Can Citizen Scientist Camera Trappers Redefine Mammal Monitoring Across the UK?

Phil Stephens







• Need

- Network
- Knowledge
- Narrative
- Next





Why monitor mammals in the UK?

• Ecology

- monitoring, explaining and predicting responses to environmental change
- Management and conservation
 - cultural value
 - endangered species
 - control of pest species
 - invasive species
 - disease contingency



Mammal Web

Why would new approaches help?





Could we meet this need with camera traps?

- Solution to problem of low detectability
 - monitor 24/7
 - more than just presence/absence
 - demography
 - behaviour
 - timing of events and activity
 - abundance ... ?
- But, new problems
 - widespread use
 - servicing / maintenance
 - high volumes of data
 - data handling demands



Could we meet this need with camera traps?

- Citizen scientists
 - increasingly enlisted to aid with image classification
 - seldom engaged in long-term, large-scale camera trapping





A citizen-science Network for camera trapping



- Local people
 - deploy cameras
 - upload images
 - classify image contents
 - low expertise required
 - but high value contribution
- Dual benefits
 - engagement
 - seldom-seen biodiversity
 - human resource
 - enables monitoring



MammalWeb

- Begun in 2014
- Initial funding from HLF
- (Deliberately) slow growth
 - focused in North East England ...



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Understanding wild mammals, one photo at a time

What is it all about?

We collate data from motion sensing "camera traps", set up to photograph and monitor wild mammals. These cameras don't *trap* animals - but they take pictures of animals that pass in front of them. To gain good coverage, we need lots of people like you to contribute by deploying camera traps in their area. Since there may be many thousands of photos, we also need *your* help to identify what's in them!





What do you see in this sequence?

Nothing Ø	Human 🛉		Location 9	Next Sequence O	Common Species	Mammals	Birds
					American mink	Roe	deer
		Stand and	Ha A		Badger	Small rodent (L	unknown s
				1. A. A.	Brown (European) hare	Sto	bat
1			A.Y	CH GIRN	Brown rat	Vole (unknow	wn specie
			the de		Domestic cat	Wood r	mouse
			N.L.		Domestic dog	Black	kbird
					Fallow deer	Carrior	n crow
				SDA Y	Grey squirrel	Dunr	hock
					Hedgehog (Western)	Grea	at tit
th	Ton	- HON -		ST LAC	Horse	Jack	daw
	KA S		And the	2 /	Livestock	Ja	y
	1 Kit		S		Muntjac	Mag	jpie
	NI.		Kado	X	Otter	Phea	isant
			1 Allerte	AV.	Pine marten	Redv	wing
2		A AN A SALE FOR			Rabbit	Rol	bin
23		8 - 2℃ ● 04/25/2016 04:26AM			Red deer	Song t	thrush
				~~	Red fox	Unidenti	fied bird

r		
÷	1	

Don't Know

Red squirrel

Other

Woodpigeon





Network

Knowledge



Information and resources for teachers (Primary)

Curriculum links

The MammalWeb project could help support learning across a number of areas of the national curriculum. Below are examples of some of these areas.

- . KS1 Yr 1: 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.'
- . KS1 Yr 1: 'identify and name a variety of common animals that are carnivores, herbivores and omnivores.'
- . KS1 Yr 1: 'describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)'
- . KS1 Yr 2: 'identify and name a variety of plants and animals in their habitats, including micro-habitats.'
- KS1 Yr 2: 'identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.'
- . KS2 Yr 4: 'recognise that living things can be grouped in a variety of ways.'
- KS2 Yr 4: 'explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.'
- KS2 Yr 6: 'describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.'
- . KS2 Yr 6: 'give reasons for classifying plants and animals based on specific characteristics.'
- KS2 Yr 6: 'identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.'

Activity ideas

Below are some ideas for class activities relating to camera trapping and/or learning about UK mammals. Resources for some of these activities can be found at the bottom of the list. We aim to continue to update this list, so if you have previously designed your own activities, or have ideas for new activities relating to these topics, then please get in touch by emailing: info@mammalweb.org.

• Setting up the camera trap - get the children to think about where they would put the camera trap in order to get the best photos of animals. They could





Razumijevanje života divljih sisavaca Europe, fotografiju po fotografiju

O čemu se radi?

Prikupljamo podatke sa "foto - kamera", postavljenih u prirodi diljem zemlje za monitoring i nadziranje divljih životinja/ sisavaca. Kamere zabilježe fotografije životinja koje se kreću ispred njih, i s obzirom da možemo prikupiti na tisuće fotografija, trebamo tvoju pomoć za njihovu identifikaciju!







For UK (@ end-August)

> 160 Trappers

- > 880 sites
- ~ 175,000 image sequences / videos
- 60,000 camera trap days (~ 167 years)

• > 670 Spotters

- 90% of sequences classified \geq 1 time
- ~ 150 species (birds and mammals) spotted

Can this network tell us what we want to know?

- What do we want to know from mammal monitoring?
 - where do animals occur (and what drives that)?
 - how abundant are they (and what drives that)?
 - how do they behave (and what drives that)?
 - all rely on knowing what is in photos ...

Network





Next

Consensus on image sequence contents



Badger (n = 495) -Woodpigeon (n = 136) -Domestic cat (n = 316) -Human (n = 42) -Grey squirrel (n = 741) -Magpie (n = 76) -Roe Deer (n = 748) -Pheasant (n = 255) -Domestic dog (n = 111) -Red fox (n = 324) -Rabbit (n = 940) -Horse (n = 72) -Jackdaw (n = 4) -Blackbird (n = 226) -Hedgehog (n = 229) -Stoat or Weasel (n = 17) -Crow (n = 8) -Livestock (n = 7) -Small rodent (n = 345) -Brown hare (n = 29) -Muntjac (n = 1) -0.25 0.50 0.75 0.00 1.00 Proportion of voters agreeing

that species is present

• Some species (e.g., badger) highly recognisable



• Others (e.g., hedgehog) less striking



• Most species ≥ 80% agreement



Need



Consensus on image sequence contents



- Species-specific algorithms
 - more rapid confidence
 - more rapid withdrawal of sequences
 - more efficient use of a small classifier pool
- \rightarrow probability of what's in an image

Knowledge from the network?

- Probability that species is pictured in a sequence
 - \rightarrow invasive species identification and location, enabling trapping





Knowledge from the network?

- Probability that species is pictured in a sequence
 - \rightarrow invasive species identification and location, enabling trapping
 - \rightarrow estimation of "occupancy"
 - proportion of sites occupied, probability of occurrence at a site
 - answers question of where animals occur
 - \rightarrow determination of behaviours (such as temporal activity)





Knowledge from the network?

- Probability that species is pictured in a sequence
 - \rightarrow invasive species identification and location, enabling trapping
 - \rightarrow estimation of "occupancy"
 - proportion of sites occupied, probability of occurrence at a site
 - answers question of where animals occur
 - → determination of behaviours (such as temporal activity)
 - examples of answering questions about how animals behave
 - Currently, less well-suited to answering questions about abundance ...



Less tangible outputs? Narrative ...

- Highly-engaged individuals pioneering own projects
- Schools leveraging camera trapping to win environmental funding
- Pupils growing science capital and biodiversity awareness
- MammalWeb in the Great North Museum





Narrative



Next steps ... and future challenges

- Scientific challenges
 - sustaining quality of camera trap placement
 - reducing bias in camera placements
 - estimating abundance from camera trap data
- Engagement challenges
 - growing the network of Trappers
 - sustaining interest in online classifications
- Financial challenges
 - funding a monitoring / surveillance network
 - long-term curation and the costs of hosting
- Adding value
 - how to get the data on to the NBN ...







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Acknowledgements



- Funding:
 - HLF, Durham University, NERC, ESRC, EFSA, BES
- The MammalWeb team
 - Directors
 - Steven Bradley, Vivien Kent, Jim Cokill, Russell Hill, Phil Aiston, Graham Smith
 - Durham University PhD students
 - Pen-Yuan Hsing, Sammy Mason, Sian Green, Jonathan Rees
 - Newcastle University
 - Mark Whittingham
- Most importantly
 - All our contributors!











European Food Safety Authority







Thanks for listening

www.mammalweb.org

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Why would new approaches help?

- Impressive focus on other taxa
 - birds rigorously monitored since 1960s (CBC, etc.)
 - butterflies rigorously monitored since 1970s (UKBMS)
 - mammals?
- Dominant sources of data for most mammals:
 - NBN
 - effort hard to evaluate
 - low reporting of common species
 - limited reporting in some areas
 - → difficulties in abundance estimation (Croft et al. 2017, *PLoS One*)

Species	Abundance range		
Hedgehog	730K – 12M		
Rabbit	2M – 255M		
Water vole	540K – 8M		
Weasel	1M – 25M		
Badger	80K – 970K		

N ammal Web

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 - mammals?
- Dominant sources of data for most mammals:
 - NBN
 - BTO (during breeding bird survey)
 - good for long-term trends
 - relatively brief daytime visits
 - poor for nocturnal / elusive species



N ammal Web

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 - mammals?

Dominant sources of data for most mammals:

- NBN
- BTO
- Gamebag census
 - variable effort
 - reporting rigour unclear
 - high uncertainty





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 - butterflies rigorously monitored since 1970s (UKBMS)
 - mammals?
- Dominant sources of data for most mammals:
 - NBN
 - BTO
 - Gamebag census
 - Mammal Mapper
 - new approach
 - useful index of effort
 - still could be problematic for nocturnal species

