’s archival collection contains material regarding both expeditions.

Discussion Questions

1. What commentary might we need to provide related to this expedition?
2. Who is the target audience?
3. Is acknowledging our role important? why or why not?

Case Study 2

Discussion Questions

1. From your role or perspective, what are the key issues to address?
2. Who are the key stakeholders?
3. What is a feasible action plan to address the key issues you've identified?

Background

The Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization (ABS) to the Convention on Biological Diversity (CBD) is an international agreement aimed at ensuring that benefits arising from the use of genetic resources are shared fairly and equitably. It was adopted in 2010 and came into force in 2014. The protocol provides a legal framework for the implementation of the third objective of the CBD: the fair and equitable sharing of benefits arising out of the utilization of genetic resources.

Scenario

The Museum of Natural Diversity (MND) is a well-known institution that houses extensive collections of botanical, zoological, and microbial specimens. These collections include genetic material that has been gathered from various countries over many decades. Recently, MND has been approached by a biotech company interested in researching some of these specimens for potential pharmaceutical applications. This development raises several questions regarding the compliance with the Nagoya Protocol and the ethical considerations involved in using these genetic resources.



Practice Writing



Try it!

Add subtitle if needed

1

Are there concerns to be addressed?

There may be many, choose one.

2

At what level (individual, team, organization) are you authorized to address or apologize?

3

Begin writing:

- apology?
- disclaimer?
- content warning?
- other.

Example

Add subtitle if needed

This item was removed as part of ongoing legal and ethical considerations related to the display and repatriation of potential funerary and sacred objects.

- Considerations when writing signage:
 - What? *what are you referencing? an item? display text? a policy?*
 - Why? *why a change? is it legal? ethical?*
 - To what end? *what is the intended goal? repatriation? research? consultation?*
- Consider the goal to give the most thorough information within the constraints present.

Thank you!

Sara Furr

www.fieldmuseum.org

Sharon Grant

www.fieldmuseum.org

Janeen Jones

www.fieldmuseum.org

Helen Robbins

www.fieldmuseum.org

Kate Webbink

www.fieldmuseum.org

Misc. Other Slides

+/- conflicts of interest & other hidden influences -- broader ethical issues tied to cultural sensitivity

What does our/your previous training/education/history of your discipline mean when it comes to working with collections data?

Selectively censoring/redacting;

Take into account historical roots of discipline → consider more intersectional approach

Critical pedagogy for an integrated framework/epistemology

(+ for future research possibly)



Master Slides & Asset Library

Last updated on 2nd March 2022

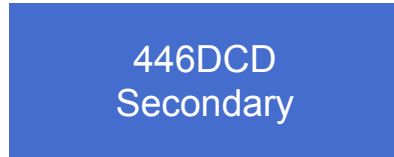
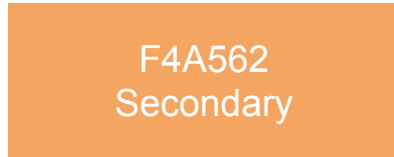
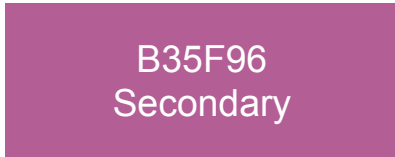
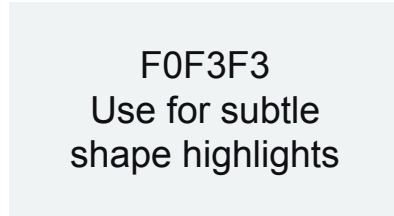
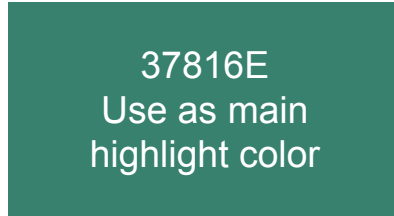
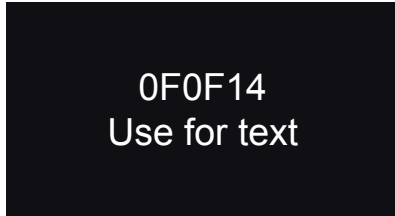
Template Guidelines

Font

Arial

Arial Bold

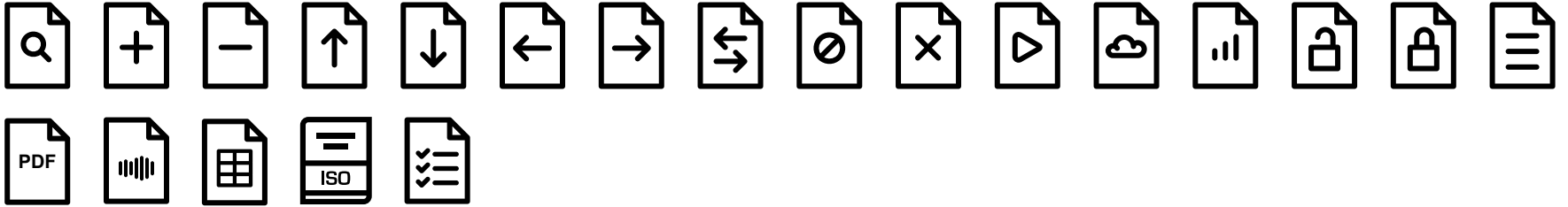
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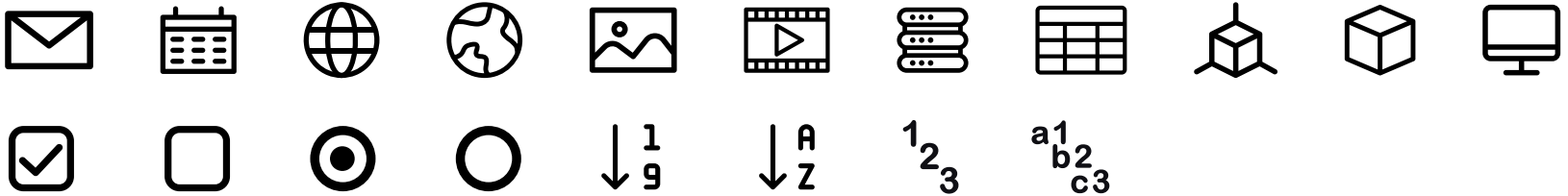
Asset library

Icon set

DOCUMENTS



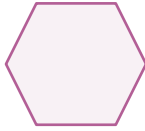
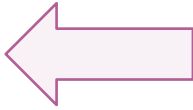
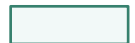
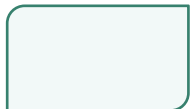
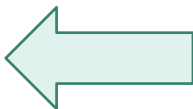
MISC



Q&A / EXERCISES



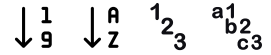
Highlight shapes / Callout boxes



UI elements

alt icons to pick from.

Text/Alphanumeric/Numbers



Drop-down



Look-up



URL



Email



Date



Check-boxes



Radio buttons



Cover layouts

Title goes here

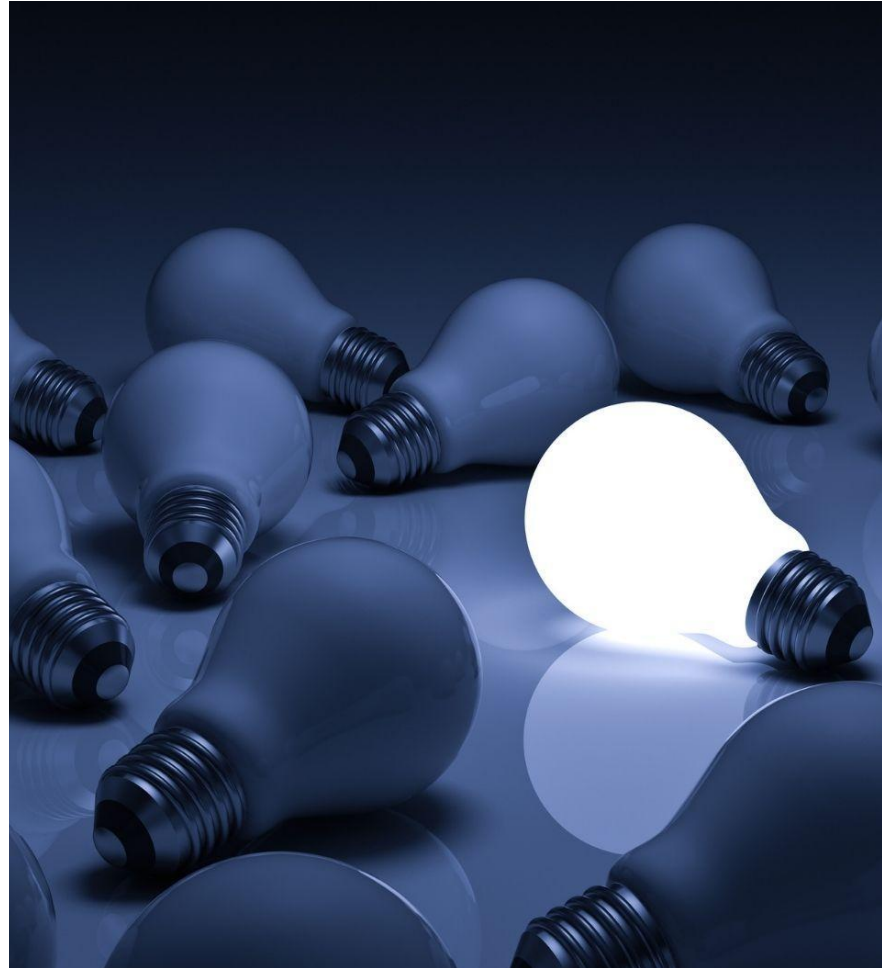
Add subtitle here if needed



OpenRefine for Data Cleaning

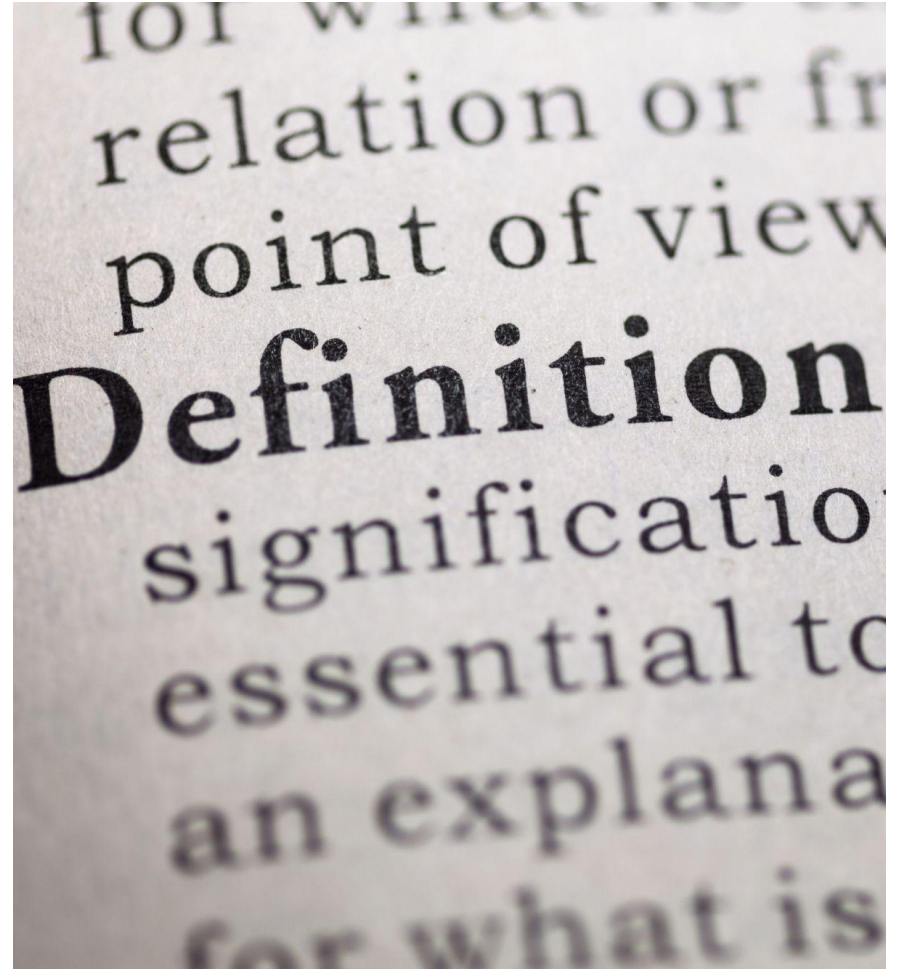
What is OpenRefine?
A data cleaning tool.

Why use OpenRefine?
Tracks changes and is easily reversible.



Fundamentals: Terminology

There's a word for that...



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Agenda layouts

Agenda

Section title

01

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Agenda

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Section break title

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Section break title

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General slide layouts

Two columns

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Three columns

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Four columns

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What's the Difference? Words with “data” in.

“All the World’s a [database].”

1. database language
2. database program /
software / platform
3. a data-cleaning tool
4. database

What's the Difference? Database Language

“And all the [languages]...”

1. database language
2. database program / software / platform
3. a data-cleaning tool
4. database

- a) **is a method to create all the logical objects** like tables, views, procedures and packages in the database and we need some interface between the user and the database, so that we can access the data stored in it.
- b) **allows a user to select records from a database.** It may be in the form of typed commands such as the widely used SQL language, a predefined query menu or a query by example (QBE).
- c) **is a generic term referring to a class of languages** used for defining and accessing databases. A particular database language will be associated with a particular database management system.
- d) **is used for reading, updating and storing data in a database.** There are several such languages that can be used for this purpose; one of them is SQL (Structured Query Language).

method, create, tables, views, procedures, packages, interface, select, commands, query, defining, accessing, reading, updating, storing

What's the Difference? Program

“And [programs]...”

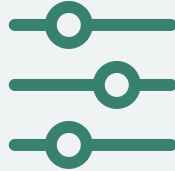
1. database language
2. database program / software / platform
3. a data-cleaning tool
4. database

- a) is a utility used for creating, editing and maintaining database files and records.
- b) is designed to create databases and to store, manage, change, search, and extract the information contained within them.
- c) is a business information system that provides file creation, data entry, update, query and reporting functions.
- d) is sometimes also known as database management software (DBMS).
- e) is a user interface

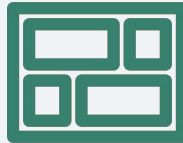
utility, creating, editing, update, store, manage, change, user interface, search, extract, query, reporting

IV. Getting Data out of OpenRefine - Export

Exporting allows you to:



Get only the fields you want in the file



Format the export file

Who is using EMu?

The Museum and the world



Museum collections websites

collections-zoology.fieldmuseum.org
collections-anthropology.fieldmuseum.org
collections-botany.fieldmuseum.org
collections-geology.fieldmuseum.org
mm.fieldmuseum.org
pj.fieldmuseum.org
db.fieldmuseum.org



Global initiatives

GBIF: <http://data.gbif.org/datasets/provider/49>
IPT: <http://fmipt.fieldmuseum.org:8080/ipt/>
VertNet: <http://vertnet.org/index.php>
EOL: <http://eol.org/>
The Lichen Consortium: <http://lichenportal.org/portal/>
iDigBIO: <https://www.idigbio.org/>
SpeciesLink: <http://www.splink.org.br/>
MorphoSource: <https://www.morphosource.org/>

Object data model

First name	Last Name	Date of Birth	Date of Death	Place of Birth	E-mail	Telephone	Profession

First name	Last Name	Date of Birth	Date of Death	Place of Birth	E-mail	Telephone	Profession

Data filled in **17 fields**

Memory Assigned **17 units**



How does Emu store data?



Fields are thematically grouped together in modules.

Who looks after EMu?

“

A network of collections managers, researchers, registrars, exhibition developers and the Technology Department.”

The bucket and the water

Image layouts

Add title here

Add subtitle if needed



Setting the Scene EMu's history

Neque porro quisquam est qui
dolorem ipsum quia dolor sit
amet, consectetur, adipisci velit



Setting the Scene EMu's history

Neque porro quisquam est qui
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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Setting the Scene EMu's history

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Screenshot layouts

Screenshot slide title

Add subtitle if needed

The screenshot shows a software window titled "Parties (1) - Search". The window has a menu bar with "File", "Edit", "Select", "View", "Tools", "Tabs", "Multimedia", "Window", and "Help". Below the menu bar is a toolbar with icons for a folder, a group of people, and a help icon. The main area is divided into several sections:

- Party Type:** A text input field.
- Person Details:** A section containing several text input fields: "Title:", "First:", "Middle:", "Last:", "Suffix:", "Other Names:", and "External Refs.:".
- Language:** A section with a "Primary:" text input field.
- Gender:** A section with three radio buttons: "Female", "Male", and "Unknown".
- Derived Names:** A section with an "Automatic:" checkbox (Yes/No), a "Full:" text input field, and a "Brief:" text input field.
- Source of Information:** A section with an "Automatic:" checkbox (Yes/No), a "Cited:" text input field, and a "Taxonomic:" text input field.
- Source of Information (bottom):** A text input field.

At the bottom of the window is a tabbed interface with tabs for "Person", "Collaboration", "Address", "Organisation", "Roles", "Associations", "Biography", and "NK". The "Person" tab is currently selected. Below the tabs is a search bar with the text "Search" and a search button. To the right of the search bar are three buttons: "sgrant", "Admin", and "emufmnh".

Screenshot slide title

Add subtitle if needed

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 - Text goes here

The screenshot shows a software application window titled "Parties (1) - Search". The window has a menu bar with "File", "Edit", "Select", "View", "Tools", "Tabs", "Multimedia", "Window", and "Help". Below the menu bar is a toolbar with icons for a folder, a group of people, and a question mark. The main area is divided into several sections:

- Party Type:** A text input field.
- Person Details:** A section with multiple text input fields for "Title:", "First:", "Middle:", "Last:", "Suffix:", "Other Names:", and "External Refs.:". Each field has a small icon to its right.
- Language:** A section with a "Primary:" label and a text input field.
- Gender:** A section with three radio buttons: "Female", "Male", and "Unknown".
- Derived Names:** A section with an "Automatic:" label and two radio buttons: "Yes" and "No". Below this are text input fields for "Full:" and "Brief:". There is also a "Brief:" label and a text input field.
- Source of Information:** A section with an "Automatic:" label and two radio buttons: "Yes" and "No". Below this are text input fields for "Cited:" and "Taxonomic:". There is also a "Source of Information:" label and a text input field.

At the bottom of the window, there is a tabbed interface with tabs for "Person", "Collaboration", "Address", "Organisation", "Roles", "Associations", "Biography", and "Nr". The "Person" tab is currently selected. Below the tabs is a search bar with the text "Search" and a search button. To the right of the search bar are the text "sgrant", "Admin", and "emufmnh".

Screenshot slide title

Add subtitle if needed

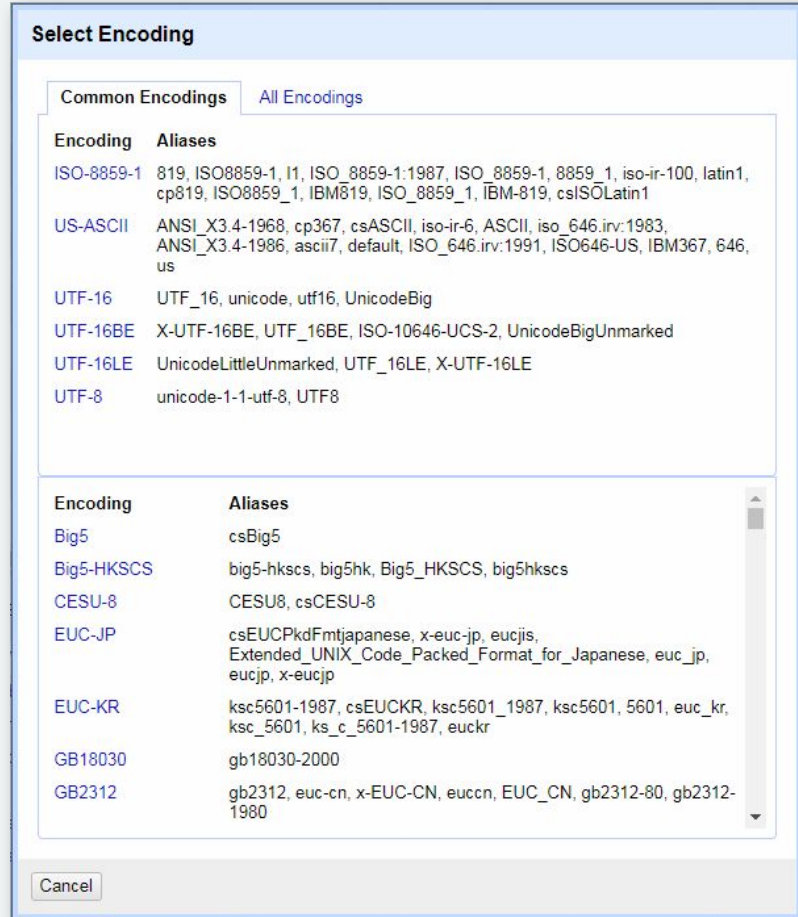
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Getting Data into OpenRefine

Create Project

A project is a combination of:

1. Your data
2. Code that transforms your data



Bibliography (1) - New

File Home Edit View Tools

New Record Save Cancel Previous New Additional View Sort Reports Check Spelling

Book
Notes
Multimedia
Security
Audit
Admin

Reference (1)
Reference (1)
Reference (2)
Citations
Notes

Parent

62

Publication Details

Type: Subtype:

Title:

Abbreviated Title: Language:

Authors / Contributors: RefAuthors_tab RefAuthorsRole_tab

Date: Date Ranges:

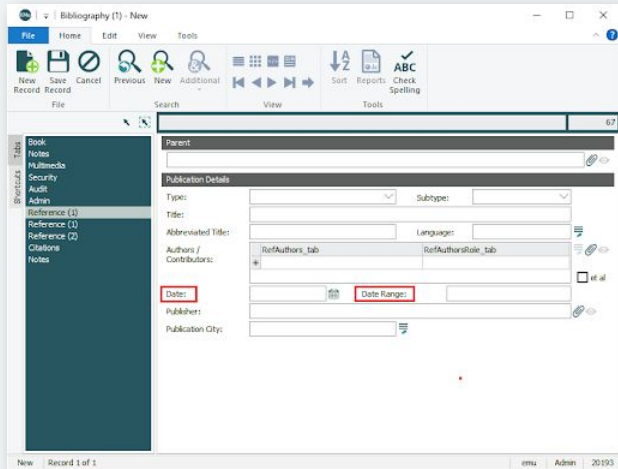
Publisher:

Publication City:

New Record 1 of 1 emu Admin 20193

Screenshot slide title

Add subtitle if needed



Screenshot slide title

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Add subtitle if needed

Parties (1) - Search

File Edit Select View Tools Tags Multimedia Window Help

Party Type

Person Details

Title:

First:

Middle:

Last:

Suffix:

Other Names:

External Refs.:

Language

Primary:

Gender

Female Male Unknown

Derived Names

Automatic: Yes No

Full:

Brief:

Source of Information

Automatic: Yes No

Cited:

Taxonomic:

Source of Information

Person Collaboration Address Organisation Roles Associations Biography Ni

Search grant Admin emufmrh

Bibliography (1) - New

File Home Edit View Tools

New Save Cancel Record Previous New Additional Sort Reports Check Spelling

Parent

Publication Details

Type:

Title:

Abbreviated Title:

Language:

Authors / Contributors:

Date:

Date Range:

Publisher:

Publication City:

Book Notes Multimedia Security Audit

07

New Record 1 of 1 emu Admin 20203

Add title here

Add subtitle if needed

The screenshot shows a software window titled "Parties (1) - Search" with a menu bar (File, Edit, Select, View, Tools, Tabs, Multimedia, Window, Help) and a toolbar. The main area is divided into several sections:

- Party Type:** A dropdown menu, highlighted by a green arrow pointing from the left.
- Person Details:** Fields for Title, First, Middle, Last, Suffix, Other Names, and External Refs., each with a small icon to its right.
- Language:** A text field for the Primary language, with a small icon to its right, circled in green with a question mark and a green arrow pointing from the right.
- Gender:** Radio buttons for Female, Male, and Unknown.
- Derived Names:** Radio buttons for Automatic (Yes/No), and text fields for Full and Brief names.
- Source of Information:** Radio buttons for Automatic (Yes/No), and text fields for Cited and Taxonomic information.
- Bottom Panel:** A tabbed interface with tabs for Person, Collaboration, Address, Organisation, Roles, Associations, Biography, and Navigation. A search bar contains the text "sgrant Admin emufmnh".

Add title here

Add subtitle if needed

The screenshot shows a software window titled "Parties (1) - Search" with a menu bar (File, Edit, Select, View, Tools, Tabs, Multimedia, Window, Help) and a toolbar. The main area is divided into several sections:

- Party Type:** A dropdown menu highlighted with a pink box and a pink arrow pointing to it from the left.
- Person Details:** A section containing fields for Title, First, Middle, Last, Suffix, Other Names, and External Refs., each with a small icon to its right.
- Language:** A section with a "Primary:" field and a small icon to its right, circled in pink with a pink arrow pointing to it from the right.
- Gender:** A section with radio buttons for "Female", "Male", and "Unknown".
- Derived Names:** A section with "Automatic:" radio buttons for "Yes" and "No", and fields for "Full:" and "Brief:".
- Source of Information:** A section with "Automatic:" radio buttons for "Yes" and "No", and fields for "Cited:" and "Taxonomic:".
- Bottom Panel:** A tabbed interface with tabs for "Person", "Collaboration", "Address", "Organisation", "Roles", "Associations", "Biography", and "Ne". Below the tabs is a search bar with the text "sgrant Admin emufmnh".

Video layouts

Video slide

Add subtitle if needed

To add video:

1. Go to Insert / Video
2. Resize inserted video so it covers this entire black box (including this text)
3. Done!

Video slide

Add subtitle if needed

To add video:

1. Go to Insert / Video
2. Resize inserted video so it covers this entire black box (including this text)
3. Done!

Q&A layouts



How do I search for...?

Admin Tab field

- Text goes here
- Text goes here
 - Text goes here
 - Text goes here

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Summary Data

Legacy Data

Preferred GUID

Type:

GUID:

GUIDs

Preferred: Type:

GUID:

Insertion Details

Inserted By:

Insertion Date:

Insertion Time:

Modification Details

Modified By:

Modification Date:

Modification Time:

Import Details

Import Identifier:

System Identifier:

Synonymy Notes Notes Multimedia Security Audit Admin IH P

Search nuthatch Admin emufmnh



How do I search for an IRN?

1

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number: 123456

Summary Data

Legacy Data

Preferred GUID

GUIDs

Insertion Details

Inserted By:

Insertion Date:

Insertion Time:

Modification Details

Modified By:

Modification Date:

Modification Time:

Import Details

Import Identifier:

System Identifier:

Synonymy Notes Notes Multimedia Security Audit Admin IHR

Search ruthatch Admin emufmrnh

2

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Summary Data

Legacy Data

Preferred GUID

GUIDs

Insertion Details

Inserted By: last name here

Insertion Date:

Insertion Time:

Modification Details

Modified By:

Modification Date:

Modification Time:

Import Details

Import Identifier:

System Identifier:

Synonymy Notes Notes Multimedia Security Audit Admin IHR

Search ruthatch Admin emufmrnh

3

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Summary Data

Legacy Data

Preferred GUID

GUIDs

Import Details

Import Identifier: New Spider Authors Ma...

System Identifier:

Synonymy Notes Notes Multimedia Security Audit Admin IHR

Search ruthatch Admin emufmrnh



How do I search for an IRN?

1

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number: 123456

Summary Data

Legacy Data

Preferred GUID

GUIDs

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh

2

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Inserted By: last name here

Summary Data

Legacy Data

Preferred GUID

GUIDs

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh

3

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Import Identifier: New Spider Authors Ma...

Summary Data

Legacy Data

Preferred GUID

GUIDs

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh



How do I search for an IRN?

1

Parties (1) - Search

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Internal Record Number: 123456

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GUIDs

Synonymy Notes Notes Multimedia Security Audit Admin IH R

Search nuthatch Admin emufmh

2

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Insertion Details: Inserted By: last name here

Summary Data

Legacy Data

Preferred GUID

GUIDs

Synonymy Notes Notes Multimedia Security Audit Admin IH R

Search nuthatch Admin emufmh

3

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Import Details: Import Identifier: New Spider Authors Ma...

Summary Data

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Synonymy Notes Notes Multimedia Security Audit Admin IH R

Search nuthatch Admin emufmh



How do I search for an IRN?

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Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number: 123456

Summary Data

Legacy Data

Preferred GUID

GUIDs

System Identifier

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh

2

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Summary Data

Legacy Data

Preferred GUID

GUIDs

System Identifier

Insertion Details

Inserted By: last name here

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh

3

Parties (1) - Search

File Edit Select View Tools Tabs Multimedia Window Help

Internal Record Number

Summary Data

Legacy Data

Preferred GUID

GUIDs

System Identifier

Import Details

Import Identifier: New Spider Authors Ma...

Synonymy Notes Notes Multimedia Security Audit Admin IH [?] Search nuthatch Admin emufmh

Correctness - examples

"All data include error – there is no escaping it! It is knowing what the error is that is important, and knowing if the error is within acceptable limits for the purpose to which the data are to be put. (Chapman 2005)"

Correctness (Accuracy)



How close is the recorded value to the actual value?



Correctness - examples

"All data include error – there is no escaping it! It is knowing what the error is that is important, and knowing if the error is within acceptable limits for the purpose to which the data are to be put. (Chapman 2005)"

Correctness (Accuracy)



How close is the recorded value to the actual value?



A dataset contains fossil specimens from the Triassic period.

The recorded taxa for a specimen is *Thismia*.



Correctness - examples

"All data include error – there is no escaping it! It is knowing what the error is that is important, and knowing if the error is within acceptable limits for the purpose to which the data are to be put. (Chapman 2005)"

Correctness (Accuracy)

- How close is the recorded value to the actual value?
- A dataset contains fossil specimens from the Triassic period.


The recorded taxa for a specimen is *Thismia*.
- Is *Thismia* a fossil bird?




Correctness - examples


"All data include error – there is no escaping it! It is knowing what the error is that is important, and knowing if the error is within acceptable limits for the purpose to which the data are to be put. (Chapman 2005)"


Correctness (Accuracy)

- 

How close is the recorded value to the actual value?
- 

A dataset contains fossil specimens from the Triassic period.

The recorded taxa for a specimen is *Thismia*.
- 

Is *Thismia* a fossil bird?
- 

No! It's a very rare plant from Illinois (US)



Exercise layouts

Add title here

Add subtitle if needed



Try it!

1

In parties module
search for the irn of
your party record.

2

Now search for the
last record you
inserted (or your
supervisor inserted)

3

Now search the
Import identifier for
“New Spider Authors
May 2013”

Thank you layouts



Thank you!



This project was made possible in part by the
Institute of Museum and Library Services
Grant ME-249136-OMS-21 | [IMLS.gov](https://www.imls.gov)



Click on the logos to go to respective website

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www.company.com



Thank you!

First Name

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www.company.com

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