# Citizen Science: Learning to Effectively Contribute in Virtual Organizations

Kevin Crowston
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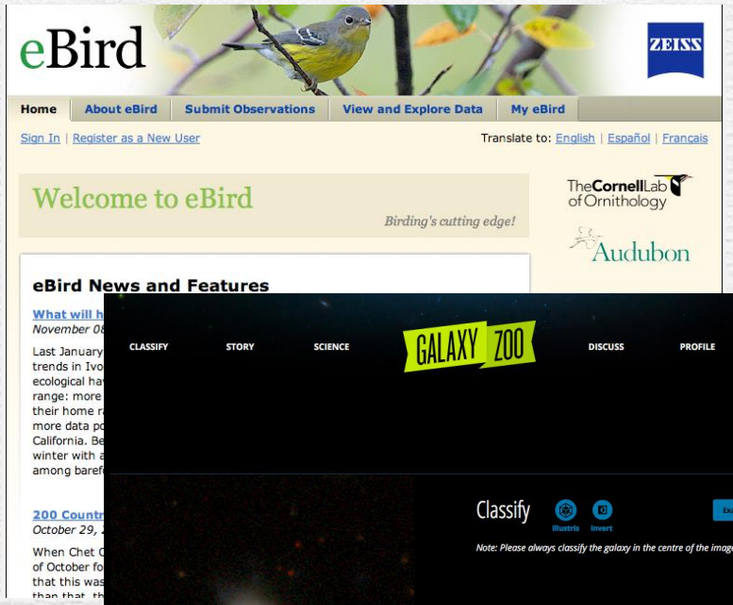
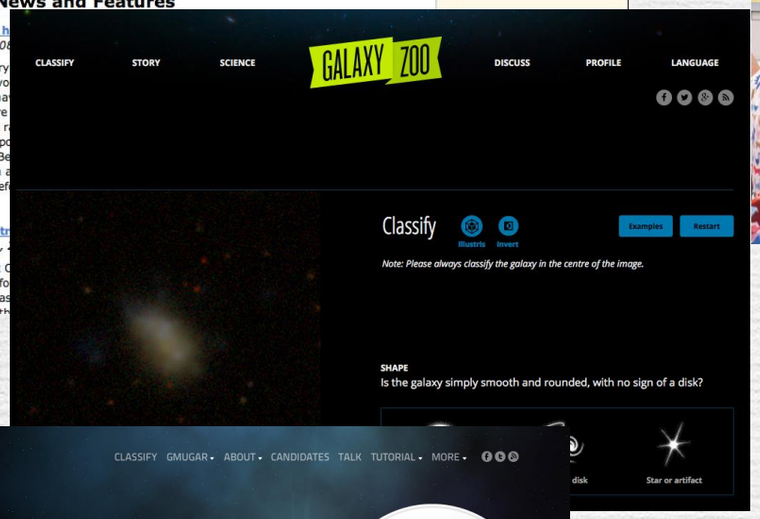
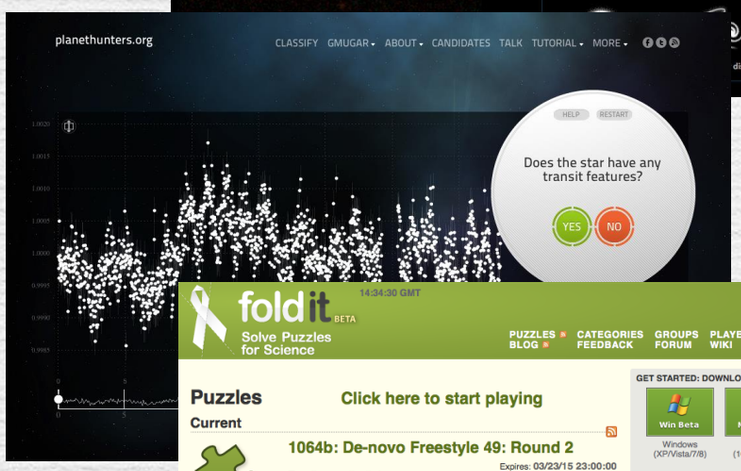
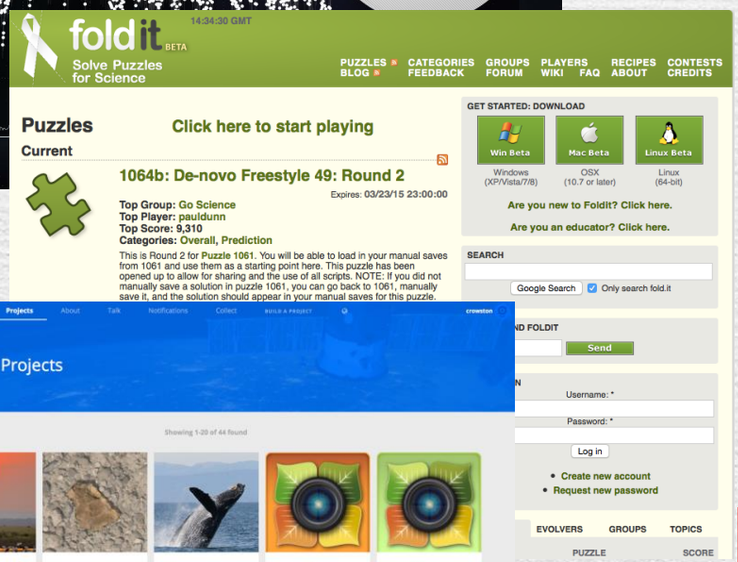
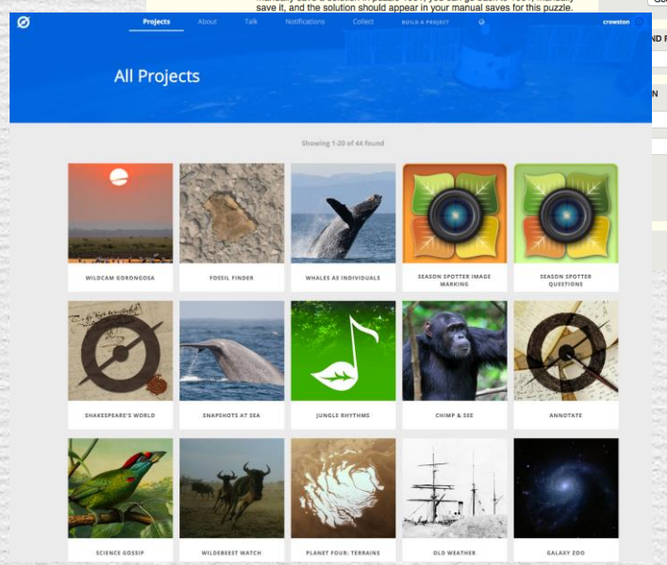
crowston@syr.edu
http://crowston.syr.edu/

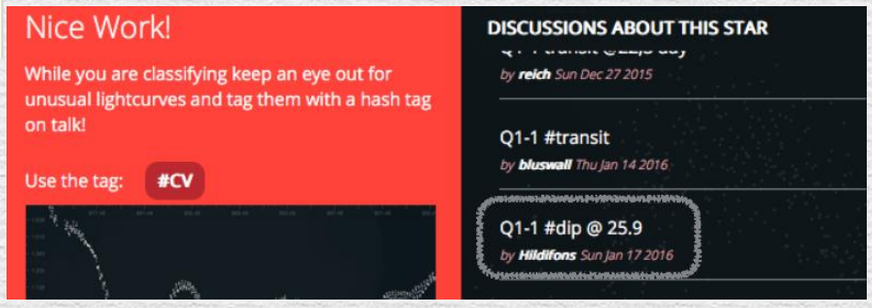





Define a question/issue
Gather information
Develop explanations
Design data collection methods
Collect samples/observations
Analyze samples/observations
Analyze data
Interpret data/conclude
Disseminate conclusions
Discuss results/inquire further

Contributory
Collaborative
Co-Created

https://www.flickr.com/photos/37996583811@N01/21240690195

# Citizen science

# eBird

ZEISS



## Welcome to eBird

*Birding's cutting edge!*

The Cornell Lab of Ornithology

Audubon

### eBird News and Features

**What will happen with Ivory Gull this winter?**
*November 08, 2010*

Last January, we published a discussion of recent trends in Ivory Gull that may be early signs of real ecological havoc being wreaked in the species' home range: more vagrancy of adults far to the south of their home range. On 4 Nov 2010 eBirders added one more data point: an adult Ivory Gull at Pismo Beach, California. Below we republish our analysis from last winter with a link to a disturbing video of the Ivory among barefoot beachgoers.

**200 Countries, 8665 Species, and Counting!**
*October 29, 2010*

### eBird Rarity Photos Pool

eBird

# Submit Observations



## Step 1: Where did you bird?

**Identify the location where you made your observations.**

» **Find it on a Map** NEW

Select existing personal locations and hotspots, or plot a new location.

» **Use Latitude/Longitude**

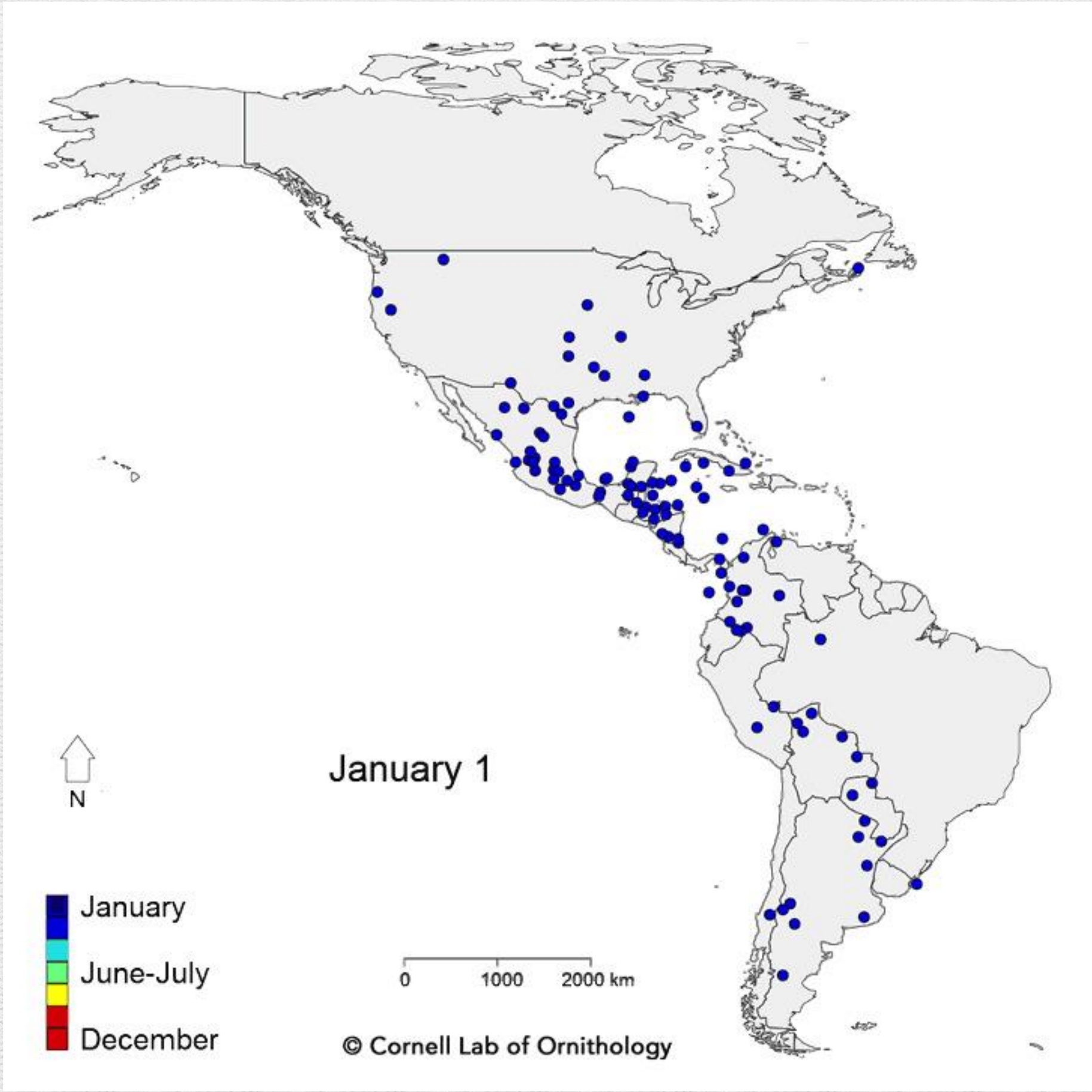
Create a new location using latitude and longitude. First check using "Find it on a Map" to make sure that this location doesn't already exist.

» **Select an entire city, county, or state**

If you were birding over a very large area (entire state or county or city) select this option. Please consider using more precise locations so that your observations are more valuable for analysis.

» **Import Data** NEW

Import data from a spreadsheet, database or birding program. Learn how


N
January 1
January
June-July
December
0
1000
2000 km
© Cornell Lab of Ornithology

ORIGINAL ARTICLE

doi:10.1111/j.1558-5646.2009.00900.x

# DOES NICHE DIVERGENCE ACCOMPANY ALLOPATRIC DIVERGENCE IN *APHELOCOMA* JAYS AS PREDICTED UNDER ECOLOGICAL SPECIATION?: INSIGHTS FROM TESTS WITH NICHE MODELS

**John E. McCormack,[1,2] Amanda J. Zellmer,[1,3] and L. Lacey Knowles[1,4]**

*[1]Museum of Zoology, Department of Ecology and Evolutionary Biology, University of Michigan, Ann Arbor, Michigan 48109*

*[2]E-mail: jmccormack@lsu.edu*

*[3]E-mail: azellmer@umich.edu*

*[4]E-mail: knowlesl@umich.edu*

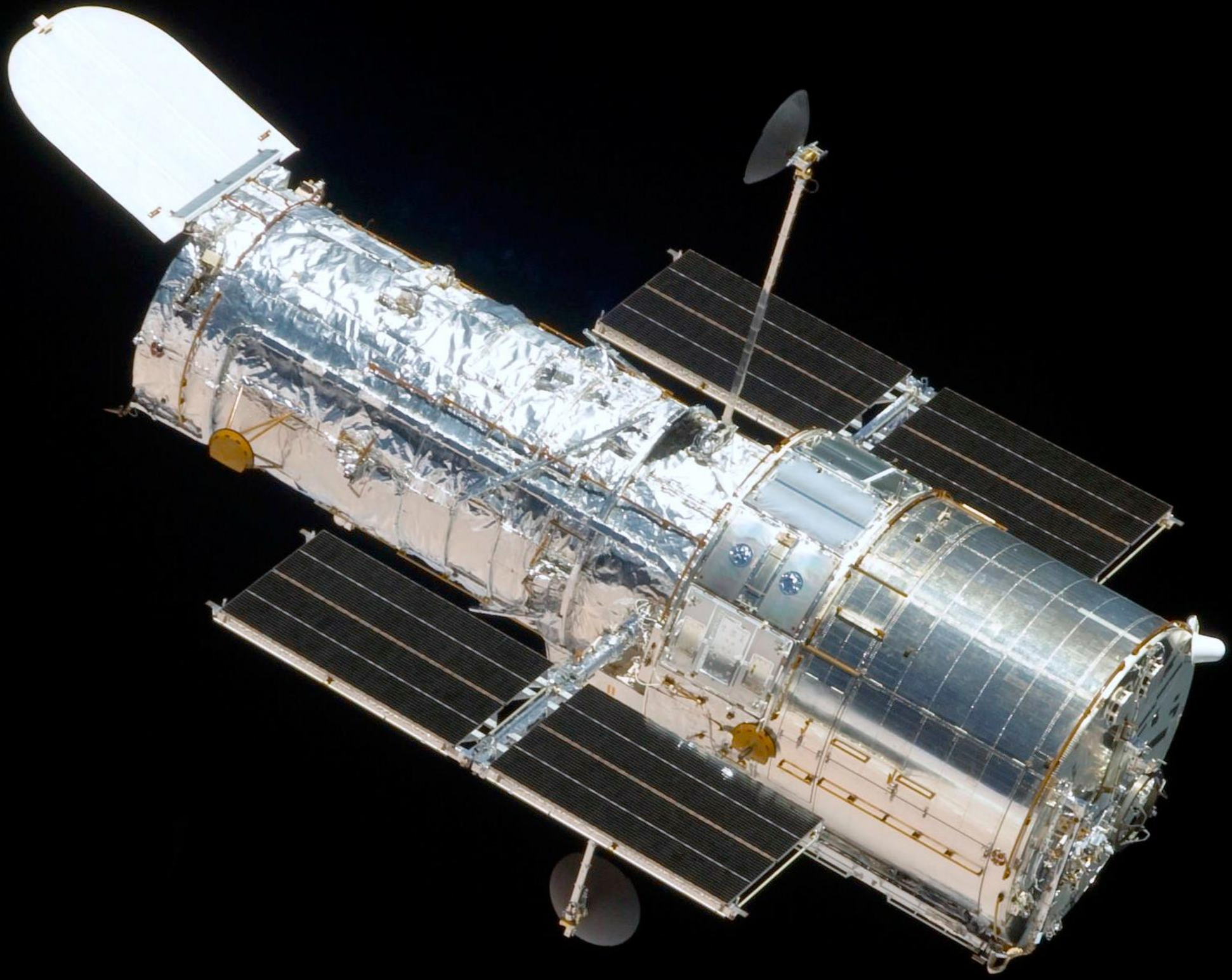
Received June 1, 2009

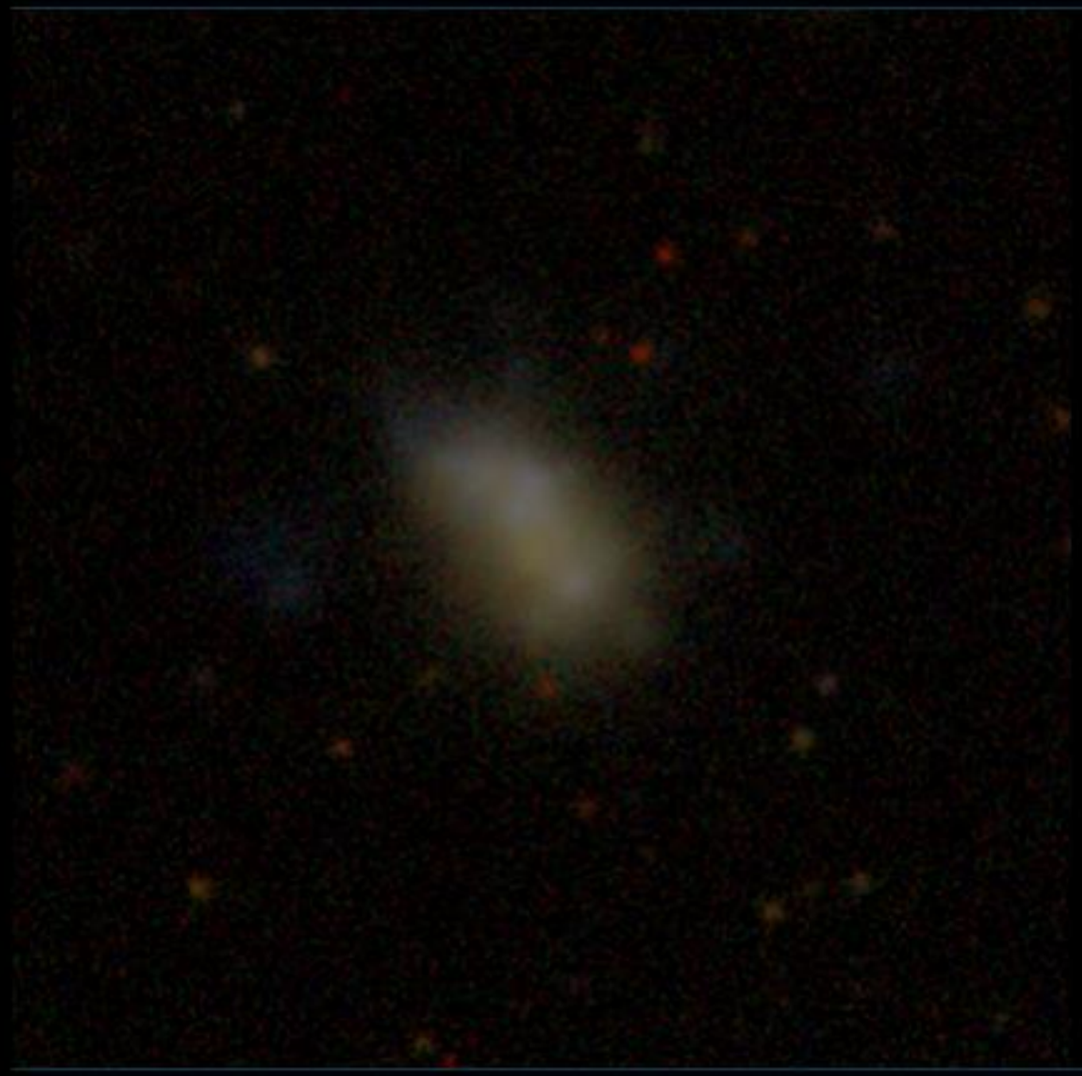
Accepted October 23, 2009

**The role of ecology in the origin of species has been the subject of long-standing interest to evolutionary biologists. New sources of spatially explicit ecological data allow for large-scale tests of whether speciation is associated with niche divergence or whether closely related species tend to be similar ecologically (niche conservatism). Because of the confounding effects of**

# The State of the Birds 2014

## *United States of America*





## Classify

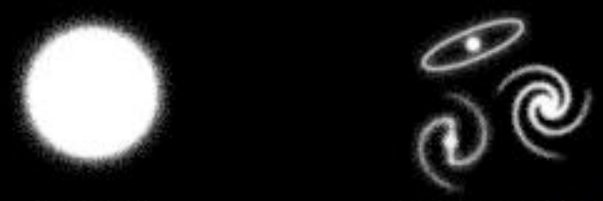
Illustris Invert

Examples Restart

*Note: Please always classify the galaxy in the centre of the image.*

**SHAPE**

Is the galaxy simply smooth and rounded, with no sign of a disk?



Smooth



Features or disk

Star or artifact

Mon. Not. R. Astron. Soc. **000**, 1–19 (0000) Printed 31 December 2013 (MN LaTeX style file v2.2)

# Galaxy Zoo: Disentangling the Environmental Dependence of Morphology and Colour*

Ramin A. Skibba[1]†, Steven P. Bamford[2,3], Robert C. Nichol[2], Chris J. Lintott[4], Dan Andreescu[5], Edward M. Edmondson[2], Phil Murray[6], M. Jordan Raddick[7], Kevin Schawinski[8], Anže Slosar[9], Alexander S. Szalay[7], Daniel Thomas[2], Jan Vandenberg[7]

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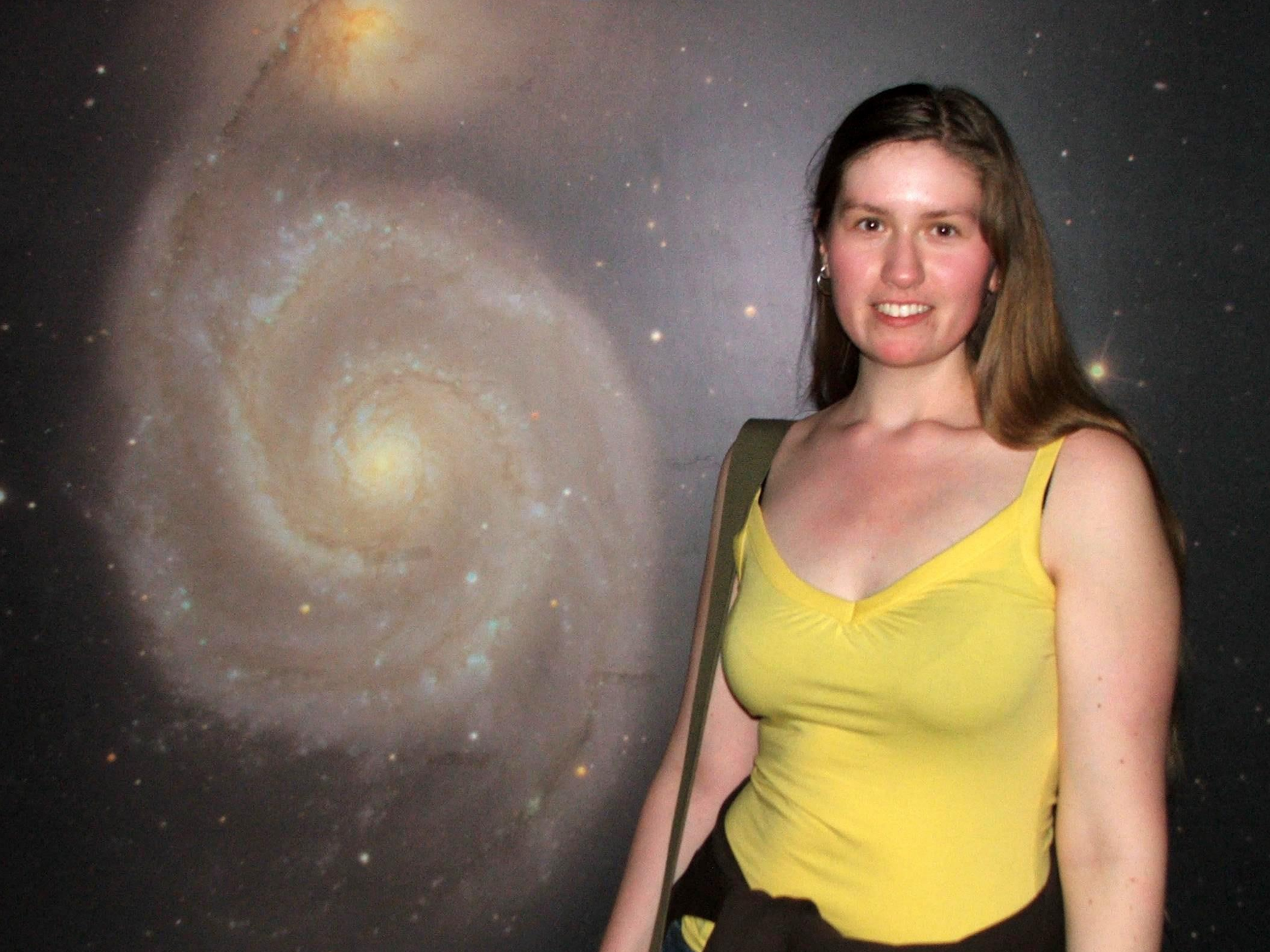
[2] *Institute of Cosmology and Gravitation, University of Portsmouth, Mercantile House, Hampshire Terrace, Portsmouth, PO1 2EG, UK*
[3] *Centre for Astronomy and Particle Theory, University of Nottingham, University Park, Nottingham, NG7 2RD, UK*
[4] *Astrophysics, University of Oxford, Denys Wilkinson Building, Keble Road, Oxford, OX1 3RH, UK*
[5] *LinkLab, 4506 Graystone Ave., Bronx, NY 10471, USA*
[6] *Fingerprint Digital Media, 9 Victoria Close, Newtownards, Co. Down, Northern Ireland, BT23 7GY, UK*
[7] *Department of Physics and Astronomy, The Johns Hopkins University, Homewood Campus, Baltimore, MD 21218, USA*
[8] *Yale Center for Astronomy and Astrophysics, Yale University, P.O. Box 208121, New Haven, CT 06520, USA*
[9] *Berkeley Center for Cosmo. Physics, Lawrence Berkeley National Lab. & Physics Dept., Univ. of California, Berkeley CA 94720, USA*

70v3 [astro-ph] 1 Jul 2009

31 December 2013

**ABSTRACT**

We analyze the environmental dependence of galaxy morphology and colour with two-point clustering statistics, using data from the Galaxy Zoo, the largest sample of visually classified morphologies yet compiled, extracted from the Sloan Digital Sky Survey. We present two-point correlation functions of spiral and early-type galaxies, and we quantify the correlation between morphology and environment with marked correlation functions. These yield clear and precise environmental trends across a wide



# Galaxy Zoo: 'Hanny's Voorwerp', a quasar light echo?*

Chris J. Lintott[1,†], Kevin Schawinski[1,2,3], William Keel[4,5,‡], Hanny Van Arkel[6], Nicola Bennert[7,8], Edward Edmondson[9], Daniel Thomas[9], Daniel J. B. Smith[10], Peter D. Herbert[11], Matt J. Jarvis[11], Shanil Virani[3], Dan Andreescu[12], Steven P. Bamford[8], Kate Land[1], Phil Murray[13], Robert C. Nichol[9], M. Jordan Raddick[14], Anže Slosar[15], Alex Szalay[14] and Jan Vandenberg[14]

+ Author Affiliations

†E-mail: cjl@astro.ox.ac.uk

In original form 2008 July 15.
Received 2009 June 22.
Accepted 2009 June 23.
First published online October 11, 2009.

## Abstract

We report the discovery of an unusual object near the spiral galaxy IC 2497, discovered by visual inspection of the Sloan Digital Sky Survey (SDSS) as part of the Galaxy Zoo project. The object, known as Hanny's Voorwerp, is bright in the SDSS *g* band due to unusually strong [O III]4959, 5007 emission lines. We present the results of the first targeted observations of the object in the optical, ultraviolet and X-ray, which show that the object contains highly ionized gas. Although the line ratios are similar to extended emission-line regions near luminous active galactic nucleus (AGN), the source of this ionization is not apparent. The

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MNRAS (2009) 399 (1): 129-140. doi: 10.1111/j.1365-2966.2009.15299.x
First published online October 11, 2009

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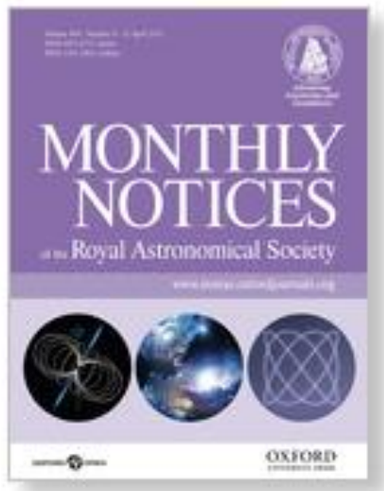
Volume 448 Issue 4 April 21, 2015

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WILDCAM GORONGOSA

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WHALES AS INDIVIDUALS

SEASON SPOTTER IMAGE MARKING

SEASON SPOTTER QUESTIONS

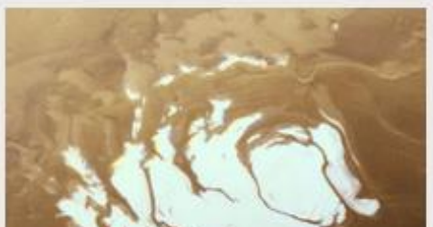
SHAKESPEARE'S WORLD

SNAPSHOTS AT SEA

JUNGLE RHYTHMS

CHIMP & SEE

ANNOTATE



# SNAPSHOT SERENGETI

Looks like

Pattern | Color | Horns | Tail | Build

| | | |
|---|---|---|
| Aardvark | Giraffe | Porcupine |
| Aardwolf | Guinea fowl | Reedbuck |
| Baboon | Hare | Reptiles |
| Bat-eared fox | Hartebeest | Rhinoceros |
| Bird (other) | Hippopotamus | Rodents |
| Buffalo | Honey-badger | Secretary bird |
| Bushbuck | Hyena (spotted) | Serval |
| Caracal | Hyena (striped) | Topi |
| Cheetah | Impala | Vervet monkey |
| Civet | Jackal | Warthog |
| Dik dik | Kori bustard | Waterbuck |
| Eland | Leopard | Wildcat |
| Elephant | Lion (female or cub) | Wildebeest |
| Gazelle (Grant's) | Lion (male) | Zebra |
| Gazelle (Thomson's) | Mongoose | Zorilla |
| Genet | Ostrich | Human |

Nothing here

Finish

Tutorial Clear filters

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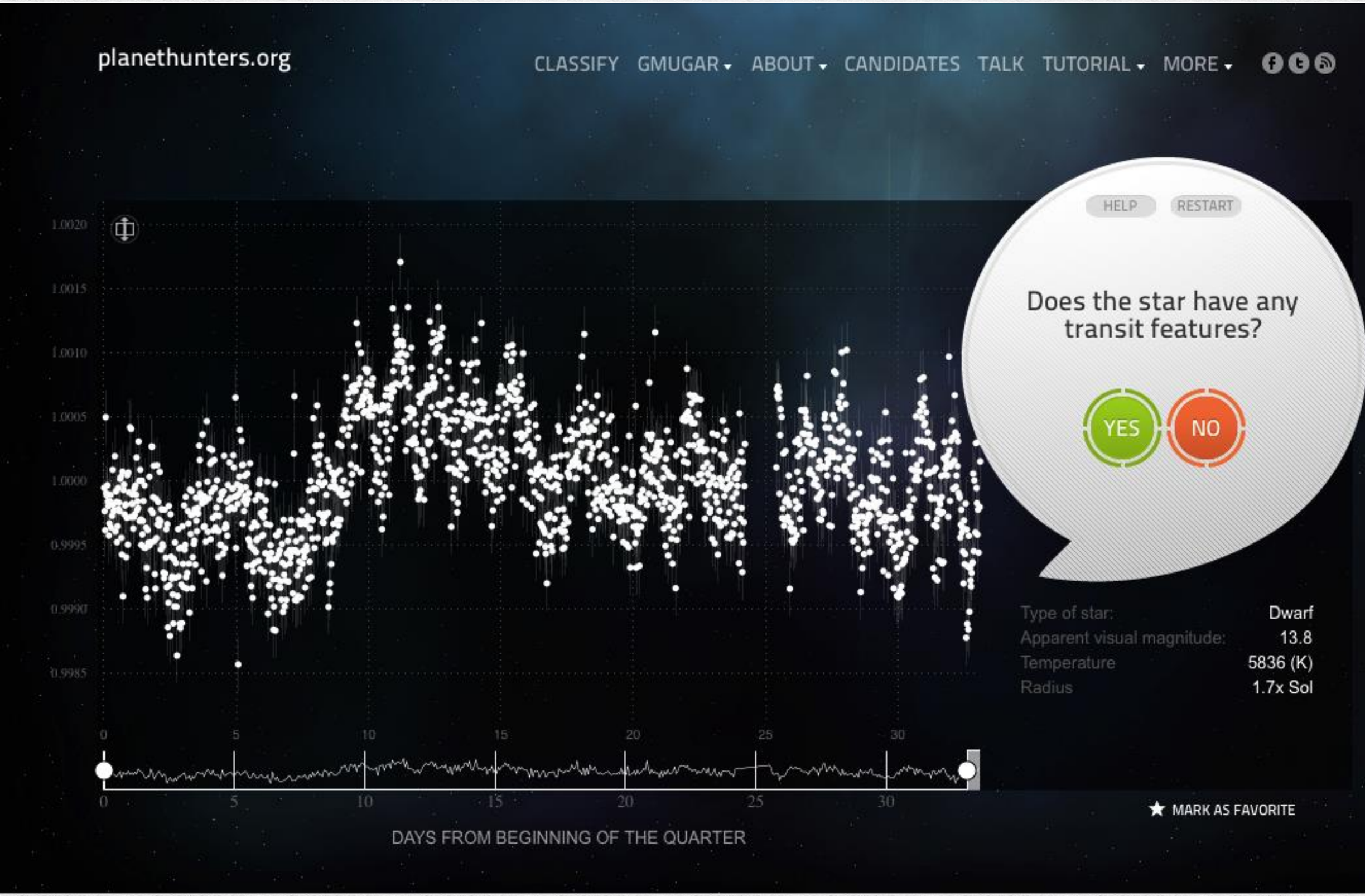
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CLASSIFY
GMUGAR
ABOUT
CANDIDATES
TALK
TUTORIAL
MORE
HELP
RESTART
Does the star have any transit features?
YES
NO
1.0020
1.0015
1.0010
1.0005
1.0000
0.9995
0.9990
0.9985
0
5
10
15
20
25
30
DAYS FROM BEGINNING OF THE QUARTER
Type of star: Dwarf
Apparent visual magnitude: 13.8
Temperature 5836 (K)
Radius 1.7x Sol
MARK AS FAVORITE

Happy

# Moths!

Setup!

## Get Started!

Drag bad photos to the choices below to swap them.
When all the photos look good, click "play" to start!

### Not a Moth

Drag a photo to this space if it is not a picture of a Moth.

### Trash

Drag a photo to this space if it is too light, too dark, or too blurry to use.

Play

# Forgotten Island!

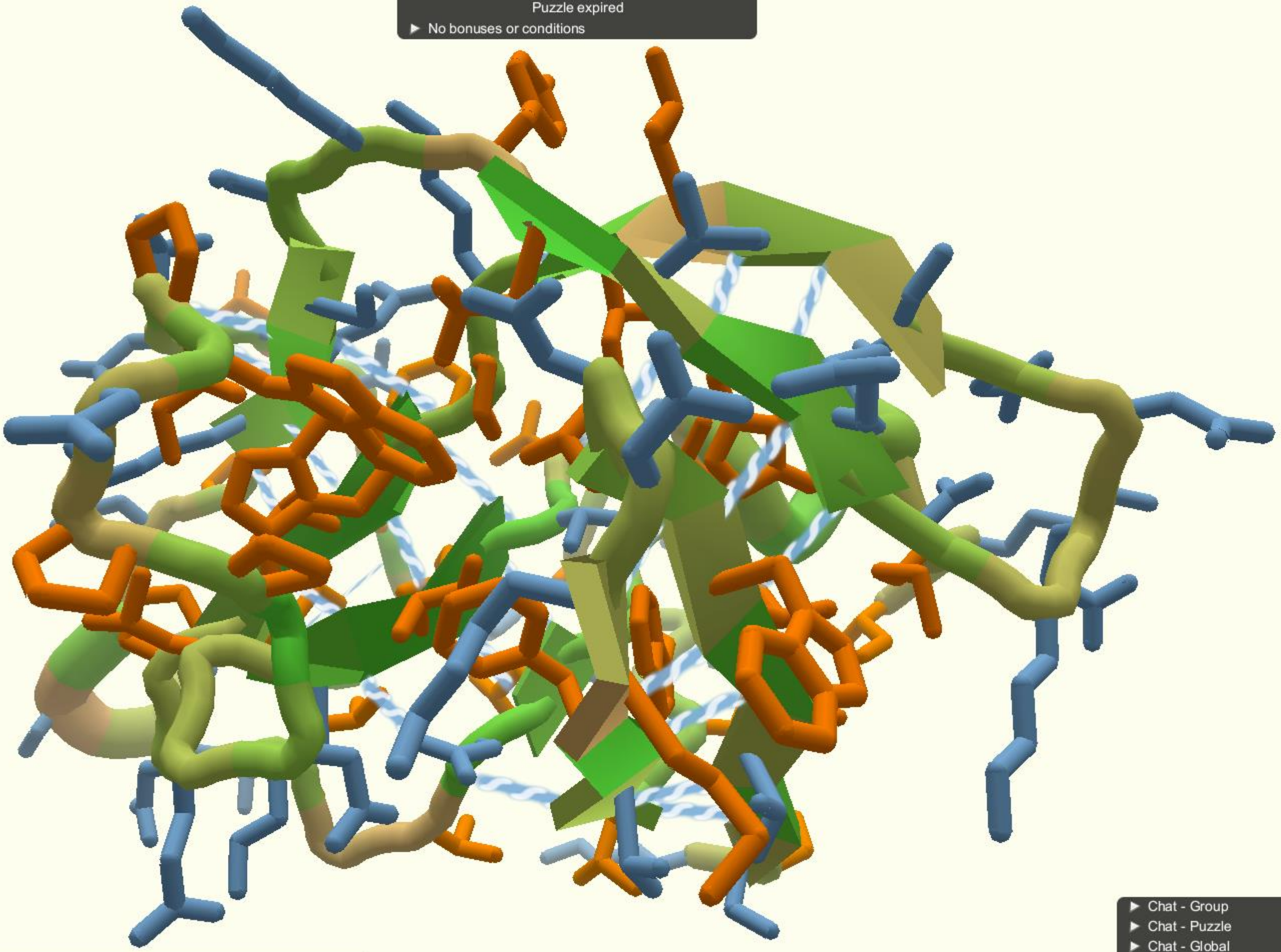
## A Citizen Science Adventure

Rank: - Score: 10563.052

Soloist 460: Quest to the S...nkey Virus Protein

Puzzle expired

▶ No bonuses or conditions



▶ Chat - Group

▶ Chat - Puzzle

▶ Chat - Global

▶ Notifications

Social ▶ Modes ▶ Behavior ▶ View ▶ Menu

nature structural & molecular biology

doi:10.1038/nsmb.2119

# Crystal structure of a monomeric retroviral protease solved by protein folding game players

Firas Khatib[1], Frank DiMaio[1], Foldit Contenders Group, Foldit Void Crushers Group, Seth Cooper[2], Maciej Kazmierczyk[3], Miroslaw Gilski[3,4], Szymon Krzywda[3], Helena Zabranska[5], Iva Pichova[5], James Thompson[1], Zoran Popović[2], Mariusz Jaskolski[3,4] & David Baker[1,6]

**Following the failure of a wide range of attempts to solve the crystal structure of M-PMV retroviral protease by molecular replacement, we challenged players of the protein folding game Foldit to produce accurate models of the protein. Remarkably, Foldit players were able to generate models of sufficient quality for successful molecular replacement and subsequent structure determination. The refined structure provides new insights for the design of antiretroviral drugs.**

Foldit is a multiplayer online game that enlists players worldwide to solve difficult protein-structure prediction problems. Foldit players leverage human three-dimensional problem-solving skills to interact with protein structures using direct manipulation tools and algo-

Structure Prediction (CASP) experiment was an ideal venue in which to test this. CASP is a biennial experiment in protein structure prediction methods in which the amino acid sequences of structures that are close to being experimentally determined—referred to as CASP targets—are posted to allow groups from around the world to predict the native structure (http://predictioncenter.org/casp9/). Each group taking part in CASP is allowed to submit five different predictions for each sequence. Foldit participated as an independent group during CASP9 and made predictions for the targets with fewer than 165 residues that the CASP organizers did not indicate as oligomeric. For targets with homologs of known structure—the Template-Based Modeling category—Foldit players were given different alignments to templates predicted by the HHpred server[3] via the new Alignment Tool. Despite these new additions to the game, the performance of Foldit players over all CASP9 Template-Based Modeling targets was not as good as those of the best-performing methods, which made better use of information from homologous structures; extensive energy minimization used by Foldit players tended to perturb peripheral portions of the chain away from the conformations present in homologs.

For prediction problems for which there were no identifiable homologous protein structures—the CASP9 Free Modeling category—Foldit players were given the five Rosetta Server CASP9 submissions (which were publicly available to other prediction groups) as starting points, along with the Alignment Tool. Here all five starting models were

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# Learning in citizen science

# RADIO JOVE

## Solar & Planetary Radio Astronomy for Schools



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+ Newsletters
+ FAQ
+ Application form
+ Kit Ordering
+ Data Archive

## Welcome to the Radio JOVE Project !

Radio JOVE students and amateur scientists observe and analyze natural radio emissions of Jupiter, the Sun, and our galaxy.

- ***Build and use your own Decametric Radio Telescope***
- ***Share your observations with other project members***
- ***Teachers, See Our Lesson Plans and other Educational Materials***

+ Learn More

### NEWS & FEATURES

[ 12 January 2016 ]

**Jupiter Observing Season**

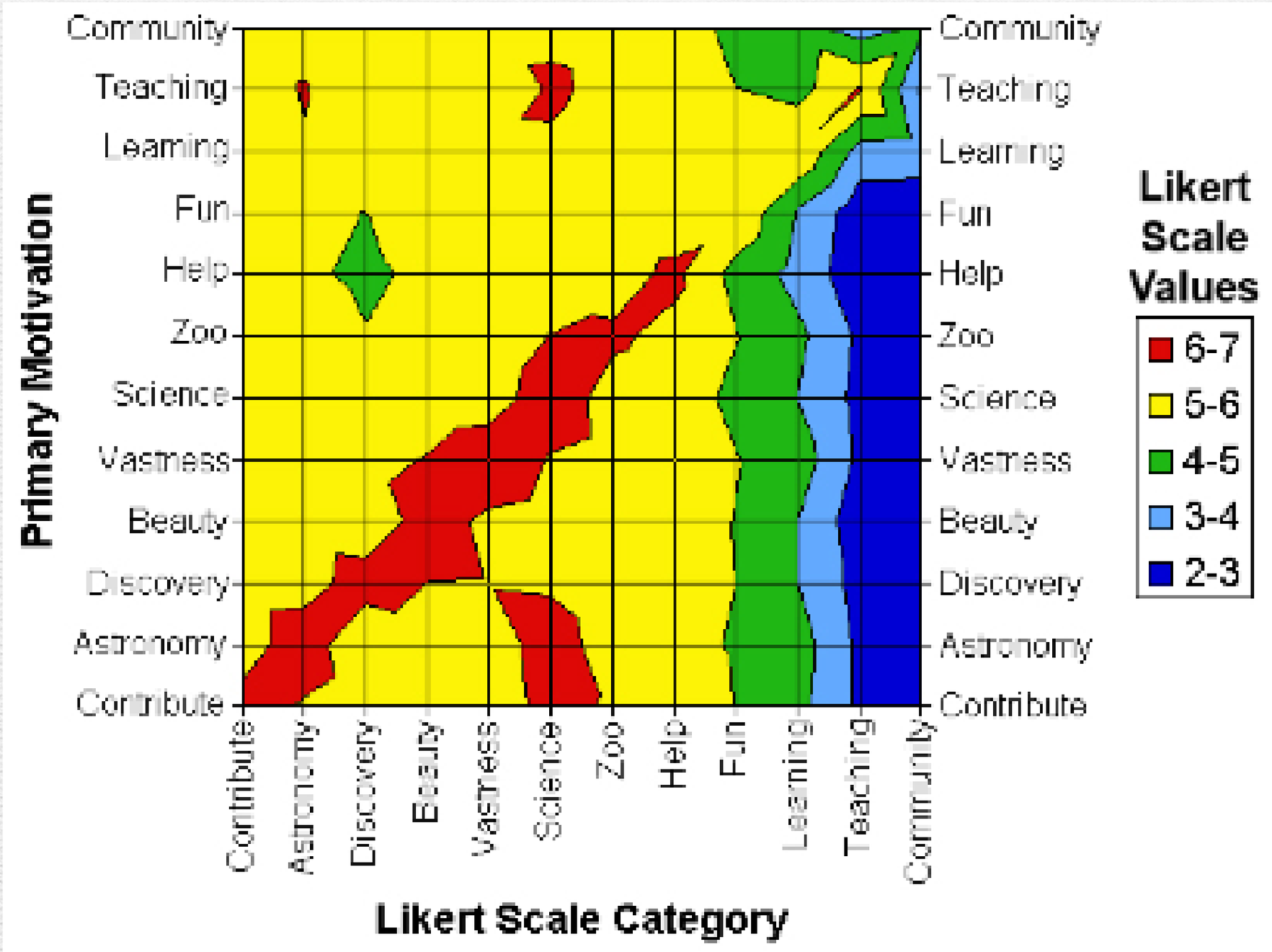
The current season for observing Jupiter's radio emissions began in November, 2015. Jupiter is now in the pre-dawn skies and the Earth's ionosphere is generally transparent to 20 MHz signals. Several radio noise storms have been observed - we encourage all observers to submit their observations to the Jove archive. At transit, Jupiter reaches

### DON'T MISS THESE ...

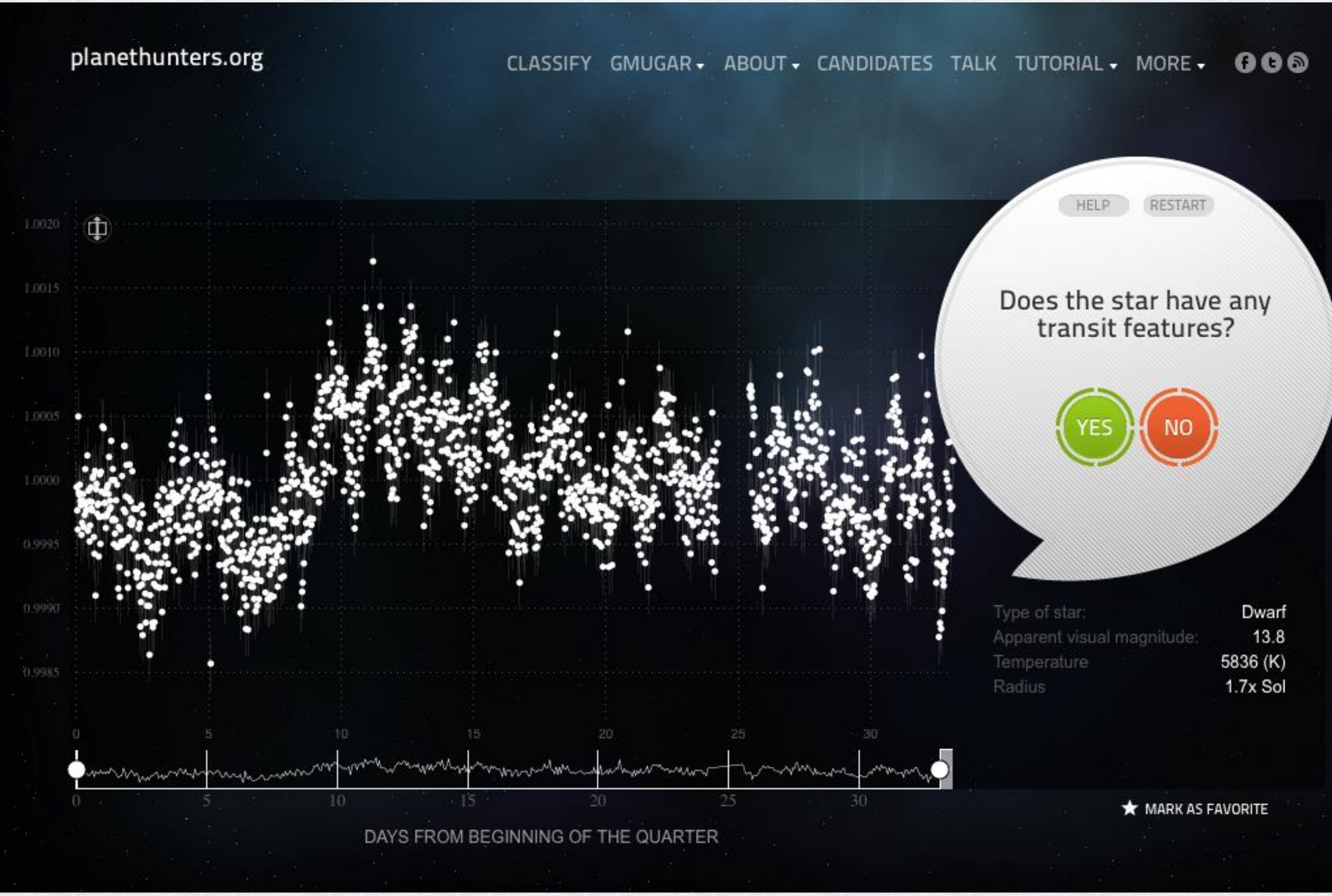
**Juno Mission to Jupiter**

Follow the status of

# Motivations




Raddick et al., 2013 arXiv: 1303.6886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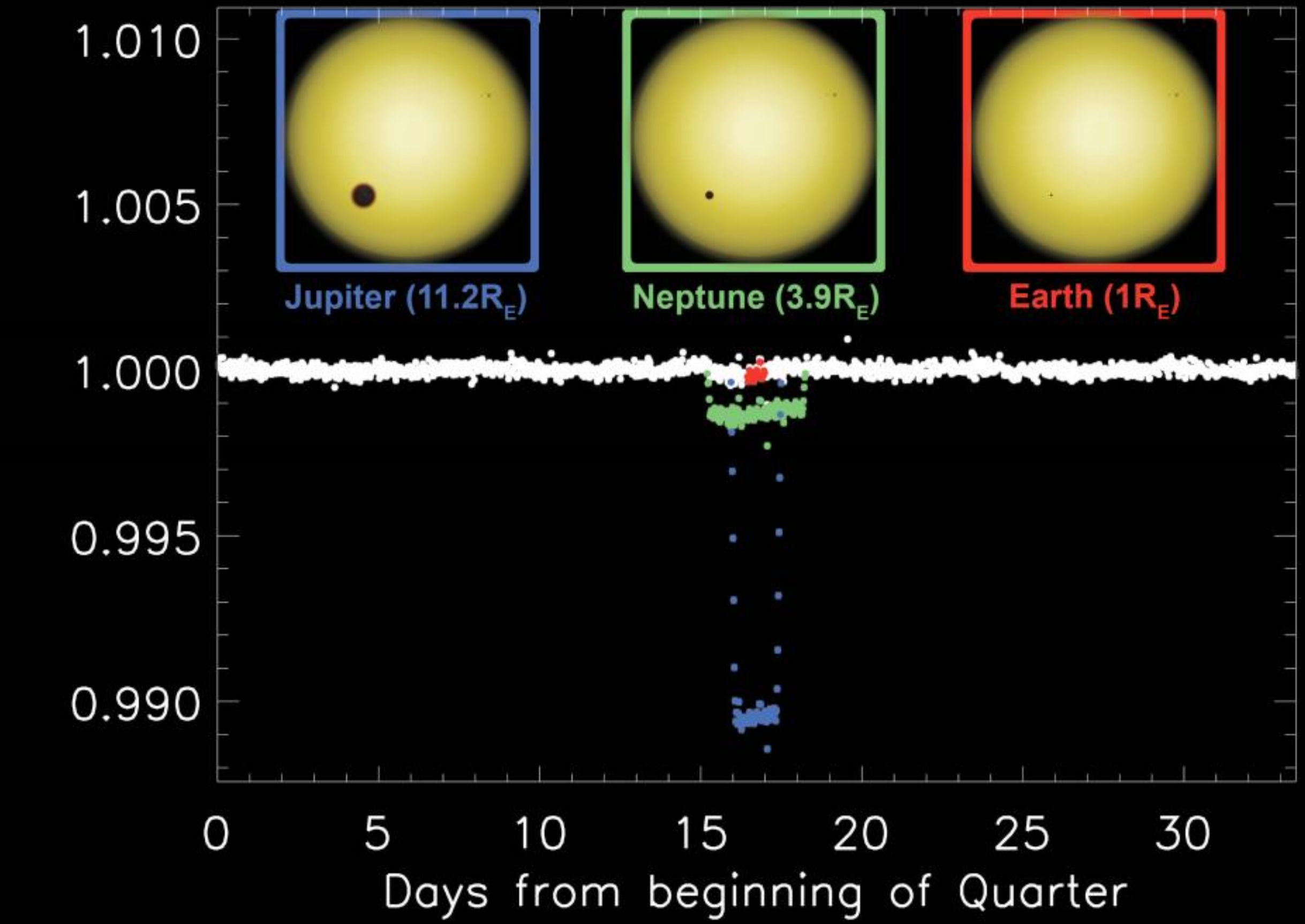



Credit: M. Giguere (Yale) from planethunters.org

Science

# Learn more about the science of Planet Hunters

### BACKGROUND

- Our Challenge
- The Kepler Public Data
- Humans vs. Machines

### PLANET HUNTERS

- Planet Hunters: Getting Started
- Planet Hunters: Flagging Transit Events
- I See a Transit!
- Experimental Data: Simulated Transits
- More about the Light Curves
- Site guide

### BLOG ARTICLES

- Transit Examples
- Planetary Transits Explained
- Understanding Eclipsing Binaries
- Eclipsing Binaries vs Transits
- Variable Star Examples
- More transit examples

## Our Challenge

NASA's Kepler spacecraft is one of the most powerful tools in the hunt for extrasolar planets. The Kepler team's computers are sifting through the data, but we at Planet Hunters are betting that there will be planets which can only be found via the remarkable human ability for pattern recognition.

# Authority-Subject presence

Image credit: Michael Anderson (Photographer) [Public domain or Public domain], via Wikimedia Commons

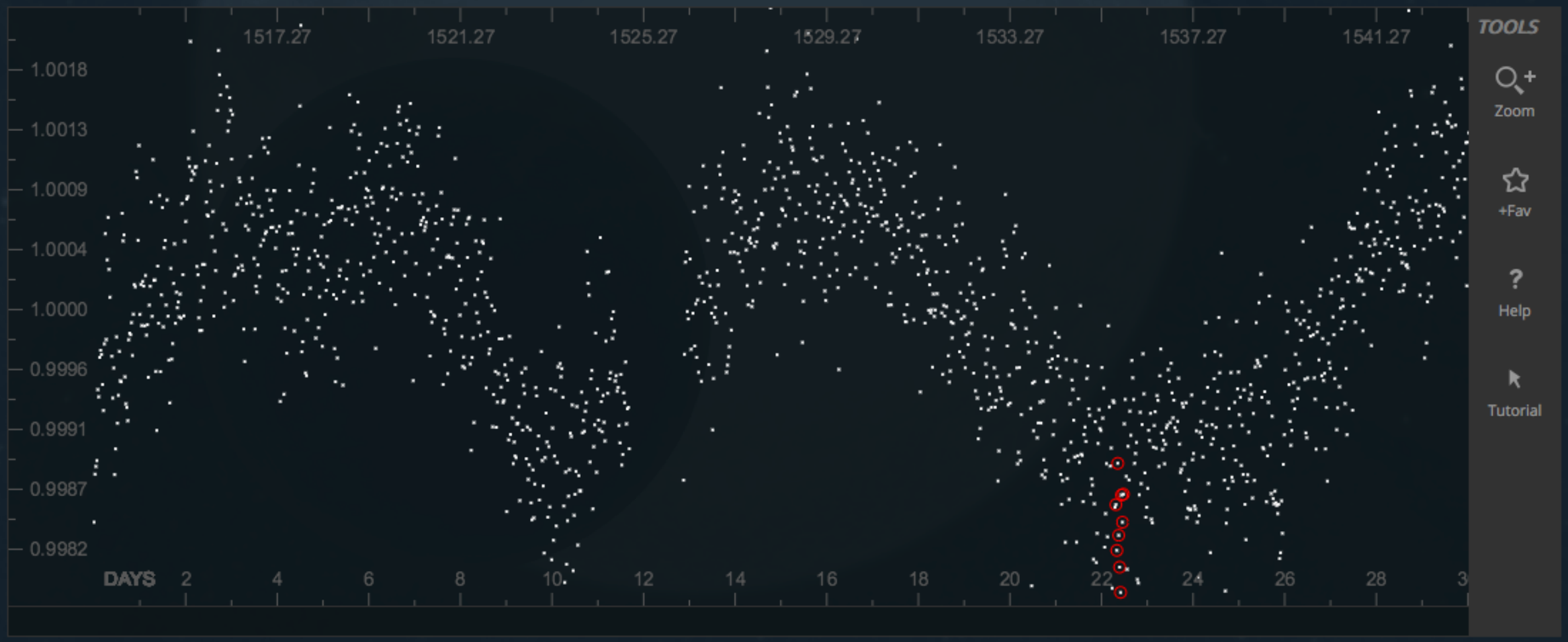
# Learning as Apprenticeship

Learn through socialization, visualization, and imitation

## Do you see a transit?

If so, highlight it on the light curve below!

This light curve contains at least one simulated transit, highlighted in red. ×




### Star Information

Magnitude 15.188 Type K-Dwarf Temp 5205 Radius 0.835

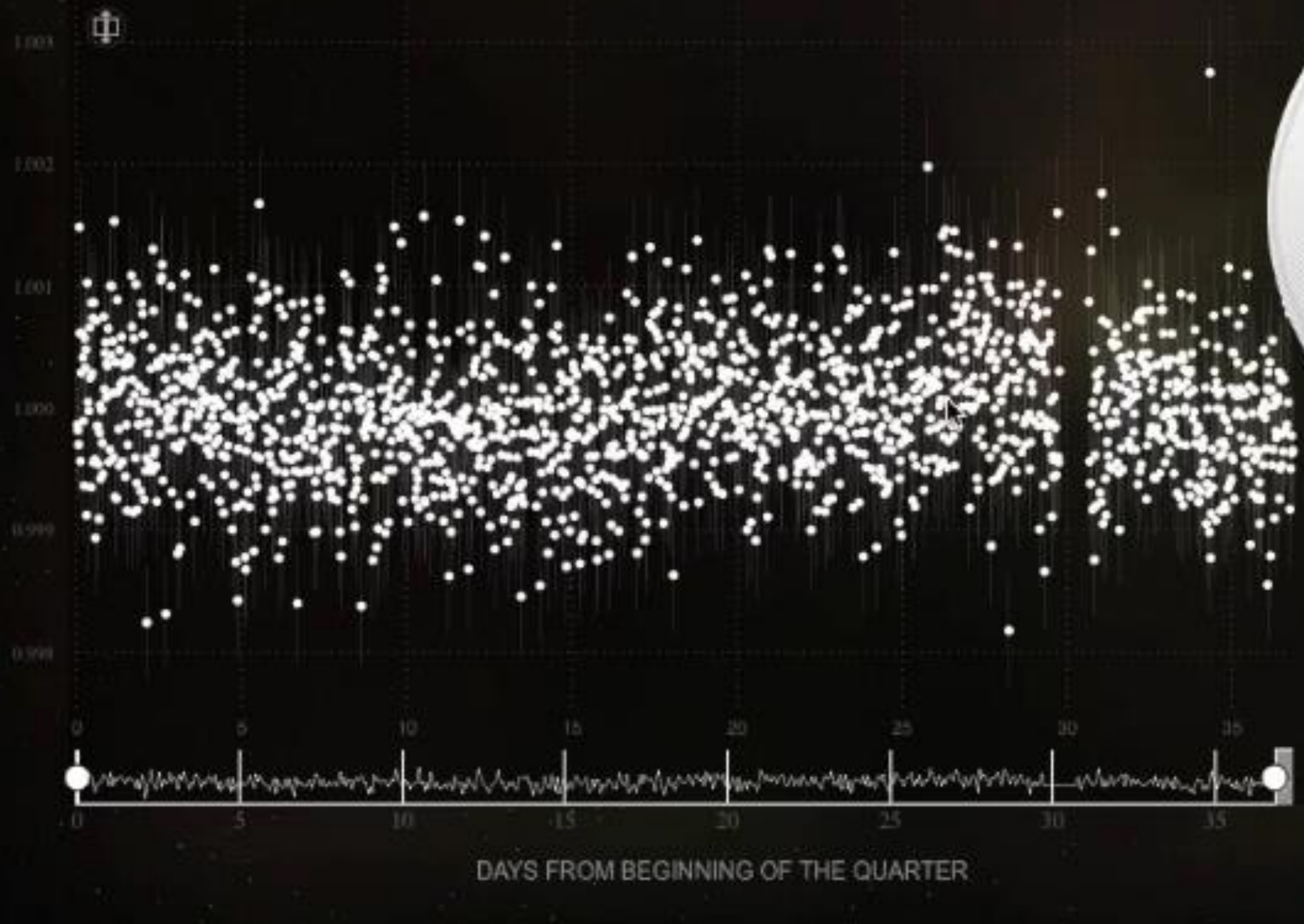
Continue

# Communal Presence

Source: http://commons.wikimedia.org/wiki/File:Shimer_College_Class_1995.jpg

planethunters.org

CLASSIFY GMUGAR ABOUT CANDIDATES TALK TUTORIAL MORE




HELP RESTART

Is the star

?

| | |
|---|---|
| Type of star: | Dwarf |
| Apparent visual magnitude: | 15.2 |
| Temperature | 6121 (K) |
| Radius | 1x Sol |

★ MARK AS FAVORITE

## Do you see a transit?

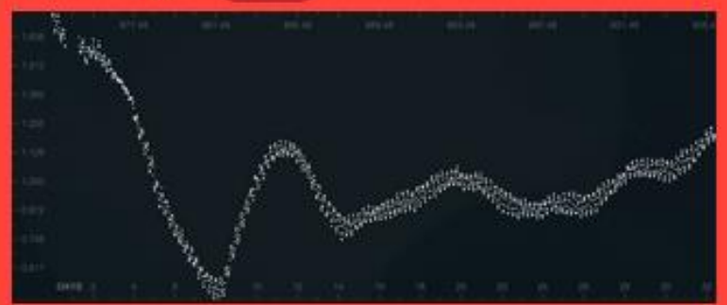
If so, highlight it on the light curve below!

This light curve contains at least one simulated transit, highlighted in red. ×

### Nice Work!

While you are classifying keep an eye out for unusual lightcurves and tag them with a hash tag on talk!

Use the tag: **#CV**



*Click on image to enlarge*

Cataclysmic variables (cv's) are a class of stars where the sudden ignition of material on the surface of a white dwarf results in gigantic increase in brightness for several days before returning to natural quiescent state.

### DISCUSSIONS ABOUT THIS STAR

*by* ***reich*** *Sun Dec 27 2015*

Q1-1 #transit

*by* ***bluswall*** *Thu Jan 14 2016*

Q1-1 #dip @ 25.9

*by* ***Hildifons*** *Sun Jan 17 201*

Q1-1

*by* ***LAIS_IONUT_ANTONEL*** *Mon Jan 18 2016*

Make a comment, or mark with a hashtag...

Submit

140 left

### JOIN THE CONVERSATION ON TALK

There's a lot more to discuss on Talk! Ask the science team a question, get help, or just comment on an interesting subject.

**Discuss on Talk**

**Add to Favorites**

### SIMULATION DETAILS

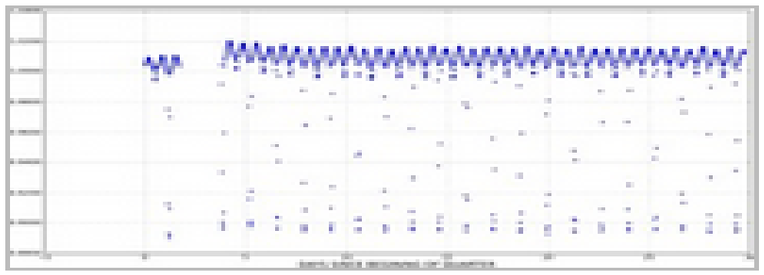
Planet Radius: 2.077226825 Earth Radii
Planet Period: 47.89535457 days

**Star Information**

Zooniverse Id APH00012vw | Kepler Id 7812193 | Quarter 1-1 | Magnitude 15.188 | Type K-Dwarf | Temp 5205 | Radius 0.835

**Next Subject**

OBJECT APH33060980



**Known eclipsing binary**
View Image  View Star  Examine Star
Collect this

COLLECTIONS WITH THIS OBJECT

GWIAZDY ZMIENNE ZACMIENIOWE

ECLIPSING BINARY

ECLIPSING BINARY

NO DISCUSSIONS YET

Start a discussion

KEYWORDS

eclipsingbinary

eclipsing

binary

Create a Keyword Set of objects like this

What do you think? 140

Submit

Definite EB
gemtech@netactive.co.za almost 2 years ago

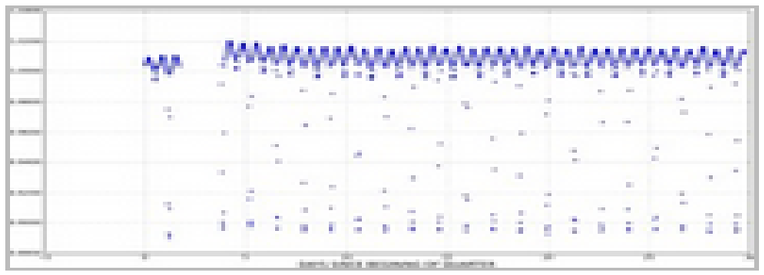
It is most probably an eclipsing binary
HelmutU almost 2 years ago

concur with ggccg
odd-duck almost 2 years ago

*Emily – Newcomer: "Oh this is what a bigger transit looks like, oh this is what a smaller transit looks like, oh this is what a not-transit looks like." And just kind of figuring out, with examples if what you found is something worthy or not"...*

eclipsing binary

# OBJECT APH33060980



**Known eclipsing binary**
View Image  View Star  Examine Star
Collect this

COLLECTIONS WITH THIS OBJECT

GWIAZDY ZMIENNE ZACMIENIOWE

ECLIPSING BINARY

ECLIPSING BINARY

NO DISCUSSIONS YET

Start a discussion

KEYWORDS

eclipsingbinary

eclipsing

binary

Create a Keyword Set of objects like this

What do you think? 140

Submit

Definite EB
gemtech@netactive.co.za almost 2 years ago

It is most probably an eclipsing binary
HelmutU almost 2 years ago

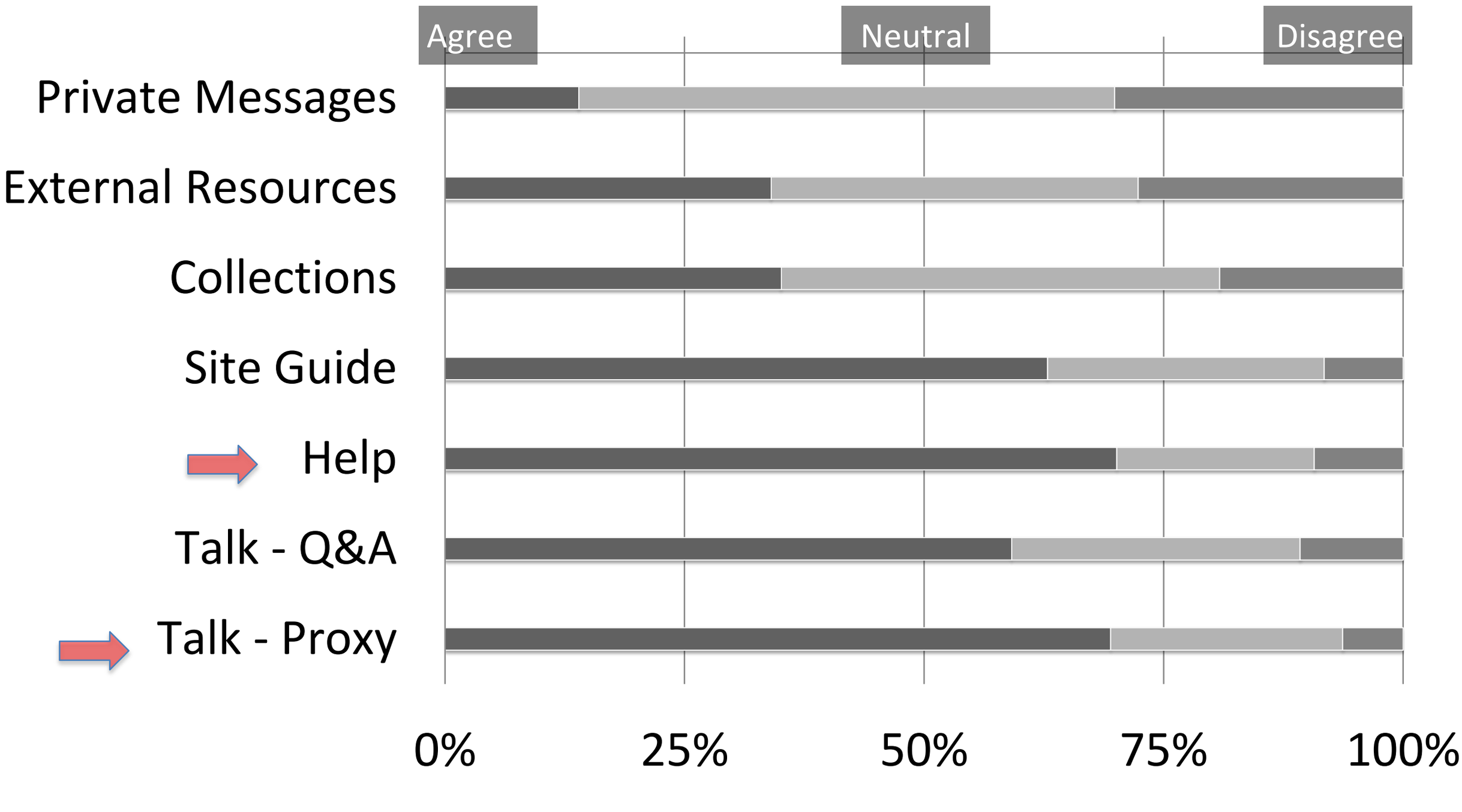
concur with ggccg
odd-duck almost 2 years ago

fernandao3112 almost 2 years ago

eclipsing binary

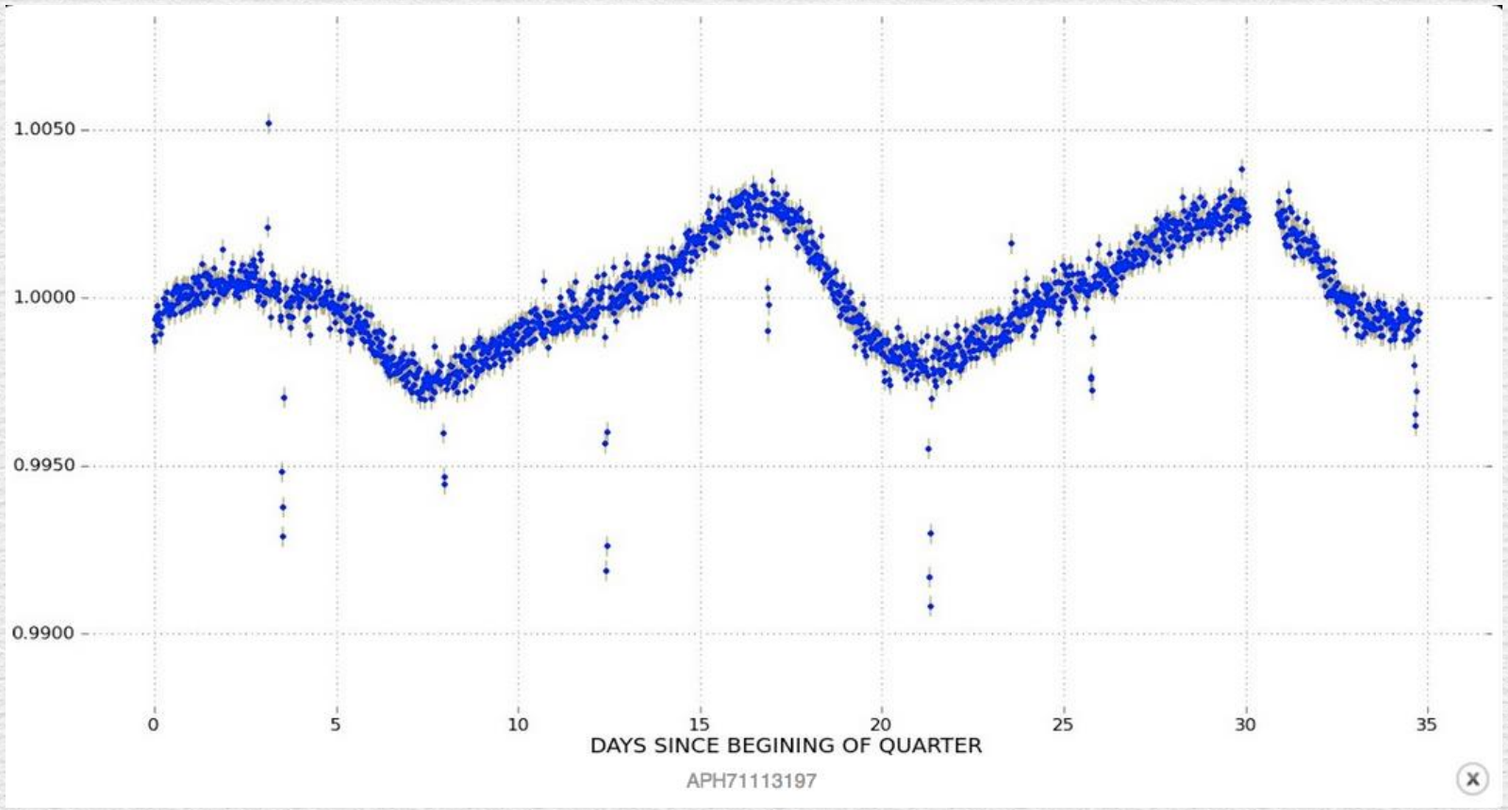
*Chris - Experienced : "There were certain people...who seemed to be the expert and when they commented I took their comments as a learning experience ".*

# Newcomers: Helpful Learning Tool?



# Practice Proxy Attributes

How well do Practice Proxies articulate context and specificity of practice?

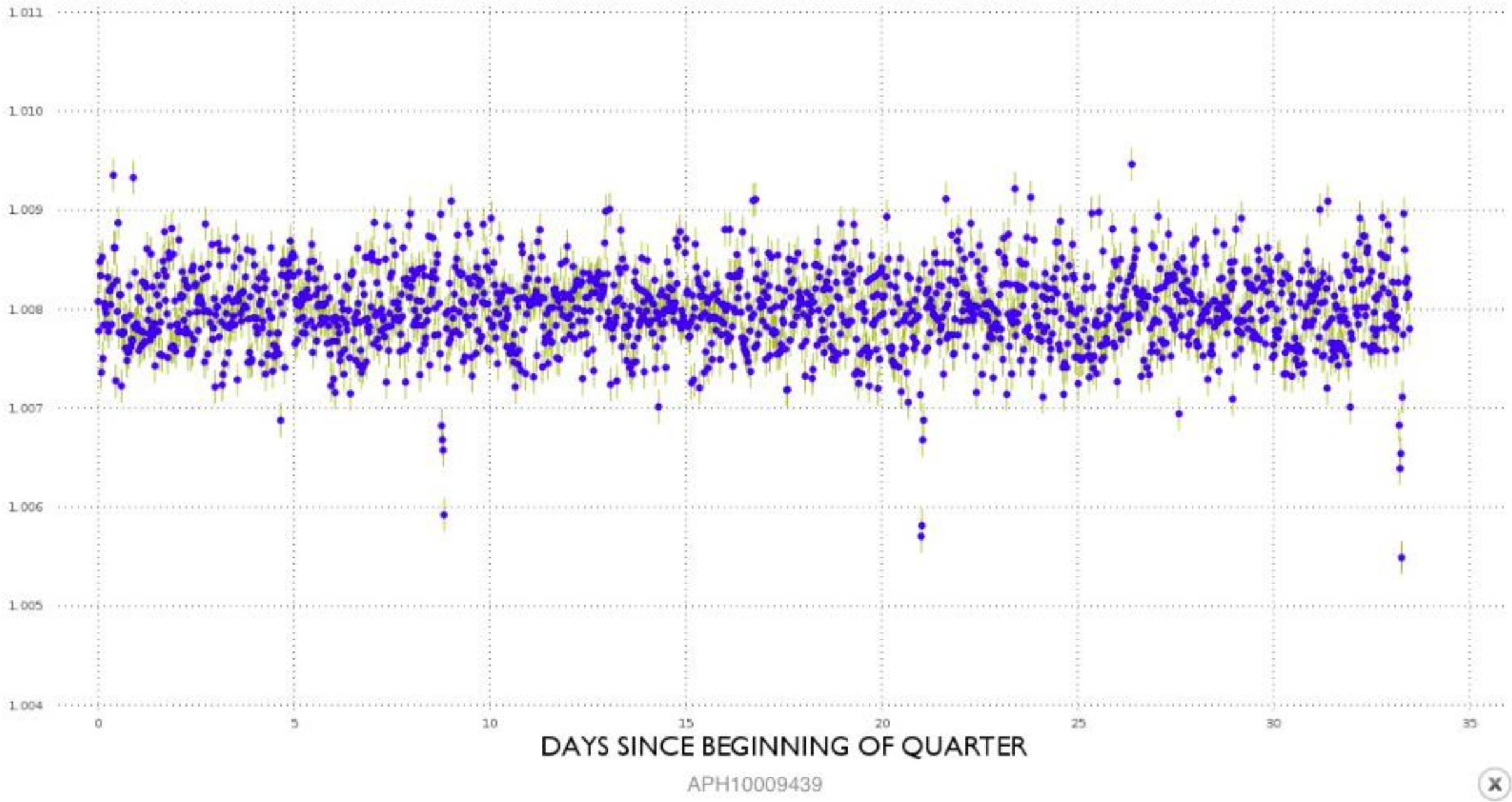



]“User A] "Beauty EBS. Bigger dips: 3, 12, 21 (every 9 days

# Practice Proxy Attributes

1. General characteristics
   - “I also don't see evidence of planet. All downspikes are consistent with the main pulsating plot”
2. Specific Characteristics
   - “There appears to be a dip at day ”16
3. Questioning Characteristics
   - “Possibly transits at days 28,29,30, but what truncated the peak at days 6 and ”?7

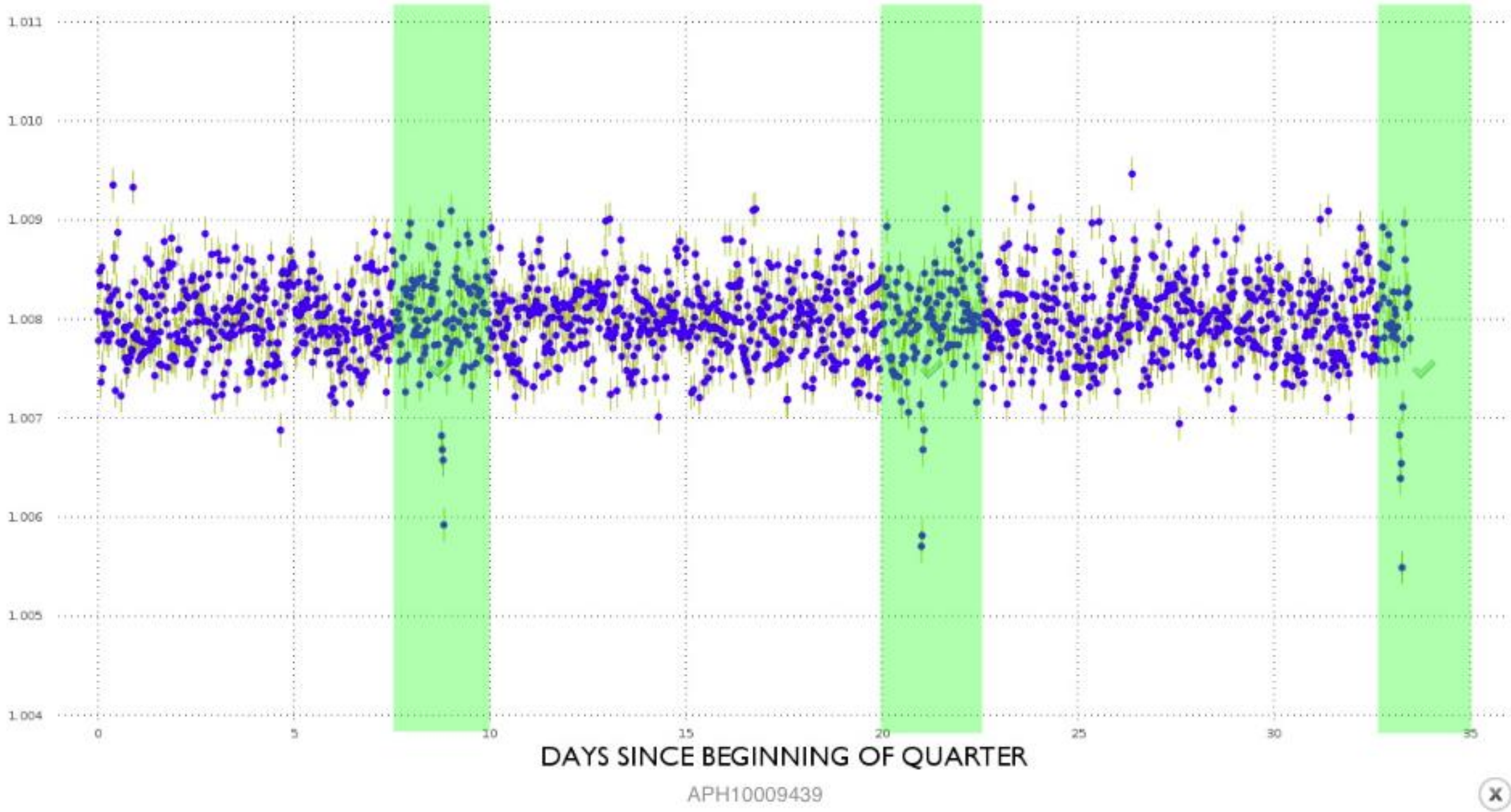
Click regions where you see a transit (remember...an image can contain many or zero transits).




APH10009439

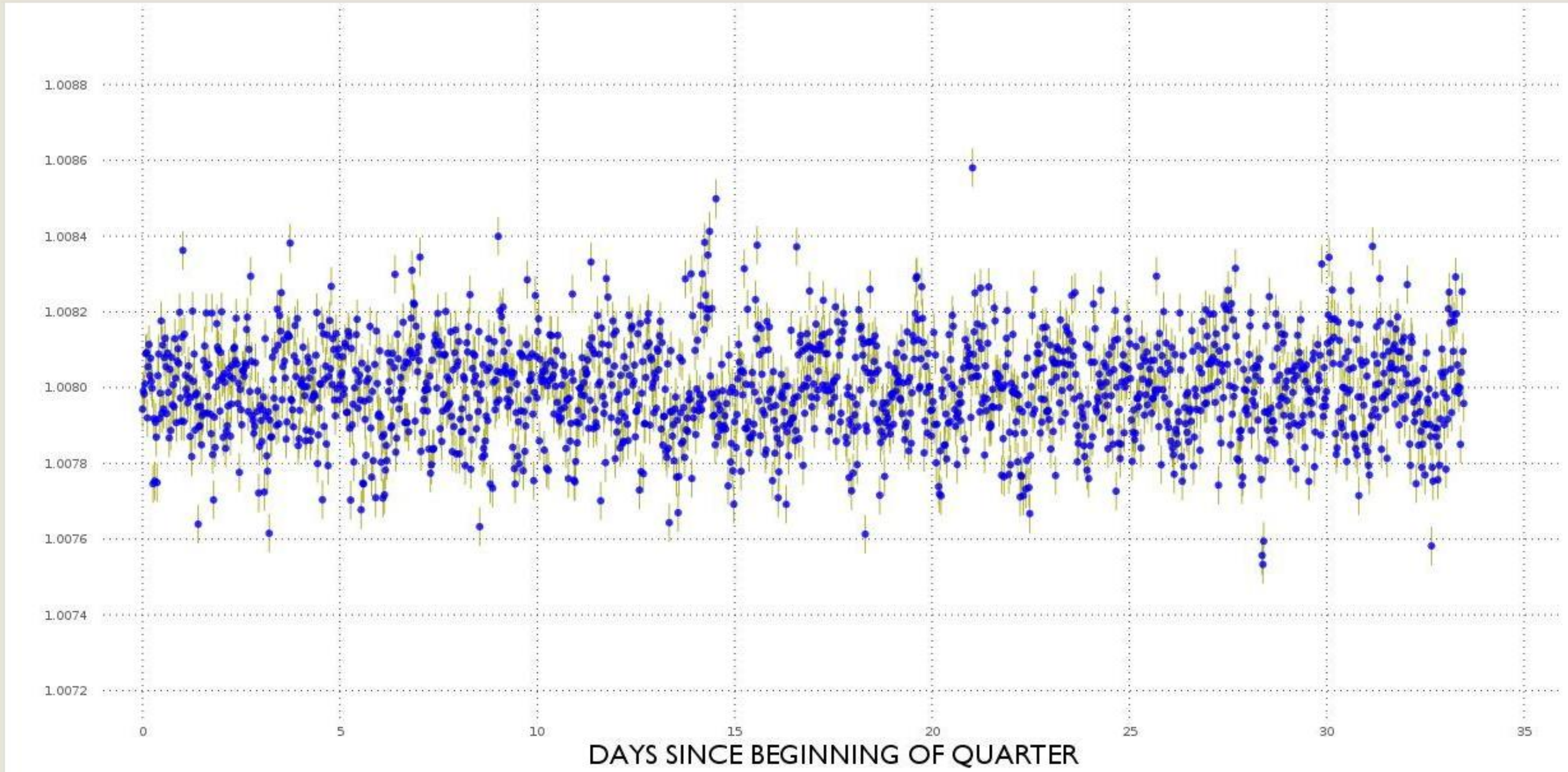
Feel free to post a comment for other users to view.

Click regions where you see a transit (remember...an image can contain many or zero transits).

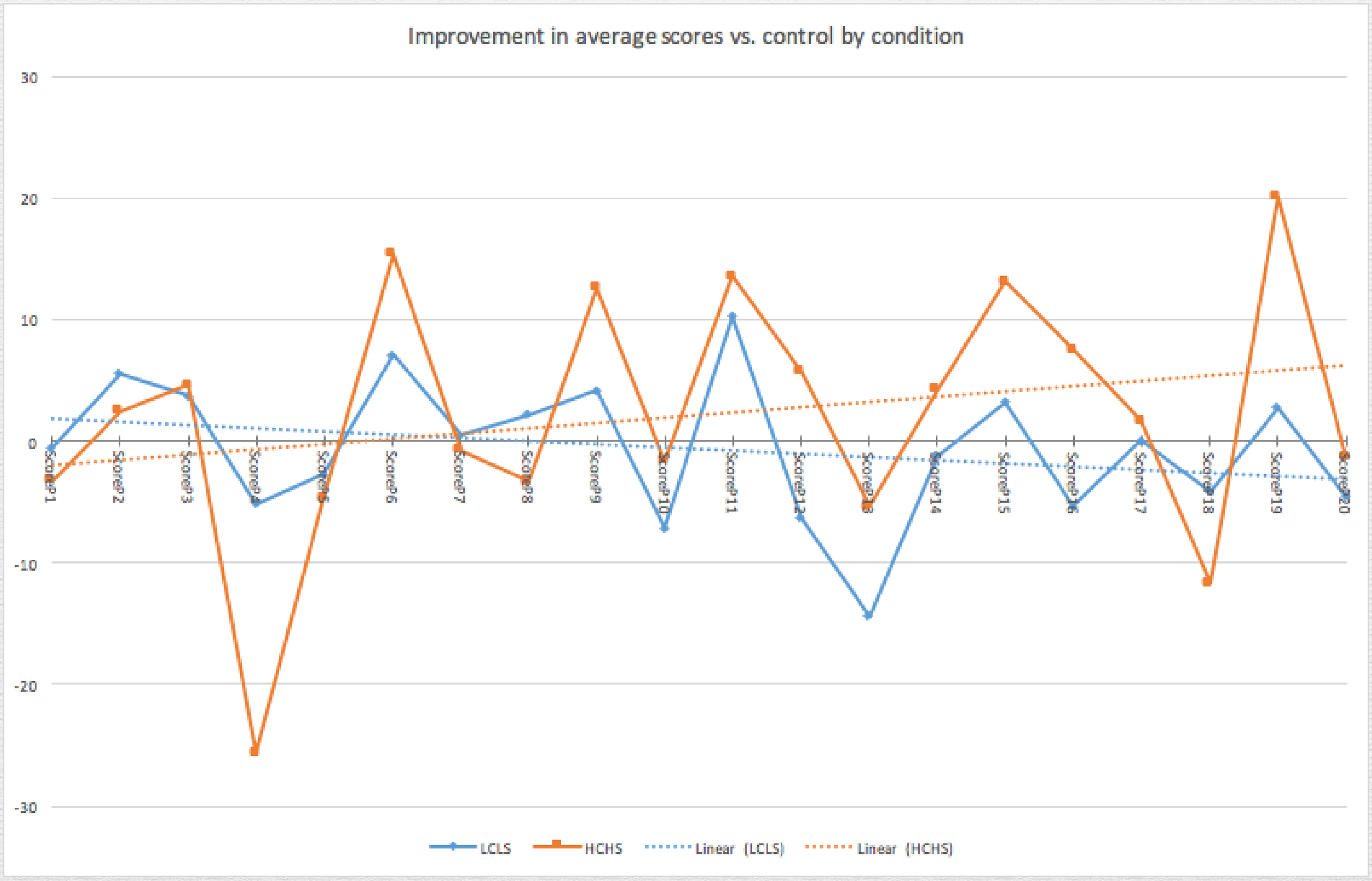



Feel free to post a comment for other users to view.

Below is the image you just annotated and a comment posted by another user. Feel free to add your own comment to the thread.




bugzlife: I see transits at d3, d18, and d32


Improvement in average scores vs. control by condition
30
20
10
0
-10
-20
-30
Score#1
Score#2
Score#3
Score#4
Score#5
Score#6
Score#7
Score#8
Score#9
Score#10
Score#11
Score#12
Score#13
Score#14
Score#15
Score#16
Score#17
Score#18
Score#19
Score#20
LCLS
HCHS
Linear (LCLS)
Linear (HCHS)

n=60

# Perpetuating Practice

1. Helping newcomers orient their practice
   - ✦ “New users, when they are becoming acclimated, can look at the work other users have posted and get tips on what is a transit…I know it helped me a lot when I was first doing it, to hear some of this discourse” -Moderator
2. Assessing quality of their work
   - ✦ “If there wasn't a forum, it would feel like you are doing the project on your own, you don't know if anyone else is doing it, you don't know if you are doing it right, so I think that the role of the forum is there to act as a community resource, but also to act as a backup for people when they need it.” -Moderator
3. Mapping exploratory practice to those of others

# Future research

# Open University of Israel

From Wikipedia, the free encyclopedia

Coordinates: 32°11′19.21″N 34°53′16.09″E

**The Open University of Israel** (Hebrew: האוניברסיטה הפתוחה, *HaUniversita HaPtukha*) is a distance-education university in Israel. Its administration center is located in the city of Ra'anana. As of 2006, the Open University had taught around 39,000 students.

The university has more students than any other academic institution in Israel, coming from all over the world. The university is accredited to award undergraduate and postgraduate degrees, diplomas and certificates.

**Contents** [hide]


1 History
2 Undergraduate studies
3 Graduate studies
4 Affiliation with other universities
5 Notable alumni
6 See also
7 References
8 External links

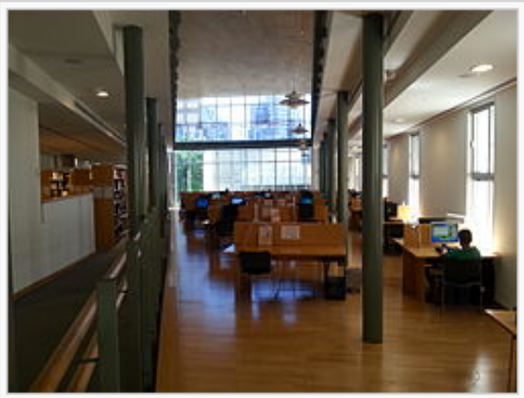

**Open University of Israel**

האוניברסיטה הפתוחה

| | |
|---|---|
| **Type** | Distance education<br>Public |
| **Established** | 1974 |
| **Budget** | $150 million |
| **Chancellor** | The Rt. Hon. Lord Woolf |
| **President** | Yaakov Metzer[1] |
| **Vice-Chancellor** | Abraham Ginzburg |
| **Principal** | David Klibanski |
| **Vice-Presidents** | Ora Limor |
| **Students** | 48,000 |
| **Location** | Ra'anana, Israel |
| **Website** | www.openu.ac.il |

THE OPEN UNIVERSITY OF ISRAEL

## History [ edit ]



Library of Open University of Israel

The Open University of Israel was conceived in 1971 and founded in 1974, modeled after the UK's Open University. The first semester of studies commenced on October 17, 1976. In 1980, the Open University was officially recognized as an institute of higher learning in Israel, and was accredited to award undergraduate or bachelor's degrees (BA). In 1982, 41 graduates were awarded BA diplomas at the university's first diploma ceremony.

By 1987, the university had 11,000 students and offered 180 courses. The university grew rapidly and by 1993, it had 20,000 students and 300 courses, and 405 new graduates. Then, in 1996, the university launched its postgraduate program offering courses towards a master's degree (MA). By 2002, the university had grown to 36,710 enrolled students and by 2003, more than 13,000 people had graduated the university with an academic degree.

In 2010, the Open University began offering online courses taught in Russian. Students could enroll worldwide for 24 courses, most of them with Israeli or Jewish content. According to the online program, examinations can be held at Israeli consulates and Jewish Agency offices around the world.[2]

Building of the Educational Technology Center

## Undergraduate studies [ edit ]

The Open University is open to anyone who wishes to study towards a bachelor's degree, without any prerequisites or screening process. However, the Open University still has high standards and demands academic achievements from its graduates. Another way in which the Open University is *open* is in the study path it offers to its students. When enrolling in the university, the student does not need to decide the primary focus of his or her degree, nor to

# Open University of Israel: Revision history

Help

View logs for this page

Browse history

From year (and earlier): 2016 From month (and earlier): all Tag filter: Show

For any version listed below, click on its date to view it. For more help, see Help:Page history and Help:Edit summary.

External tools: Revision history statistics · Revision history search · Edits by user · Number of watchers · Page view statistics

(cur) = difference from current version, (prev) = difference from preceding version, **m** = minor edit, → = section edit, ← = automatic edit summary

(newest | oldest) View (newer 50 | older 50) (20 | 50 | 100 | 250 | 500)

Compare selected revisions

- (cur | prev) 21:38, 4 January 2016 37.142.133.231 (talk) . . (8,309 bytes) (-23) . . *(→See also: there is no connection between the deleted link and this article)* (undo)
- (cur | prev) 16:30, 2 December 2015 RaphaelQS (talk | contribs) . . (8,332 bytes) (0) . . (undo)
- (cur | prev) 00:10, 5 October 2015 RaphaelQS (talk | contribs) . . (8,332 bytes) (+240) . . (undo)
- (cur | prev) 18:45, 7 September 2015 RaphaelQS (talk | contribs) . . (8,092 bytes) (+31) . . (undo)
- (cur | prev) 18:41, 7 September 2015 RaphaelQS (talk | contribs) . . (8,061 bytes) (+6) . . (undo)
- (cur | prev) 18:27, 7 September 2015 RaphaelQS (talk | contribs) . . (8,055 bytes) (+70) . . (undo)
- (cur | prev) 07:17, 17 May 2015 192.114.2.36 (talk) . . (7,985 bytes) (-71) . . (undo)
- (cur | prev) 16:50, 11 March 2015 Supreme Deliciousness (talk | contribs) . . (8,056 bytes) (-23) . . *(I dont see any consensus at the talkpage for this.)* (undo)
- (cur | prev) 04:19, 11 March 2015 Cptnono (talk | contribs) . . (8,079 bytes) (+23) . . *(doesn't matter if it was a sock. The reasoning was enough for me. The guy wasn't was convicted of murder and that is a large part of the notability.)* (undo)
- (cur | prev) 01:43, 9 March 2015 Supreme Deliciousness (talk | contribs) . . (8,056 bytes) (-23) . . *(rv sock)* (undo)
- (cur | prev) 08:49, 7 March 2015 Hertz1888 (talk | contribs) **m** . . (8,079 bytes) (-3) . . *(→Notable alumni: gram. & punct.)* (undo)
- (cur | prev) 08:20, 7 March 2015 Hertz1888 (talk | contribs) **m** . . (8,082 bytes) (+24) . . *(Reverted 1 edit by Hertz1888 (talk): Self-reverting accidental edit; existing description seems a decent compromise. (TW))* (undo)
- (cur | prev) 07:57, 7 March 2015 Hertz1888 (talk | contribs) **m** . . (8,058 bytes) (-24) . . *(Reverted edits by I invented "it's not you, it's me" (talk) to last version by Zero0000)* (undo)
- (cur | prev) 23:28, 1 March 2015 I invented "it's not you, it's me" (talk | contribs) . . (8,082 bytes) (+24) . . *(per Samir Kuntar)* (undo)
- (cur | prev) 23:23, 1 March 2015 Zero0000 (talk | contribs) . . (8,058 bytes) (-85) . . *(→Notable alumni: delete blatant pov pushing)* (undo)
- (cur | prev) 23:40, 27 February 2015 I invented "it's not you, it's me" (talk | contribs) . . (8,143 bytes) (+85) . . *(you're confused about who needs to get consensus here. You're the one who added the controversial entry)* (undo)
- (cur | prev) 17:42, 26 February 2015 Supreme Deliciousness (talk | contribs) . . (8,058 bytes) (-85) . . *(you have no consensus for your change)* (undo)
- (cur | prev) 14:55, 26 February 2015 I invented "it's not you, it's me" (talk | contribs) . . (8,143 bytes) (+85) . . *(The other people on the list aren;t known for murdering 4 year old girls)* (undo)
- (cur | prev) 11:56, 25 February 2015 Supreme Deliciousness (talk | contribs) . . (8,058 bytes) (-85) . . *(All other people in this list have very little text, only their title/job. Also he most likely didn't kill her but was framed by a court of an enemy country.)* (undo)
- (cur | prev) 02:06, 25 February 2015 I invented "it's not you, it's me" (talk | contribs) . . (8,143 bytes) (-2) . . *(→Notable alumni)* (undo)
- (cur | prev) 02:05, 25 February 2015 I invented "it's not you, it's me" (talk | contribs) . . (8,145 bytes) (+49) . . *(→Notable alumni: ok, and this too.)* (undo)

# Talk:Open University of Israel

From Wikipedia, the free encyclopedia

This article is within the scope of **WikiProject Israel**, a collaborative effort to improve the coverage of Israel on Wikipedia. If you would like to participate, please visit the project page, where you can join the discussion and see a list of open tasks.

*Israel portal*

**Start** This article has been rated as **Start-Class** on the project's quality scale.

**High** This article has been rated as **High-importance** on the project's importance scale.

**Project Israel To Do:** [show]

This article is within the scope of **WikiProject Universities**, a collaborative effort to improve the coverage of universities and colleges on Wikipedia. If you would like to participate, please visit the project page, where you can join the discussion and see a list of open tasks.

*University portal*

**Start** This article has been rated as **Start-Class** on the project's quality scale.

**Contents** [hide]


1 Do all courses require some face-to-face teaching?
2 Fair use rationale for Image:Open university israel logo.jpg
3 to know about the courses offered by this university
4 to know about the courses offered by this university
5 to know about the courses offered by this university
6 Samir Kuntar


## Do all courses require some face-to-face teaching? [ edit ]

"Open university" is sometimes used for distance learning universities (e.g. Open Universities Australia) which offer some courses with no face-to-face requirement. I did a history course with Open Universities Australia while not even in Australia. Does the Open University of Israel have such courses? It might be good to clarify this. --Singkong2005 [talk] 05:55, 1 August 2006 (UTC)

> It is possible, though it is not common, for people abroad to study in the Open University. They have to pay slightly more for that privilege, have no classes and have to take their tests in the Israeli Embassy, though. Simpsonary 15:18, 9 February 2007 (UTC)
>
> It is also possible for local students to study without face to face teaching, and attending only the final exams. Liransh 19:04, 17 May 2007 (UTC)

## Fair use rationale for Image:Open university israel logo.jpg [ edit ]

**Image:Open university israel logo.jpg** is being used on this article. I notice the image page specifies that the image is being used under fair use but there is no explanation or rationale as to why its use in **this** Wikipedia article constitutes fair use. In addition to the boilerplate fair use template, you must also write out on the image description page a specific explanation or rationale for why using this image in each article is consistent with fair use.

Please go to the image description page and edit it to include a fair use rationale. Using one of the templates at Wikipedia:Fair use rationale guideline is an easy way to insure that your image is in compliance with Wikipedia policy, but remember that you must complete the template. Do not simply insert a blank template on an image page.

# zooniverse / Panoptes-Front-End



Branch: **master**

Commits on Feb 11, 2016

**Merge pull request #2201 from alexbfree/lab-page-tweak** ···
**brian-c** committed 4 hours ago

0663c82

**Highlight the current line on hover**
**alexbfree** committed 4 hours ago

73b9f07

Commits on Feb 10, 2016

**Merge pull request #2197 from zooniverse/nicer-dev-classifier** ···
**simensta** committed 20 hours ago

9295afa

**Dev classifier is not found on production**
**brian-c** committed 21 hours ago

bd2bc68

**Merge pull request #2196 from zooniverse/security-page** ···
**brian-c** committed 23 hours ago

7419172

**Merge pull request #2191 from zooniverse/more-robust-field-guide** ···
**simensta** committed a day ago

c6b61b4

**Merge pull request #2173 from mrniaboc/master** ···
**srallen** committed a day ago

42441e4

**Fix broken icon link**
**brian-c** committed a day ago

b5f13b3



**Split out dev classifier, show current annotations**

b5a0d2a

# Several minor comments #3

Edit New issue

Open **crowston** opened this issue on 4 Jun 2015 · 2 comments

**crowston** commented on 4 Jun 2015

A-5 duplicates A-3
Is C the community producing the data or the community the data are about? I guess the later, but it could be clarified.
It might be useful to separate Ethics from IRB compliance. For the later, using the definitions from the IRB for things like human subjects would be good. Of course, that would be only a US view; I don't know the other rules.
DS-2: what about datasets that aren't published.
Minor typo: D3-6 should be DS-6
DS-6 suggests the need for a taxonomy of processing levels like http://uregina.ca/piwowarj/Think/ProcessingLevels.html
Optional DS-4 and DS-5 reuse the numbers
Optional DS-5 is the start of a bigger category of Provenance. That could even include pointers to the scripts used, the settings, etc.

**libbyh** commented on 4 Jun 2015 Owner

Fixed the duplicates, typos, and numbering issues.

The rest I leave here for people to comment on. I remember the group was hesitant to introduce any

**Labels**
None yet

**Milestone**
No milestone

**Assignee**
No one assigned

**Notifications**
Unsubscribe
You're receiving notifications because you authored the thread.

**3 participants**

# Whales as Individuals Talk



Search...

## Subject 1293114

kk-canada

@kk-canada

December 28th 2015, 3:55 pm

Subject 1293114

#verygood

Helpful (0) Reply Link

### Popular Tags:

#verygood
#good
#oddangle
#blurry
#lowvalue
#smallimage
#edgeon
#brown
#dailyzoo
#otherwhale
#notail
#enhanced
#battlescars
#boat
#sealions
#missingtip
#topoftail
#dolphin
#lobtailing
#anotherwhale

# Who Volunteers?

## 40-41Years Old

)Range 18 – 80+, SD=15 yrs(

## Male

)Over 2:1 Male to female (

## Educated

64%)bachelors or higher(

## Technical/skilled job

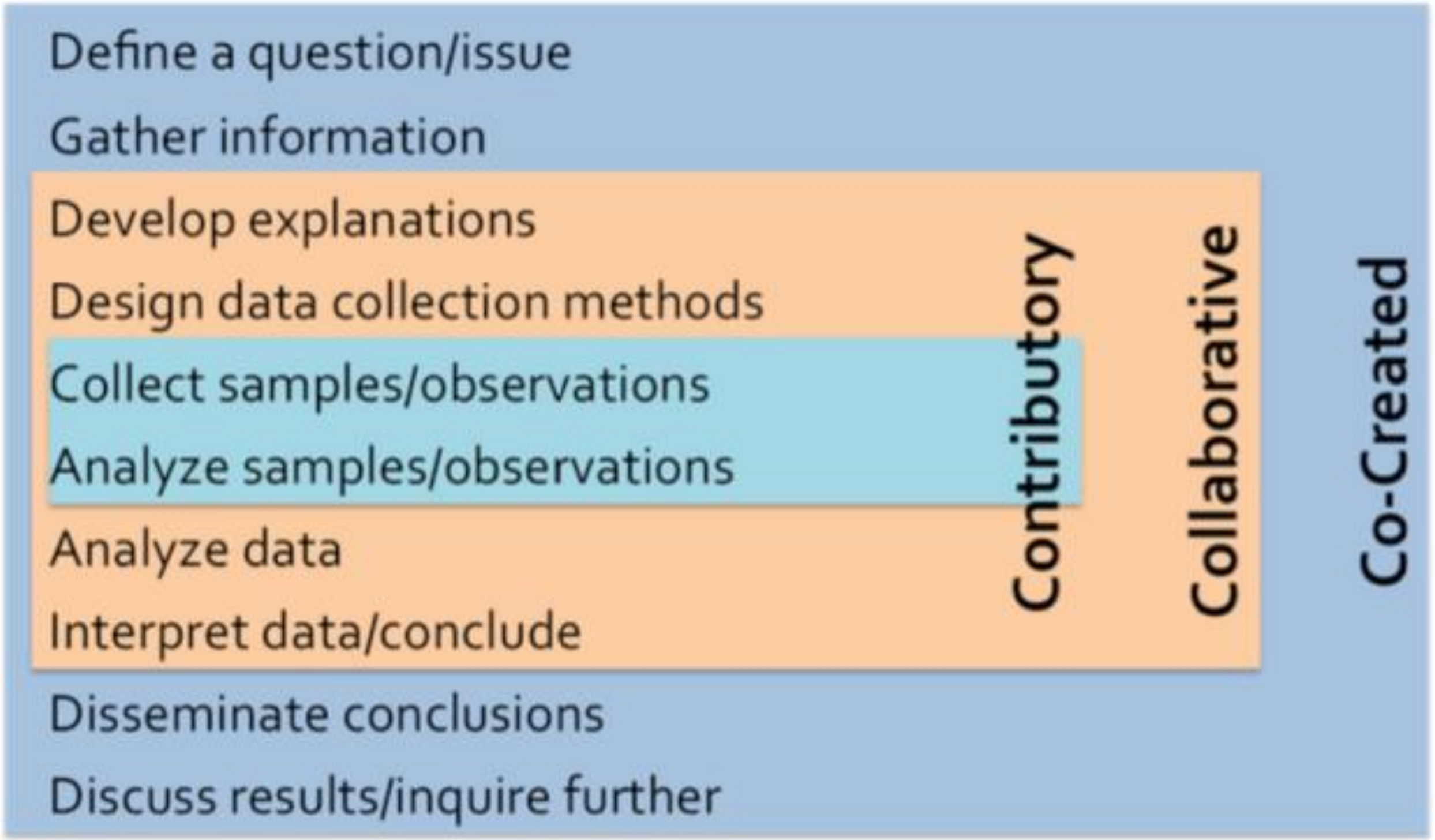
)Computers, math, science, also educator, retired(

## From US

)Or other English-speaking country(

Survey of 721 volunteers selected from 11 zoos: Galaxy Zoo, Hubble; GZ mergers; Supernovae; Solar Storm Watch; Old Weather, Milky Way Project; Moon Zoo; Ice Hunters; Ancient Lives; Planet Hunters; Whale FM

)From Carney, Roddick, Reed & Cook(




Shirk & Bonney, 2015

# Alliance for Aquatic Resource Monitoring (ALLARM)

## About

- Staff
- Job Opportunities
- History

The Alliance for Aquatic Resources Monitoring (ALLARM) envisions people who are empowered through science education to participate in decision making about water resources in their local community. ALLARM is a program of Dickinson College that achieves its mission by providing an enhanced educational experience for Dickinson students to learn fundamental environmental, community engagement, science education, and non-profit skills.

We engage communities to use science as a tool to investigate the health of their streams and to use the data they generate for aquatic protection and restoration efforts. ALLARM has provided capacity building assistance to Pennsylvania communities to monitor, protect and restore local waterways since 1986.

### VOLUNTEER MONITORING

### CARLISLE & CAMPUS

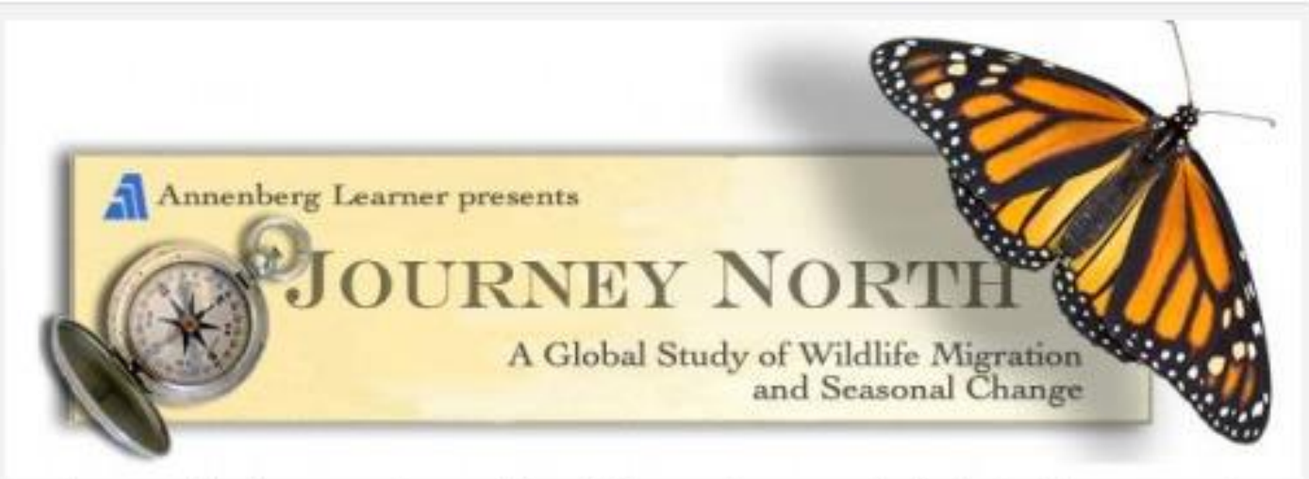
### NEWS & EVENTS

# Citizen Science in The Classroom: Monarch Migration

By Karen McDonald September 8th, 2014 at 10:19 pm | Comment

*Editor's Note: This post has been republished and shared in celebration of **SciStarter's Back To School** campaign where you will find 10 citizen science projects aligned with Next Generation Science Standards.*

## Using Journey North's Monarch Project to Meet Common Core and Next Generation Teaching Standards




Journey North supports a variety of citizen science projects, including monarch migration. (Photo: Journey North)

***Citizen Science and Monarch Migration as a Teaching Tool***
**Grades:**

**Search this blog**

Search for: Search

**Stay Connected with SciStarter**

**SciStarter Twitter Stream**

Tweets by @SciStarter

**Authors**

Read about our bloggers

**Talk to Us**

What do you think of the SciStarter blog? What would you like us to write about? Please add comments to any post.

**Recent Comments**

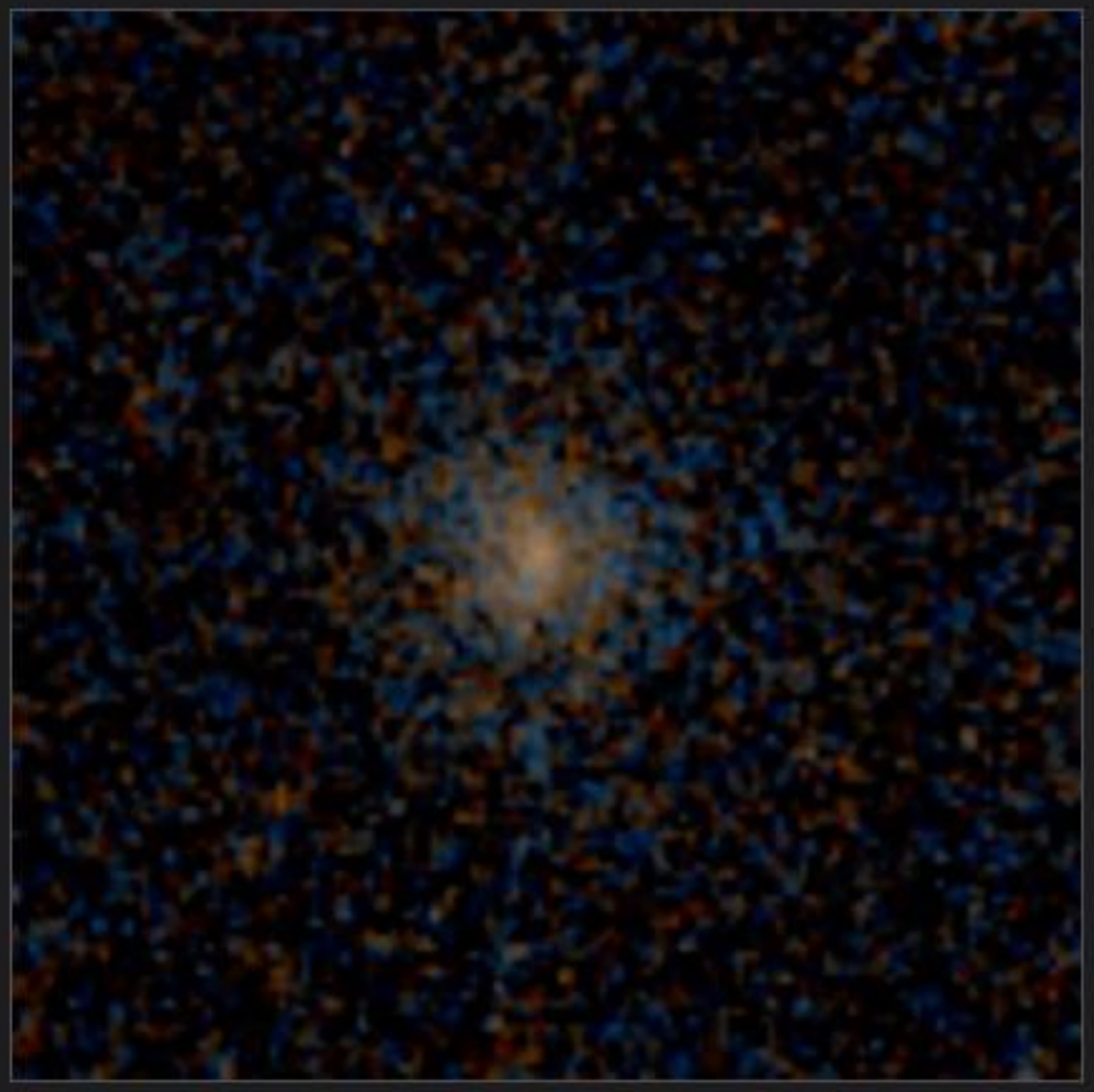
David I like to read and learn a lot about science, and this is great for me to improve my knowledge.
Is There a Community Lab Near You? – Find lab space, equipment, and training in your area! · 8 months ago

**pcallen** Thanks for writing this encouraging article Sharman, it is amazing what even a drop of nature can do for children! And it speaks volumes to what we can see as adults if we only go outside and...
Celebrating the Next Generation of Bird Watchers [Guest Post] · 8 months ago

**Eve Barnett** This article is so great that it should be in National Geographic. All of the information is very precise. http://1yearmbaprograms.info/m...

# GALAXY ZOO HUBBLE





Invert galaxy image  Add to my favourites

## Classify galaxies

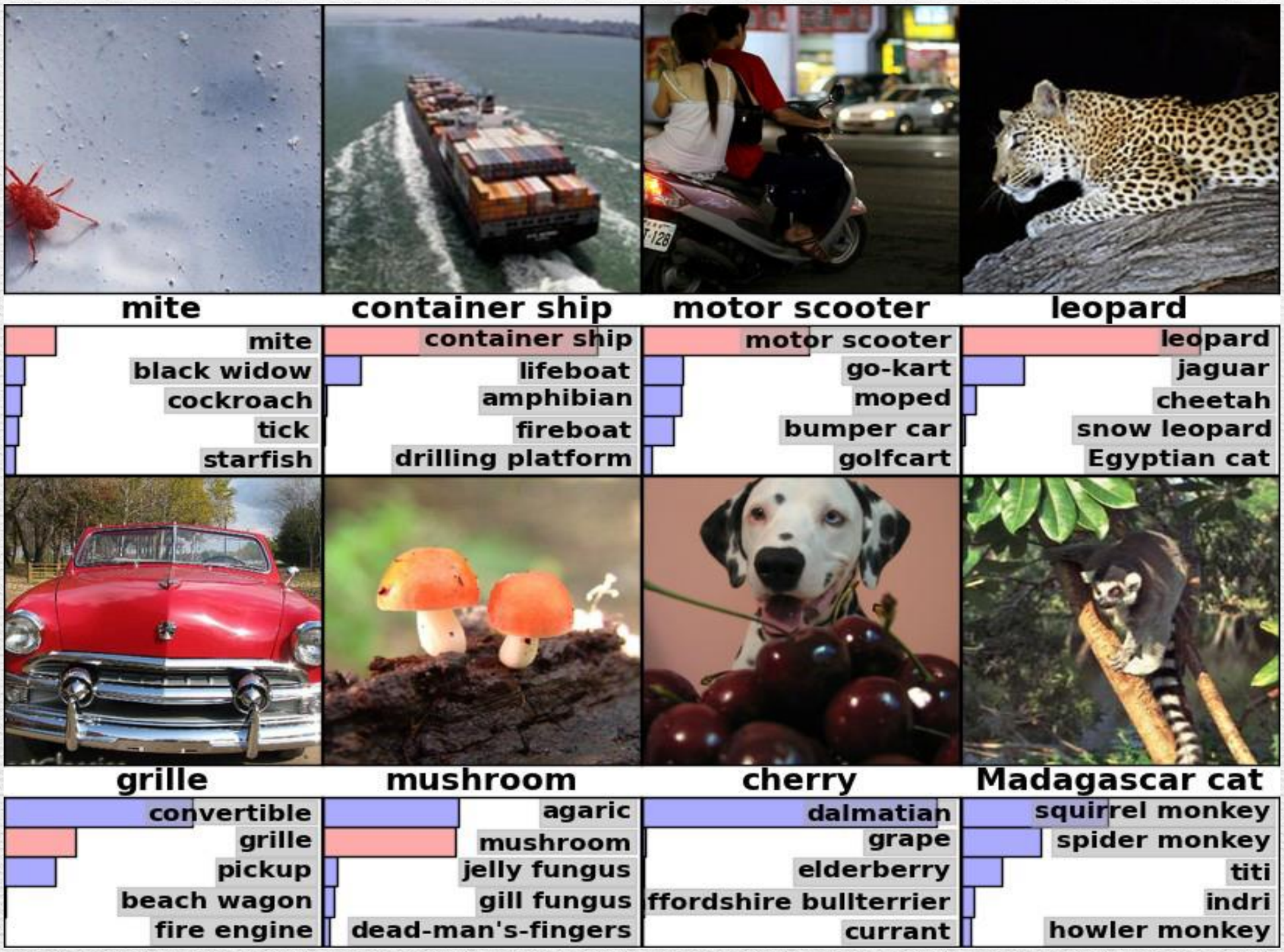
Answer the question below using the buttons provided.

**Is the galaxy simply smooth and rounded, with no sign of a disk?**

Smooth | Features or disk | Star or artifact

# Deep learning

Training a deep CNN neural network to classify 1.2 million images into **1000** categories

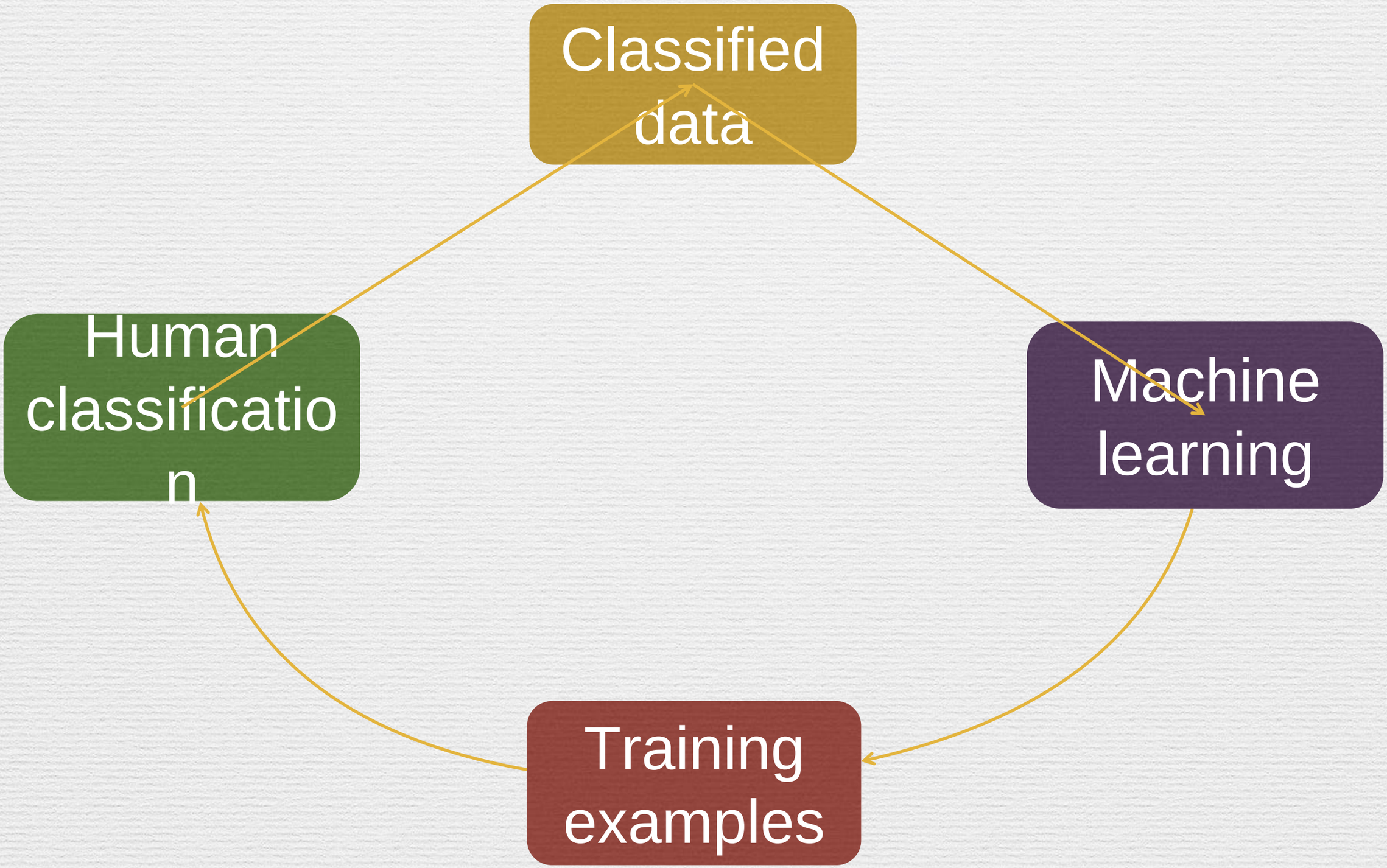


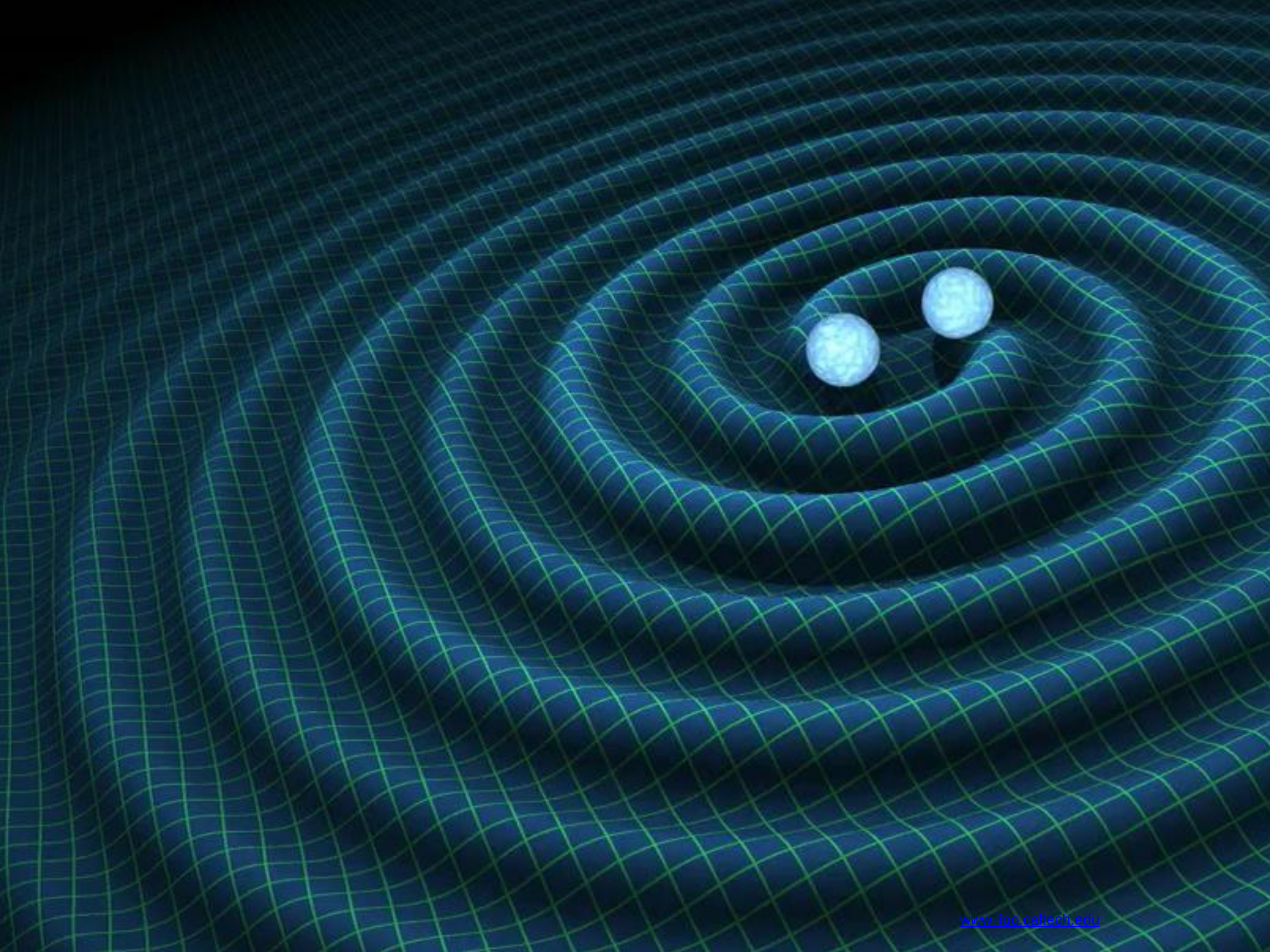

Top-5 accuracy

(2012) **84.**

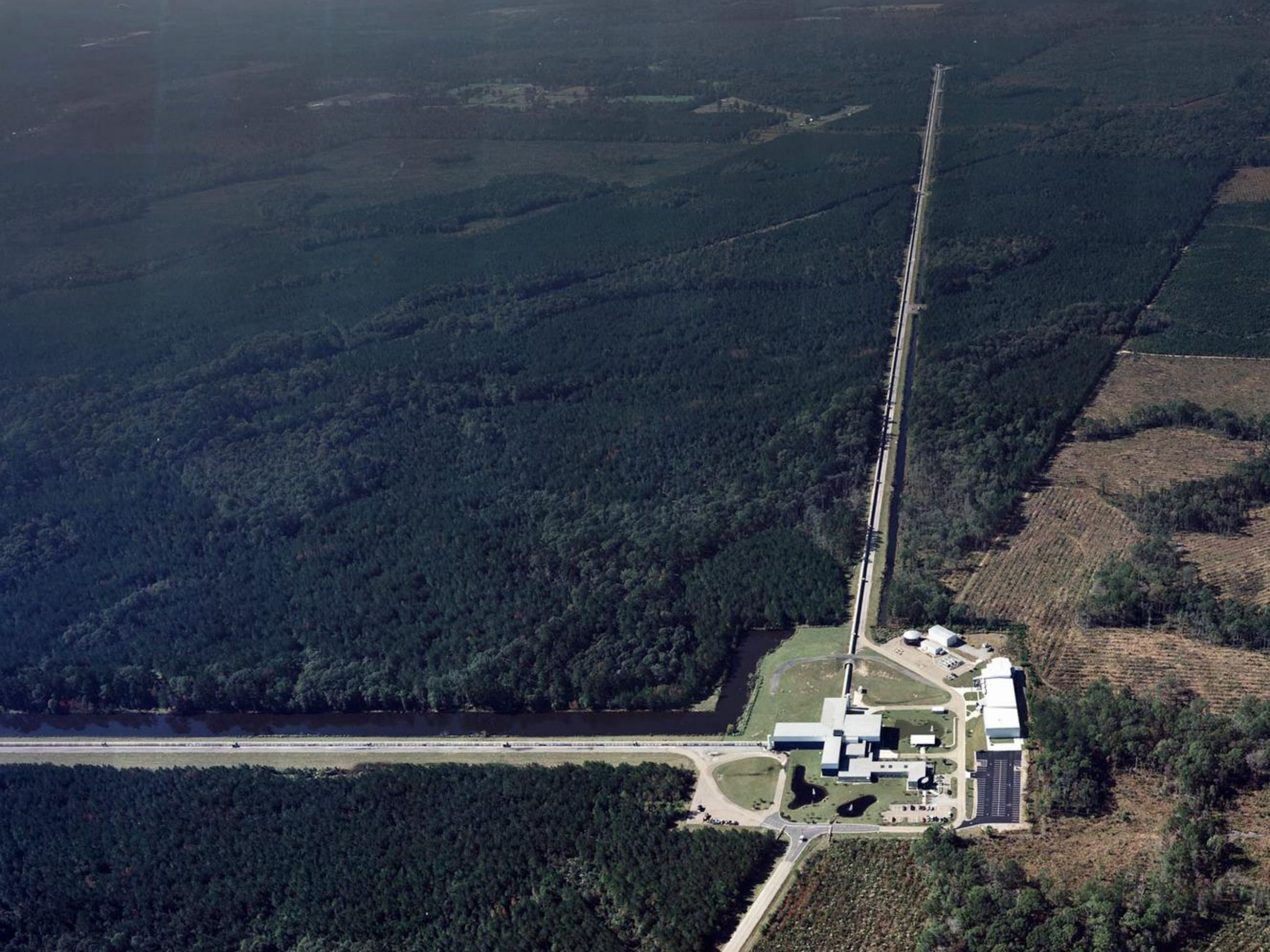
(2013) **88.**

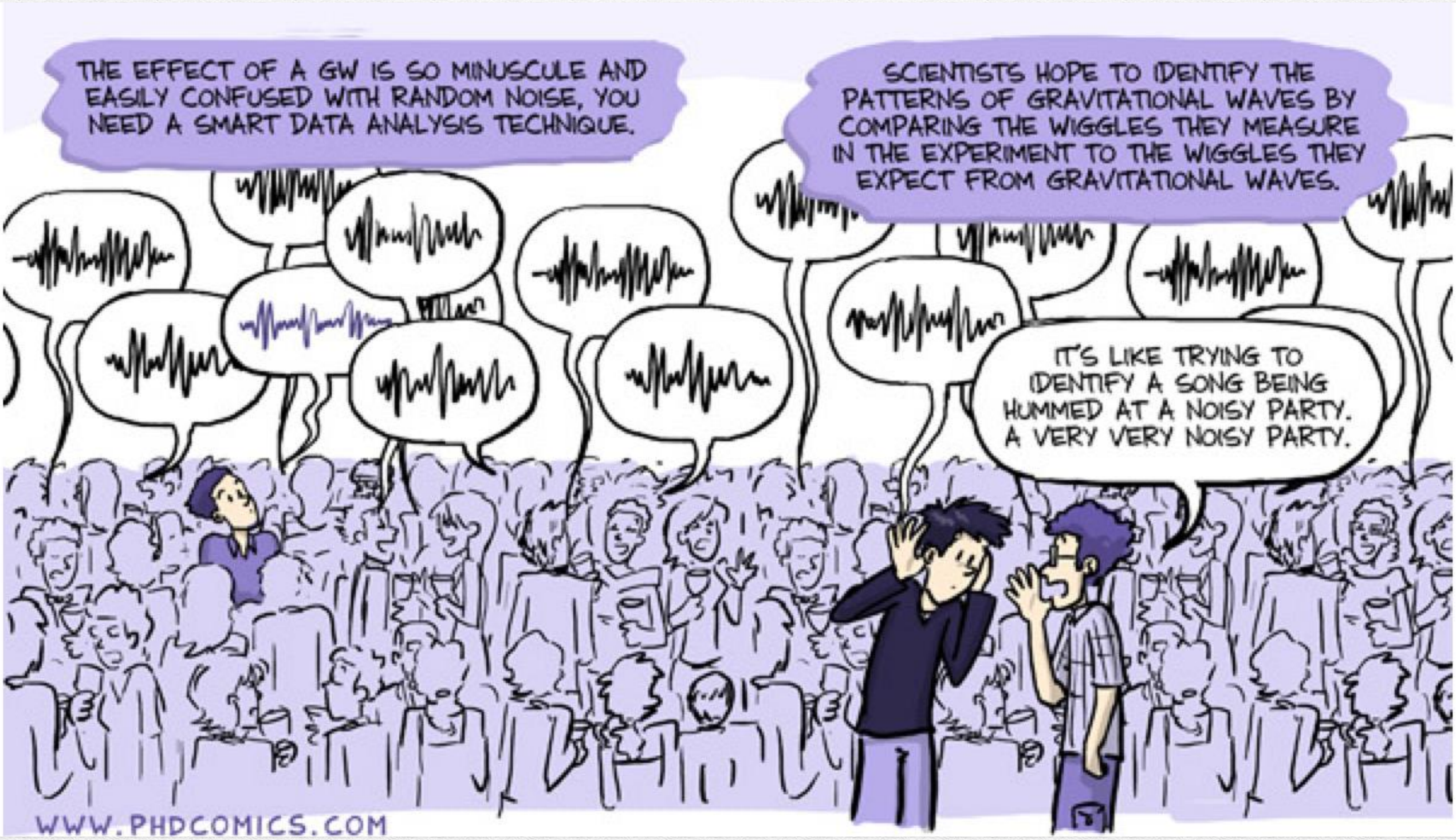
Image credit : Hinton's group


Classified data
Human classification
Machine learning
Training examples

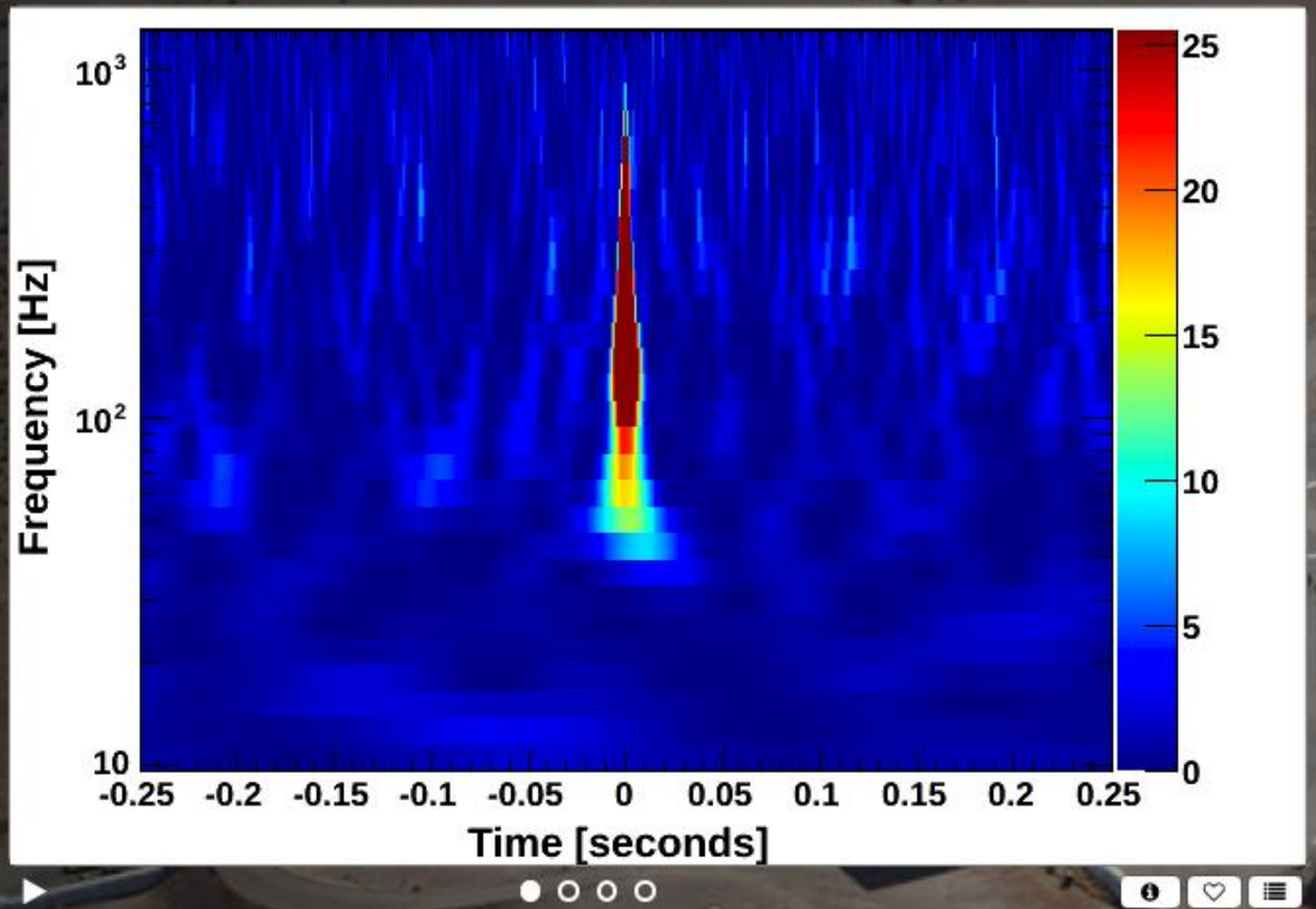


www.ligo.caltech.edu






14Sept event




| Coat | Antlers |
| --- | --- |
| Whistle / Beat Note | Blip |
| Koi Fish | Extremely "Loud" |
| 60 Hz Power Mains | Harmonics |
| Scattered Light | None of the Above |

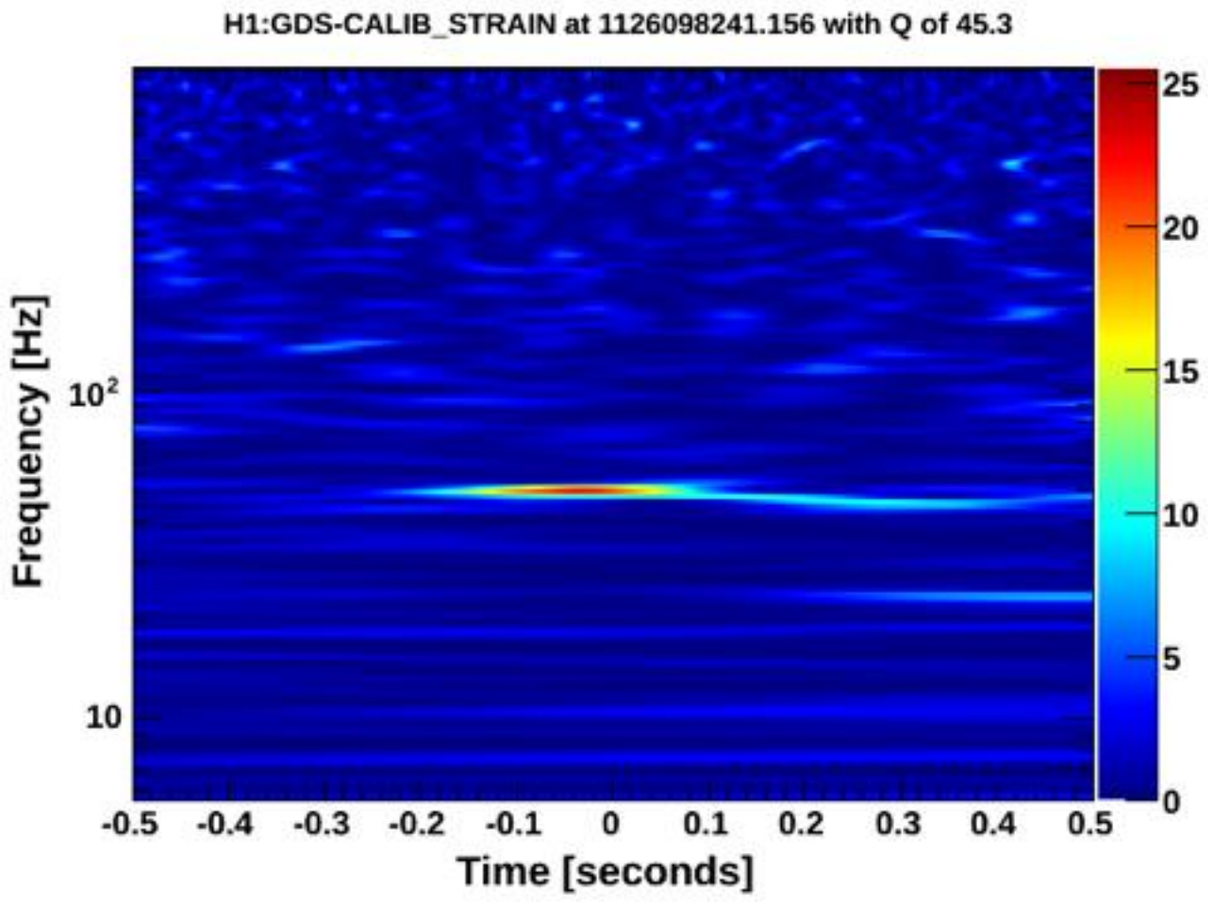
Showing 8 of 8. ⊘ Clear filters

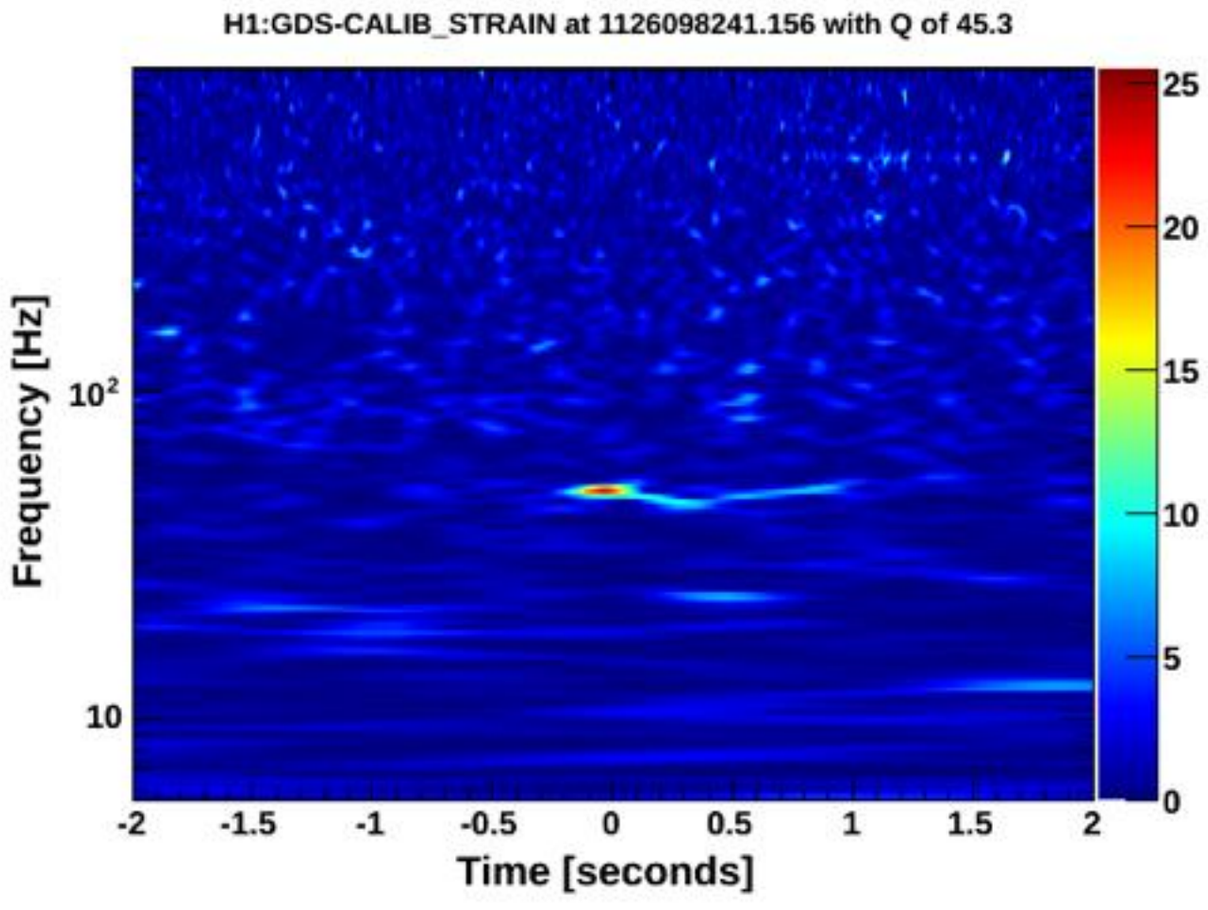
Back **Done**

Show the project tutorial

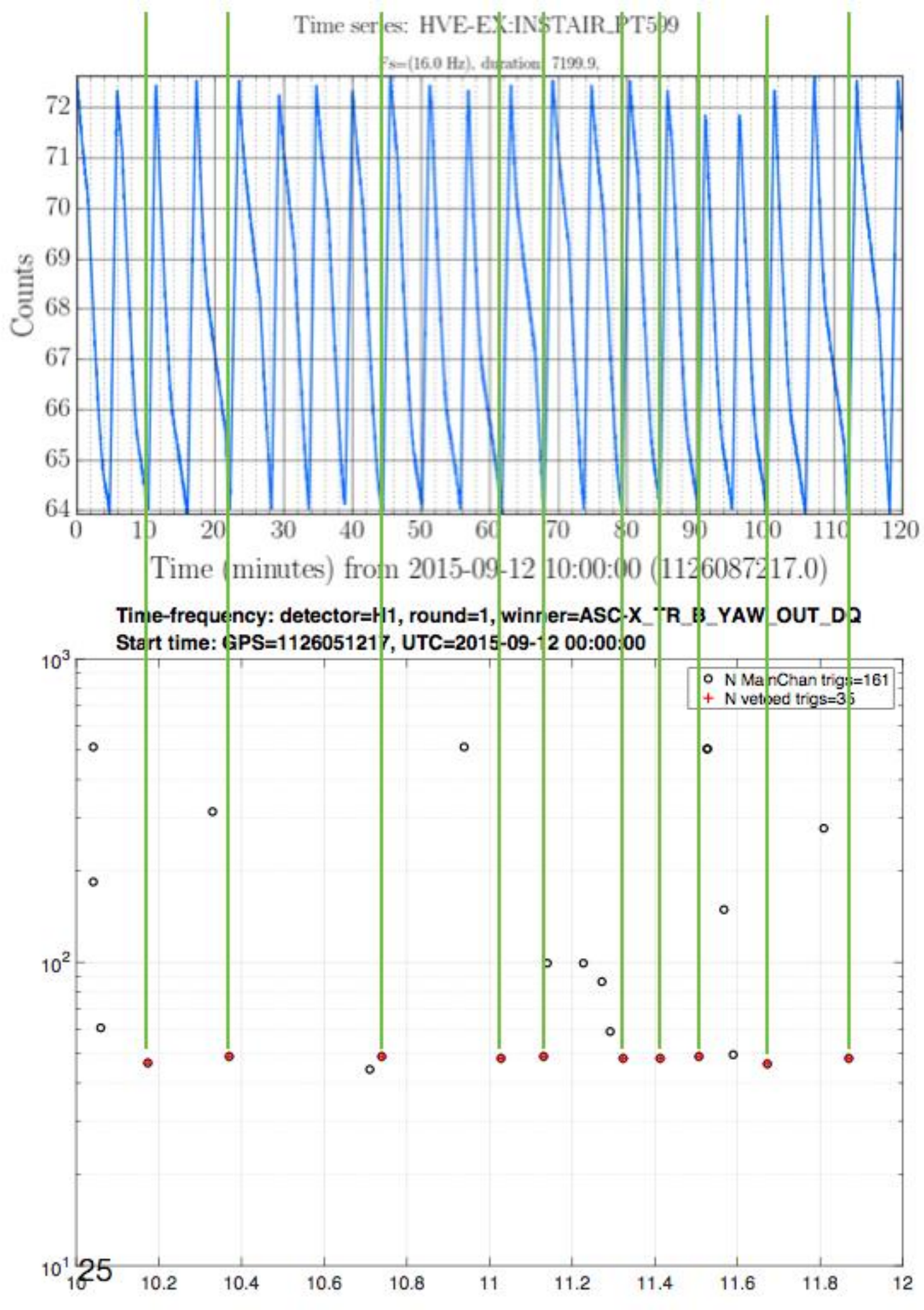
This project has been built using the Zooniverse Project Builder but is not yet an official Zooniverse project. Queries and issues relating to this project directed at the Zooniverse Team may not receive any response.

# 50 Hz glitches seen in gravitational-wave channel

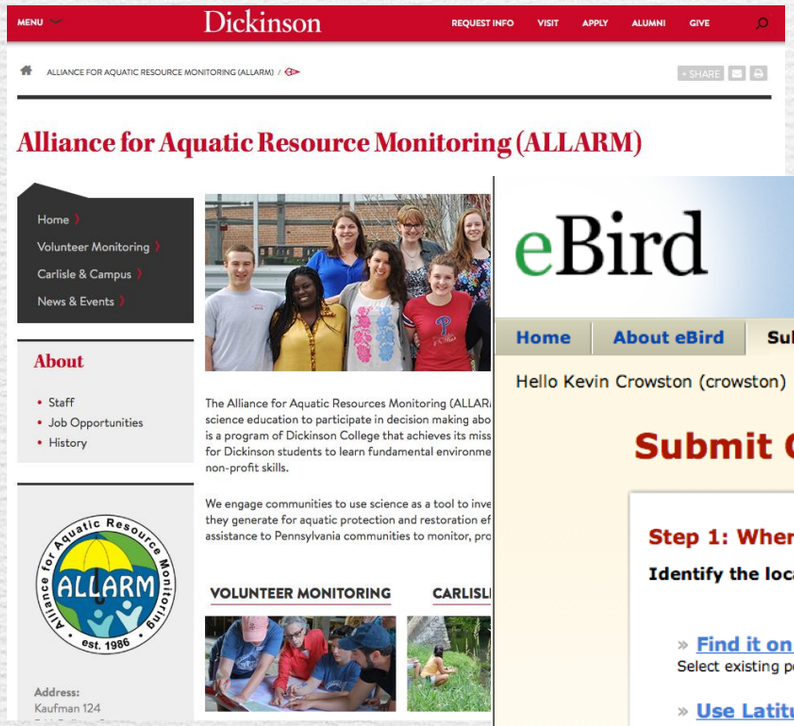


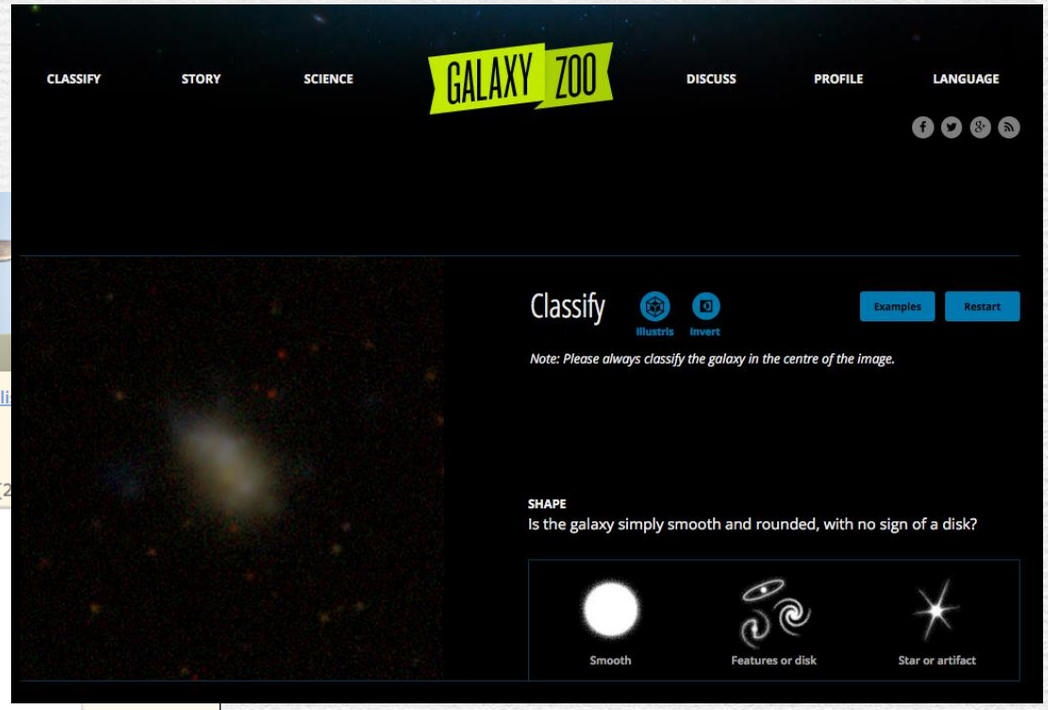



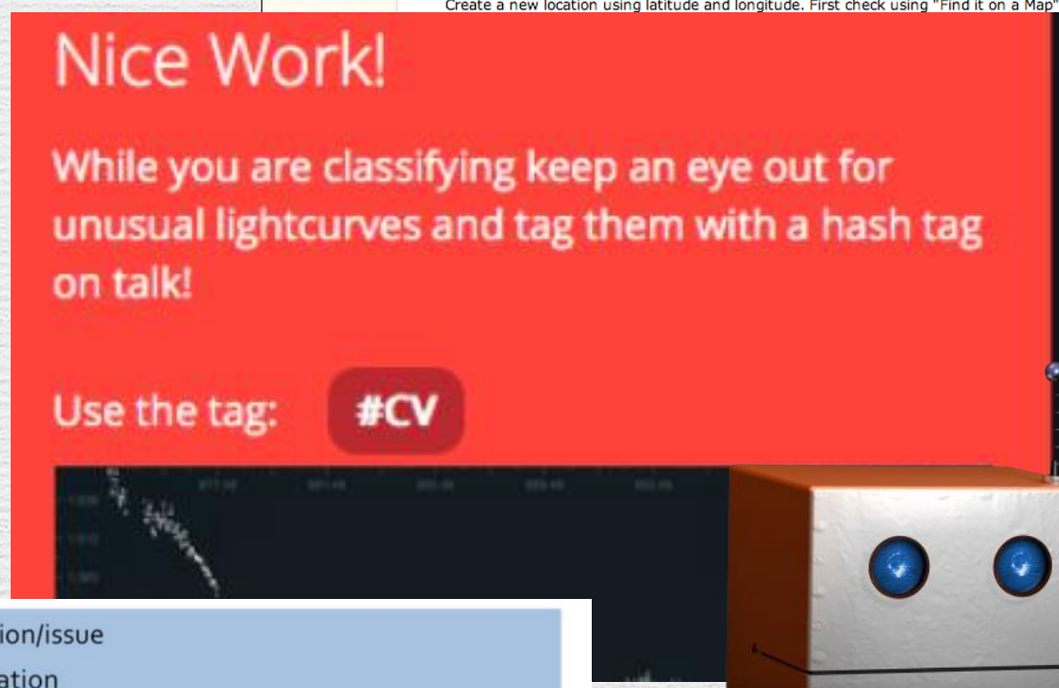
# Correlation with air compressor turn on

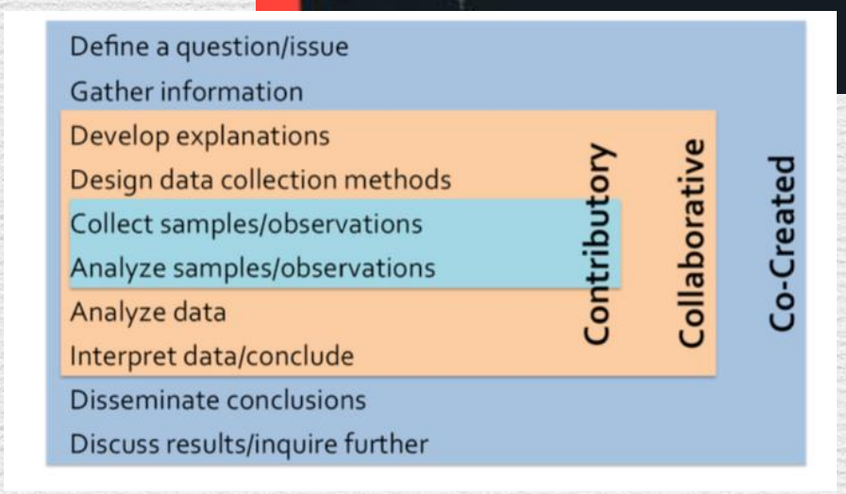


# Issue found at detector (shorted vibration isolation)





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