

Open Source Teaching and Information Resources

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Outline

- Philosophy
- Examples
- My LTSN – HEA funded work
- A new approach

Today's event

“Effective E–Learning: IT's about pedagogy as well as technology”

- It is also about content
- Effective e-learning =
Content + Pedagogy + Technology
- Concentrate on Content and.....
- Accessibility (free for everyone)

Open Source Culture (OSC)

- Free delivery and content, but.....
- Different models.
- OSC: users can **modify products and redistribute** them back into the community.
- Free Culture: owners consider that intellectual property law needs to exist to protect producers.

Free is not Open

- Late 1990s “open source software” in addition to “free software”.
- Free and Open Source Software movements have different views and goals.
- Open Source software is given away freely with the source code.
- Allows users to see how it works, change it and redistribute it.
- Free software is free – but protected.
- Same philosophies can apply to web content.

Some issues

- Possible conflict with university enterprise policies
- Also compare UK with US funded work
- *“Our information is entirely in the public domain having been created with federal money, therefore you can assume full access to it. We're pleased to here of your application of the information and hope you will send us a little information on the results now and then.”*

Some examples

Open Source Software

- R statistics and OS4 statistics

Free-software

- Multispec image classification and PAST statistical software

Free “information”

- HEA Bioscience image bank and University of Maryland satellite images

Free “tools”

- The Internet Detective

My Pages

- Finding solutions to delivery problems
- Content

Finding server space

- Move within MMU to protected (MLE) content.
- Solutions: external free and subscribed servers
- <http://uk.geocities.yahoo.com/>
- http://uk.geocities.com/ahf_alternate/
- <http://www.fieldingstats.co.uk/>
- <http://www.angelfire.com/planet/biostats/upload.htm>
- <http://www.mmu.myzen.co.uk/>

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Tireragan

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Quick Tour

- Tireragan: distant access to a long term field experiment
- Cluster and Classification: multivariate statistics L&T materials
- Behaviour recording and analysis
- Online lectures
- Future – bespoke publishing

Tireragan



Tireragan

- In addition to access to experimental data also provide other data sets.
- Invertebrate survey
- Bird survey
- Whitethroat survey
- Barn owl pellets
- Weather observations (large file)
- Black rats on the Shiants

Cluster and Classification

[Skip to main content](#)

Clustering and Classification methods for Biologists



Introduction and organisation



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Intended Learning Outcomes

After completing this unit you should be able to:

- Implement some common multivariate methods;
- Correctly apply and interpret all of the methods studied;
- Choose an appropriate method for a given data set and problem;
- Successfully communicate the results of the analysis to their peers;
- Interpret multivariate analyses in the scientific literature.
- Measure the accuracy of a predictive model using an appropriate index.

It is assumed that you have some prior understanding of the basics of statistics.

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Background

Cluster Analysis

Principal Components

Discriminant Analysis

Decision trees

Multiple regression

Others

Measuring accuracy

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Behavioural recording



MMU Behavioural and Environmental Biology

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The resources

The available resources are:


- ♦ [text resources \(e.g. method booklets\);](#)
- ♦ [programs and support files for recording animal behaviour;](#)
- ♦ [short downloadable video clips of animal behaviour;](#)
- ♦ [mp3 files for Time Sampled Recording of animal behaviour;](#)
- ♦ [virtual fieldtrip;](#)
- ♦ [clustering and classification methods for biological applications;](#)
- ♦ [data sets.](#)


Click on the links for more details about each resource.



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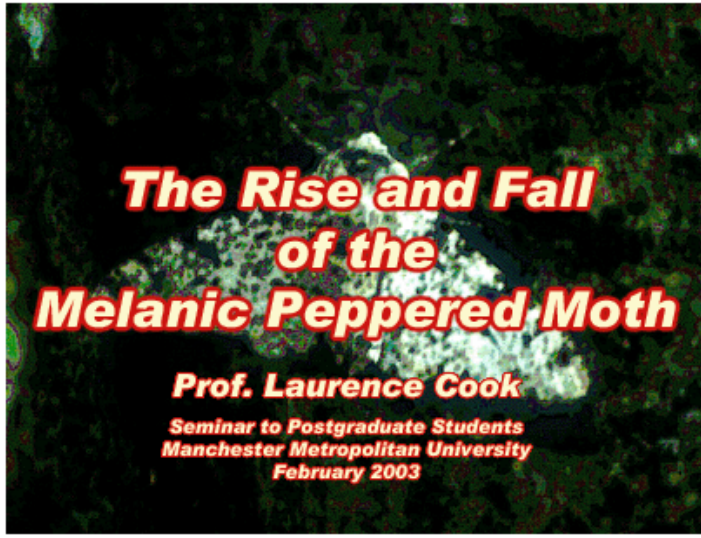




The Melanic Peppered Moth
Prof. Laurence Cook
Seminar to Post Grad Students
Feb 2003

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1

The earliest record that I know of peppered moths is 1776, a chap called Moses Harris who described a black and white insect that you could find near London. He also pointed out that the larvae came in different colours. Since he noticed the variation in the larvae, he failed to notice any variation in the adults.

I thought I would just show you some pictures.

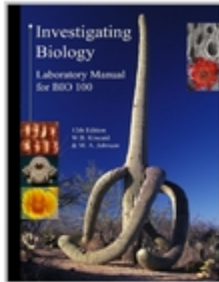
When I say industrial melanism I mean peppered moths. There are about 200 moths which show something that you could call industrial melanism, that is there are dark forms at higher frequencies in industrialised areas. But the one I am going to talk about exclusively today is the peppered moth, which is the most famous and obvious one.

That is the sort of moth that Harris would have seen. In the early nineteenth century there are one or two examples of black forms in collections but they only became well established by the middle of the nineteenth century and the first black forms, which have actually been located, are from Manchester, in the Cheetham Hill area. They look like the next one.

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- Time for lunch....