iSpot: your place to share nature

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Overview

Learning happens anywhere, anytime, anyhow, and the iSpot network has been created to capitalise on these learning moments of everyday life. iSpot is a British-based social network developed by the UK Open University (OU) as part of a larger project called Open Air Laboratories (OPAL). The iSpot website brings together those who enjoy the thrill of observing and identifying natural species, irrespective of their level of expertise or interest. Whether it is a child exploring the environment with parents, an adult interested in informally learning about new species, an enrolled student from the OU or an expert biologist, the iSpot learning network caters for everyone with an interest in the natural world.

The iSpot network's main aim is to offer ordinary people opportunities to learn about natural sciences by sharing photos of their observations of reptiles, birds, fish, fungi, mammals, invertebrates, and/or plants, and to receive help identifying them. While observing nature is a simple task, identifying species can be a very difficult enterprise. Thus, a member can add an observation to the website and wait for another network participant to identify the species. Identifications can be added by anyone, regardless of the level of expertise, and iSpot has a team of volunteer experts working to help with identifications. In this sense, the provision of support for identification through social networking constitutes one of the interesting aspects of the iSpot network.

There is no pre-requisite needed to join the network other than a willingness to enjoy and learn about the natural world. The basic resources needed are access to a computer with connection to the Internet and a digital camera, or a mobile device with those capabilities. People can sign in through their social media account, such as Facebook or Twitter, or by filling in a short online form. The high level of activity within the site provides a compelling example of how a learning network can be formed through structured informal processes. In January 2013, there were well over 20,000 members registered and there have been over 150,000 observations uploaded to the site since the learning network was launched in June 2009.

iSpot SET DESIGN

The layout of the iSpot website is clean and uncluttered. The central part of the main page hosts the latest images of species added by members of the network. General information is presented on the bottom half of the main page and additionally under the ‘news’ option on the main navigation menu. Under the ‘help’ section on this menu bar, members can find specific information for using the site, including videos with basic instructions. The other sections on the main menu bar are ‘surveys’, ‘forums’, ‘groups’, and ‘keys’. Other than involvement in observations and identifications of species, all members can initiate or participate in forums, and take part in surveys. The ‘groups’ section provides introductory guides for each of the eight taxonomic groups utilized to classify observations within the website: amphibians and reptiles, birds, fish, mammals, invertebrates, plants, fungi and lichens, and other organisms. The ‘keys’ section provides more resources for those willing to make identifications (Figure 2.1).

[Insert Figure 2.1 here] iSpot home page

The iSpot network relies on members being able to access resources in both material and digital spaces as members are expected to upload photos of observations they have made in the natural environment to the digital environment. An observation may consist of more than a single image, and always entails filling in a basic form, within which some details are mandatory (see Figure 2.2). These include the group to which the species belongs (Birds, Invertebrates, etc), date of the observation, and the location. A map function is available on the website, which can be used to record the exact location of an observation.

[Insert Figure 2.2 here]

The arrow added in Figure 2.2 marks the icon used to represent the group ‘Mammals’. Each of the eight groups has its own icon. These design elements have other important functions within the overall design (set, epistemic and social). The icons appear in a row in the main page below the images of the latest observation added to the website, as well as below the images of observation still requiring confirmation of identification. They provide a link to each of the groups, allowing members to create their own learnplace by customizing the main page according to their area of interest (Figure 2.1). This design feature may also be useful for people with low levels of literacy (both young children and low literate adults) who could use these visual cues to navigate through different taxonomic groups.

iSpot has the support of voluntary representatives from a range of scientific groups and

schemes. These representatives are 'badged' with a logo that provides a link back to their schemes' or societies' websites (currently there are almost one hundred listed). The links become resources for learning along with other supporting materials available to facilitate the task of identification. These support tools are also key design elements within the iSpot network which will be further discussed with respect to the epistemic and social design.

The tasks involving the identification of species require effective engagement with the learning resources. As the set design of iSpot needs to support members with different levels of expertise, a key design component is the way in which members are guided to relevant and appropriate online educational resources. The identification keys are one example of this. These keys help members to identify species that have been observed. Keys rely on the user to be able to accurately describe details of a species. The keys on iSpot use a novel Bayesian model, rather than the traditional 'dichotomous' approach: This means that users don't have to answer the identification questions in any set order. The identification keys that are available are classified according to experience into those suitable for beginners and those for experts.

The keys for experts are more specific (such as a key to the species of female Rhipicephalus (Boophilus) ticks) and require more expertise than those for beginners (such as a *minibeasts* key, which is described as a basic key to major groups of invertebrates found in gardens and similar habitats). In an identification procedure, a series of questions need to be answered, each about a different feature of the species to be identified. Once the user selects a key, and before they begin the task of identification, they are taken to a page with options for setting up the key. For example, in the case of the Minibeasts key for beginners, the initial question relates to whether the user wants to give extra weight to common species or to treat all

species equally. After that, a new page with questions to be answered is generated. In this page, a number of *characters* are listed and the user answers one question related to each, choosing the answer from a number of pre-defined options. For example, the user is asked to identify the number of legs on the minibeast (eight, twelve-fourteen, many, none, six). As an answer is selected for each of the questions, the identified character is moved to another list. This list containing the defined characteristics of the species (for example six legs, two wings, hard body) is displayed at the bottom of the page. As the list of characteristics is updated, a third list of most likely species (located on the right of the page) is updated. Other tabs available allow the user to view species, compare species, and choose 'diagnostic characters'. The images used to demonstrate the characteristics and species are sourced from existing iSpot identifications.

All digital resources within iSpot are displayed in a simple, well-structured layout. A 'my spot' section appears on the main page when a member logs in. Links to any content that a member has contributed to the website or has added to their favorites is shown in this section. The member is also notified if an identification, agreement or comment has been added to an observation made by that member.

In addition to iSpot's dedicated website, members' activities may occur within many other different digital or physical spaces. iSpot uses Twitter, as well as a direct link to face-to-face projects called Bioblitzes. Bioblitz events involve ordinary people and experts engaging as a group in surveying and photographing wildlife at pre-determined sites during a specified period of time (usually for 24 hours). The iSpot set design offers a Bioblitz tag as an option under 'descriptive tags' so all observations are uploaded within the same section. iSpot members may then help with any unidentified species observed during group events.

iSpot designers have created a platform for learning that goes beyond the website and extends to the outside world. iSpot has been designed to build upon a system of activity that supports and encourages learning at scale. This system involves not only the users, experts, mentors, and iSpot keys brought together in a process of formal learning, but also broadcasts (e.g. BBC TV and its nature programmes). In this scenario, from the outset, iSpot's designers assumed that members' habits, identities, and real-world probes would influence activity within the website. Still, they envisaged minimizing the resources required to participate in the network in order to facilitate access for all as far as possible. The minimum requirements on the outside world are some form of access to nature (such as gardens and urban organisms), and some method for capturing and uploading a digital photograph (which, of course, requires access to the Internet). A key strategy of the designers was to provide links to other existing sites which already offer excellent resources for supporting identification of wildlife (e.g. field guides). By avoiding duplication of such things already available online, designers were able to create a simple but efficient learning network. Not limiting the accessibility to the site unnecessarily was an important strategy, especially when it may be the case that iSpot represents the only opportunity for some people to gain taxonomic knowledge about specific entities of their surrounding environments.

iSpot's designed elements are constituted of principles that coherently support active participation of members. For instance, the requirement of location on the upload form not only signals the importance of *place* for an effective identification of a species, but also relies upon active interaction with the natural world. An implicit assumption is that the user is aware of the location where they made the observation and can articulate this to the site through the 'Add an observation' process using the Google maps solution developed for

iSpot. In this scenario, a sketch of the architecture of place should account for the wide range of local resources members may come across during their diverse learning journeys, including the 'agency' of the natural world. A case in point is how seasonality interferes with patterns of human and non-human activity (e.g. some naturalists and animals become a lot less active during mid-winter across the UK). Both the natural world and the human-made material world (e.g. scientific tools, digital technologies, transport to access surveying sites, etc.) play significant roles for the success of activities within the iSpot website.

iSpot EPISTEMIC DESIGN

iSpot involves a complex architecture to account for members with varying levels of expertise and for learning processes that involve networked relationships. The epistemic design emphasizes a social view of learning though relationships are not strongly collaborative and may have a variety of strengths (Jones et al. 2008). Elements of the set design regulate participation through a structure that bridges a spectrum of learning from informal, structured, to formal learning goals.

The types of knowledge most valued in the network are: (i) specialist (scientific) knowledge related to the identification of species; and (ii) everyday knowledge. In spite of the mostly informal nature of the iSpot learning network, scientific names are regularly added to all identifications within the site. This combination of specialist knowledge and informal learning seems to sit well with iSpot members. In terms of knowledge and learning, it is interesting to note that iSpot's core design principle places members as active producers of knowledge; all members actively collaborate in the production of knowledge artifacts.

Nurturing these types of active participation results in an active community that continues to grow, and, in some cases, even contributes to research.

The most common form of participation involves members having observed and photographed natural elements in the physical environment in advance. The learning task that follows requires uploading the observation and filling in a pre-defined form. Every observation uploaded in turn becomes a learning resource for all members. Participation may also include more complex tasks such as identifying others' observations, or confirming existing identifications. One option when members 'add an identification' is to declare how confident they are, based on a pre-determined selection. These are: 'I am as sure as I can be', 'It's likely to be this, but I can't be certain', 'It might be this'. Knowledge building may be facilitated through this designed element once it can foster the advancement of ideas.

Once an identification is proposed, new resources related to the species are added to the observation. These include links to the Encyclopedia of Life, the NBN map (a map from the UK's National Biodiversity Network showing the geographical distribution of official observations of that species), and other observations of the same species. These extra resources provide scaffolding for further learning. The aim is to facilitate complementary tasks related to confirmation of the identification, that is, to prompt members to verify the identification and choose 'I agree', or alternatively, 'add a revised identification'. In any case, members may also 'add comments'. An important effect of this fixed upload format is that participants quickly learn how to use the basic designed elements of the digital environment. In addition, this mirrors the scientific practices of field biologists. By replicating the kinds of recording sheets that practicing scientists use, as well as the types of knowledge that they record, members are scaffolded in their learning of both domain specific knowledge (the

species identified) as well as the scientific process.

The members in the iSpot community contribute a significant variety of identifications and in addition, there is a team of experts who can identify the majority of observations fairly quickly. More than half of observations posted without an identification are given one within an hour. By providing a number of keys (see set design), the epistemic design takes into account the varied levels of expertise and provides a space where everyone is able to learn and to contribute to the construction of knowledge artifacts. However, while a wealth of digital resources is available to support members who choose to learn about different species, they may rely only on fellow members to identify their observations. Thus, one interesting aspect of iSpot relates to the way social networking provides an effective channel for verification of knowledge through the harnessing of collective intelligence. Conole (2010) calls attention to the potential of this kind of global scale 'open research' which is becoming increasingly attractive. In this context, iSpot has become a pioneer in using structured informal learning to feed into research, while also enabling members to take on more formal learning opportunities within the same platform. The OPAL surveys are an example of this. There are six links to different OPAL surveys found on the iSpot site. These encourage members to participate in biological surveys that will contribute to scientific knowledge about the geographic spread of species (such as the bugs count survey or biodiversity survey) as well as human impacts on biodiversity and environmental systems (such as the climate survey or the water survey). This approach connects Citizen Science, where volunteers participate actively in the scientific process (see Silvertown, 2009), with a specific concern for learning by the volunteers.

The interactions between members that relate to the observations are quite removed. In a

typical interaction, one member posts an observation, another member identifies it and a third member may add a comment. Other spaces in iSpot can be used for more collaborative practices, particularly within the forum, where stronger ties may be forged through dialogues and discussions. These more collaborative relationships tend to occur amongst experts who already belong to overlapping formal or informal communities of practice outside the iSpot environment. This sharing of experience may have an impact on the construction of their individual identities both within the iSpot community and within their boundary community of practice in their field of expertise/study. These experts, depending on their chosen degree of participation, may aspire to engage in learning themselves, at times making identifications outside of their specific fields. There are eight groups for classifying observations but experts from any domain may choose to participate in identifications and discussions outside their main fields. Their expert status is displayed only for the group to which it applies. An aspect worth noting is that novices can benefit from being able to model how to engage in identification based on their observations of the behaviours of more experienced members or experts.

iSpot SOCIAL DESIGN

The iSpot learning network brings together members with a range of experience and expertise in the natural sciences. In this friendly and productive environment, people from diverse walks of life can actively engage in learning about both the local and global natural environment. While most observations are likely to occur in the immediate surroundings of participants' everyday life, interactions transcend the immediate space and time. Even with members sitting at opposite corners of the world, a sense of community may be achieved

once they share a common interest.

Thus, the iSpot network involves members with a wide range of interests and backgrounds. Roles and divisions of labour are democratically shared and well supported by the designed elements of the website. For instance, all members can suggest identifications, show agreement, and add comments. However, iSpot uses some design features that identify expertise and roles (for a detailed analysis of this feature, see Thompson, Ashe, Carvalho, Goodyear, Kelly & Parisio, accepted). The badges and icons next to a member's name is one example of this. This element of the set design constitutes a particular way of structuring knowledge (epistemic design) and roles (social design) within the learning network.

In order to stimulate and develop members' expertise, and to help ensure the scientific accuracy of identifications, iSpot has in place a sophisticated reputation system. The system rewards those who actively participate in the network by compiling each member's number of observations, agreements, identifications, and posts on forums. The more members participate in the network the more social points (stars) they accumulate. Additionally, they may also acquire the icons representative of expertise in a particular group – these scores depend on how much expert opinion agrees with the identifications they have made. In Figure 2.2, for instance, while the member who originally posted the observation has one icon next to her name, the user who added the identification has three mammal's icons. These icons appear not only beside the members' names but also within their profiles in the reputation column.

While icons are used to signal the level of expertise of the member involved in the identification as well as to which group the observation belongs, the badge to the right of the

member's name represents his or her affiliation to a specific professional body (Figure 2.3).

[Insert Figure 2.3 here]

Therefore, how expertise is claimed within the website follows particular and interesting rules. While a badge represents a particular scheme, society or organization to which a member belongs, the icons represent the result of expertise enacted within the website. Expertise resulting from members' participation on iSpot depends upon the sophisticated merit system. In this context, the experts play an important role not only regarding identifications but also in relation to the attribution of merit points within the merit system. The number of points attributed is based on the reputation of the member who agrees with the identification. This system seems to work well in bringing together experts and non-experts in a friendly and productive learning environment. The system provides feedback on the scientific expertise of members, while allowing them to visualise the hierarchical position each member occupies in the hierarchy of knowing/knowledge. The dynamic nature of the points attributed to each member may result in roles and divisions of labour shifting as members' expertise is increased. An analysis of the reputation system (Clow & Makriyannis, 2011) shows clearly that experts' views make a much larger contribution to the number of points attributed than non-experts' views.

Badges are assigned to organisations through application to the iSpot team, who verify their authenticity. In return, organisations represented by members have their events publicised on the iSpot website. The associations between iSpot and numerous schemes and societies represent an important element of the iSpot social design (and epistemic design through the badges link). One well-established association is with the Bristol Natural History Consortium

(BNHC) that hosts Bioblitz events (as described in the set design).

The iSpot network offers a direct link to the BNHC website to encourage its members to take part in Bioblitz events. These face-to-face events aim to promote committed and long-term community involvement in monitoring and protecting the natural environment. Such activities involve more than informal observations and may forge continuing social engagements. Meanwhile, the BNHC's website promotes a number of further links. This organization uses popular social media sites such as Facebook, Twitter, Flicker, YouTube, etc. to promote a number of events. This use of social media not only facilitates engagement of event organisers, volunteers, naturalists and the general public, but also allows for promotion of new events and sharing of previous Bioblitz experiences. Therefore, while both iSpot and BNHC have a dedicated digital space for Bioblitz, the communication is realized within all the different spaces.

The iSpot's social design promotes a type of literacy that has been regaining currency lately, that is, family literacy (see Wasic, 2009; Morrow, 1995). Family literacy constitutes a powerful type of social learning in which all people, no matter how young or old, share experiences and jointly learn. These shared experiences are particularly visible during Bioblitz events. For instance, within the videos and photos that appear in the Bioblitz Facebook page, one can see very young children surveying sites alongside adults. Such events do not simply bring together different generations but also a plethora of tools, both traditional and new high technological ones, as well as diverse ways of learning and traditions. 'The actions, the deployments of artifacts … evoke the worlds to which they were relevant and position individuals with respect to those worlds' (Holland, Lachicotte Jr., Skinner, & Cain, 1998, p.63). In this scenario, while young children may be using toy science

instruments, older ones might use new technologies (e.g. digital cameras, iPads, etc.), and 'grandpa' can bring along an antique magnifying glass. Meanwhile, the experts can both use plastic pots for collecting species or state of art instruments (e.g. a mini microscope). Therefore, tools, technologies, and people are all integral resources mediating learning, playing powerful distributed cognition roles in ways in which learning becomes more effective and engaging.

An aspect of iSpot less visible on the site, but more visible in the field, is the activity of a team of regionally-based 'iSpot mentors'. The iSpot mentors take part in local nature events, presenting iSpot as part of a range of activities to develop the public's interest in nature, and have reached over 55,000 individuals through these face-to-face settings. A key component of the iSpot social (and epistemic) design is the continuous encouragement of its members to take on increasingly active roles. Whether it happens on a more informal basis through participation in projects or volunteer work with the network of natural history societies and biodiversity recording and monitoring schemes, or formal enrolment in a tertiary course with the OU, iSpot seeks to extend and expand members' involvement in enjoying and protecting the natural environment.

SET, EPISTEMIC AND SOCIAL CO-CREATION AND CO-CONFIGURATION ACTIVITIES

The iSpot environment supports members of the public, higher education students, and experts, from any country, all learning and possibly collaborating within the same platform. The most common form of participation in iSpot is for a member to upload a photo of an

observation using a pre-defined form (Figure 2.2). Members are required to add information related to the species' group (e.g. Mammals), and when and where the observation took place. These images, supported by features of the set, epistemic, and social design as they are uploaded, themselves become part of the structure of the website (the set), the tasks to be completed and the knowledge created (epistemic), and are the focus around which social interaction takes place. As new observations and identifications are added to the website, co-creation and co-configuration take place**.** The main page of iSpot is constantly updated with the latest observations as well as any observations that still require confirmation of identification.

On examination of posted observations and subsequent identifications by network members, it appears that most postings include the minimum details required about an observation. However, in some cases, additional comments are added and 'conversations' emerge within the form structure. When suggestions, ideas, impressions, and personal feelings are added within the basic form, network members tend to engage in extensive collaboration. Personal stories, which may include a sense of wonder and excitement about the events surrounding the original posting, as well as the stories that follow seem to encourage further sharing of information and encouragement by the community. In some cases, these observations have relatively high numbers of agreements. Perhaps the story associated with the observation encourages members to contribute to the identification as well as the comments. In other occasions, the type of observations that enable a story to accompany them may appeal to a broader section of the community. In any case, the unfolding of knowledge about the context of the observation seems to be as important in these cases as the identification itself.

Discussion forums are the other space in which activity occurs. In general, forums involve

further discussion about one particular observation or relate to general topics involving wildlife. Unlike the sharing of observations that are regulated by pre-defined forms, postings in discussion forums allow for easier change of topics, and those discussions that continue over a long period of time can be challenging for members to follow and/or take part in. The composition of members participating in the discussion forums may also influence the content and direction of postings. The rating of expertise, discussed previously, which is important when establishing the identity of a specific observation, is also represented in the discussion forums. In some cases, members rated as experts within the iSpot community engage in what is probably closer to a debate in the discussion forum, particularly when the topic is more general, such as personal positions about conservation. Issues may also arise when discussions involve ethics and research practices within different groups.

An important aspect of co-creation and co-configuration occurs when members participate in events, such as Bioblitz. A typical scenario involves a member following the link from iSpot to the BNHC which serves as a portal with information on events taking place in many regions across the United Kingdom. A number of organizations have been running their own Bioblitz events, and the BNHC encourages more institutions to join the Bioblitz National Network. Members who take part in such events are guided by experts to ensure maximization of their productivity. Participants who are also members of iSpot are encouraged to upload their observations to the iSpot site, and a Bioblitz tag is created so that observations on iSpot belonging to that Bioblitz can be gathered together. By linking with iSpot, the Bioblitz network helps improve the scientific quality of the data collected, and iSpot demonstrates the scientific relevance of participation in the site. Enactment of these events incorporates the set and epistemic design elements in a new social context, with face-to-face, community contact, rather than individual observations. Even with the different

social context, the design is still productive. Members can make further contributions when they 'visit' other digital environments linked to these networks. For instance, at the dedicated Facebook page for Bioblitz, people not only can enjoy videos of previous group events they might have taken part in, but they can also add comments or start new discussions. Videos often present whole families working together to survey a site. Another interesting feature is the addition of works of art depicting observations made (paintings, illustrations, etc. of nature).

Abstracting/Synthesis

The main design problem this case study addresses is how design elements can bridge between diverse elements in a network, traversing across a range of strong and weak ties, bringing together people of all ages and with a wide range of goals, interests, abilities and knowledge in a productive learning network. The iSpot network accommodates over 20,000 members, and in order for such a large number of members to feel that they are contributing to the network, and in order for roles to be realized, a complex process for acknowledging, acquiring and displaying expertise is used. The necessary elements of professional scientific practice are reproduced in this network, and it serves the purposes of situating members on the ways of knowing within the sciences, scaffolding their practice, and managing the large numbers of users. The iSpot case study illustrates useful design elements for those informal learning networks committed to delivery of high quality open content while providing its members with efficient informal learning opportunities and options to embrace formal studies.

The iSpot learning network has many functions and may fulfill diverse purposes: as a platform to engage in informal or formal learning about nature; as a repository for storing representations of knowledge necessary for identifications; for social networking; as a forum to discuss or seek orientation about practical problems involving interactions within the natural world; and as a database for research in the natural sciences. Despite its informal feel, iSpot aims to motivate members to move into a range of learning journeys. These include routes out to complementary activities (such as bioblitzes), natural history societies and biodiversity schemes (such as badges links), as well as formal learning enrolment with the Open University (such as the Neighborhood Nature course). By reaching as many people as possible and catering for their learning regardless of previous scientific knowledge, the network promotes a commitment towards a responsible interaction with the natural environment.

One of the main purposes of the designed elements reported in this chapter is to scaffold members' experience of the scientific process of recording data and identifying species. In this context, the reputation system, as well as the identification keys represent distinctive design elements. The reputation system appears to be extremely powerful in motivating members and promoting further participation within the iSpot ecosystem. Meanwhile, the keys constitute an interesting combination of set and epistemic features. The expertise required to use the keys is reliant on the ability of the user to answer questions with the level of specificity required. Observation skills, as well as scientific terms, need to be developed before expert keys can be used effectively. By providing keys suited to beginners, users with some experience, and experts all members are supported within the environment. The key itself is an important, rigid, part of scientific practice which the set and epistemic design effectively apply to scaffold users both in their initial selection of a key (according to

expertise, and then to the entity to be identified), as well as through the identification process. The scientific framework remains rigid within the overall design.

The iSpot network not only bridges between a range of participants using ties of varying strengths, but also the natural and digital environments. The digital environment is used to link members around the many areas of common interest within the natural world, and across a range of organizations that share similar goals. It encourages members to leave the digital space, and collect more information, to share with the members of the network, through programs such as Bioblitz and OPAL surveys, as well as the usual observation posts. The organized group events, alongside the maps that indicate the number of observations made in different locations, help members to feel connected in a vast natural and digital space. The associations with many different schemes and societies sit well with iSpot's intention of generating a positive impact on the world. While reproducing some aspects of the social context commonly associated with scientific practices, iSpot also manages to successfully integrate science and fun, and appeal for people with varying backgrounds.

Situated learning taking place within these contexts helps to induct new people into distinctive communities of practices by forging social identities. In all cases, these people are appropriating knowledge, practices, values, norms, etc. of the social and scientific worlds. The 'surveying' activities constitute social practices that become integral to the life of these communities, promoting social learning experiences that lead to both affective and cognitive gains. Perhaps most importantly, this type of active participation within these social groups leads to conceptual understandings that can be promptly applied to the benefit of all in the community. This mixture of activities, backgrounds, ages, tools, and expectations make iSpot a very productive learning environment.

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iSpot
your place to share nature

OPAL

The Open University

News Groups Forums Observations Keys Surveys Help

Latest observations

« more Filter by group: more »

Welcome to iSpot! Learn more about wildlife, share your interest with a friendly community and get help identifying what you have seen. more »

Current feature: help with confirming observations

« more Filter by group: more »

Facebook integration with iSpot

22 November 2012 - 5:05pm — architect

The iSpot team have introduced an exciting new feature which allows you to connect iSpot with your Facebook account and post your observations to your facebook timeline at the same time as posting to iSpot, allowing for further comment and discussion with all your Facebook connections as well as on iSpot.

connect | facebook | open graph

iSpot app launched - now updated with lots of new features

Following testing of the first version of the iSpot Android app, we're pleased to launch a new version with lots of exciting features. Thanks for all the feedback you sent us from the test version.

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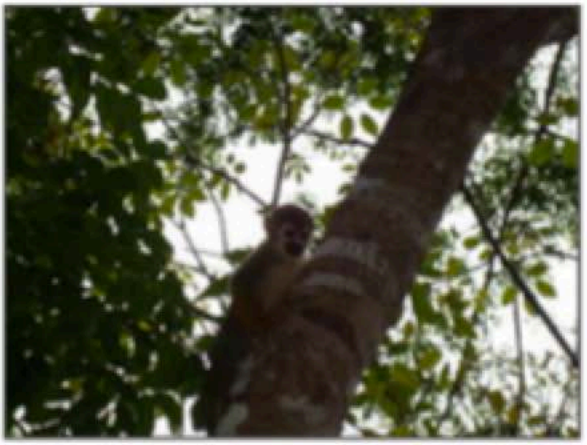
Sign in using one of these accounts

iSpot is an OPAL project

Visit the OPAL website to take part in nature surveys and activities near you.

Observed by PintoF_Ana on 21st June 2011

(Added to iSpot on 9th April 2012)



Location: Amazon Forest, Manaus - Brazil

Identification

Common Squirrel Monkey (*Saimiri sciureus*) by [redacted] *likely ID*

at 8:18 am 09/04/12

Confidence: It's likely to be this, but I can't be certain.

Remove your agreement

ID agreements ( ): 1 person agrees with this identification.

Add a revised identification

Add to favourites

SHARE

Other observations of Common Squirrel Monkey (*Saimiri sciureus*)

Comments

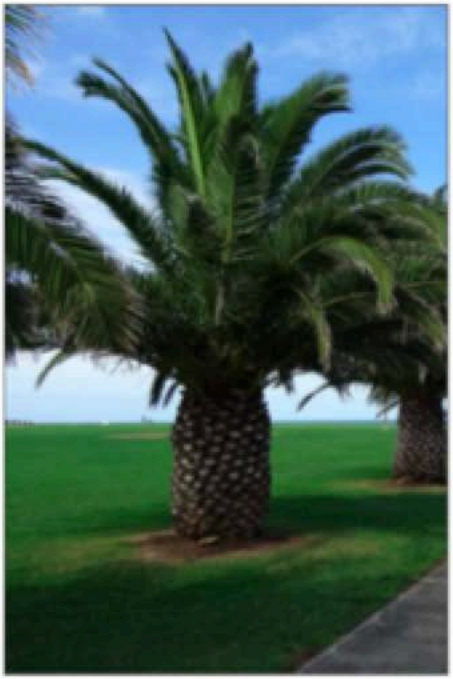
Post new comment

tree

previous | next

Observed by **PintoF_Ana** on 16th September 2012

(Added to iSpot on 18th September 2012)



By: PintoF_Ana
Location: Kiama, NSW, Australia
Observed on: 16th September 2012
Added to iSpot: 18th September 2012
Likely ID: Canary Island Palm (*Phoenix canariensis*)
Identifications: 1
Agreements: 1
Comments: 1

Location: Kiama, NSW, Australia

Identification

Canary Island Palm (*Phoenix canariensis*) by [redacted] *likely ID*

at 1:01 pm 18/09/12

Confidence: It's likely to be this, but I can't be certain.

Notes: Very widely planted in warm temperate regions including Australis

Remove your agreement

ID agreements ( ): 1 person agrees with this identification.

Add a revised identification

Add to favourites