



# EPOXonomy

Curating The Science of Taxonomy Through The Art of Epoxy Resins



## What is EpoXonomy?

**EpoXonomy** is the **amalgamation** of “**Epoxy**” and “**Taxonomy**” hence, curating the science of taxonomy through the art of epoxy resin. The motive behind the design is to **illustrate and catalogue** the greatness of Earth’s diversity in an **artistic diorama** to **create awareness and engage with the public on ocean literacy**.

## What makes EpoXonomy unique?

### - Originality

The genesis of EpoXonomy came to form when the creators realised the **struggle to harness the biological significance of collections in museums and repositories worldwide**, impeded by a lack of trained taxonomist and poor interest and engagement by the public.

### - Creative learning kit

- It helps **curate organisms and creates its own marine environmental “diorama”** to debunk misconceptions of taxonomy (science) through the art of epoxy resin.

- To **prepare information for resin specimens and blocks via QR codes**, with video links from experts in the respective selection related to multiple themes (e.g. global warming, invasive species, destruction of habitat and pollution) in line with United Nation’s SDG 14 goals.

- To **create awareness** through advertising of our motto “**one block tells all**”.

### - Practical and easy to use

- Our **concept of designing** this block was “**to bring museum specimens to you**”, where unique portable diorama resin blocks containing unique museum specimens in its full form or fragments that has been catalogued at the South China Sea Repository and Reference Centre (RRC), INOS, UMT.

- Our diorama resins are **easy to use**. The onlooker has to first **admire** the artistic diorama containing the museum specimen, and has to **try interpreting and relating** the message with current biodiversity issues/ knowledge. Further details about the specimen will be included in a QR code attached with the resin.

### - Cheap and easy to replicate

- It is **really handy to make and easy to replicate**, particularly for museums and repository that intend to exhibit their specimens in a more **cost efficient way**.

### - Has potential commercial value

- The first few series will **focus on marine-related issues and interest**. It makes for an **easy learning and mobile tool kit to educate all walks of life, from schools and universities to other non academic industries**, and could be turned into modules for educators.

## - Industrial collaborations



## - Achievements



## How has EpoXonomy impacted students/ program/ section/ society/ department/ organisation?

### - Students and course

**CLO1** Describes the taxonomy and biology of marine organisms based on common characteristics and differentiation (LO1, K2)

**CLO2** Demonstrates skills of classification of biological specimens through critical analysis and incorporating into QR codes (LO2, P2)

**CLO3** Organize taxonomic scientific studies from the laboratory to an exhibition (LO3, A3)



Students develop responses rather than predetermined options

Elicits higher order thinking in addition to basic skills

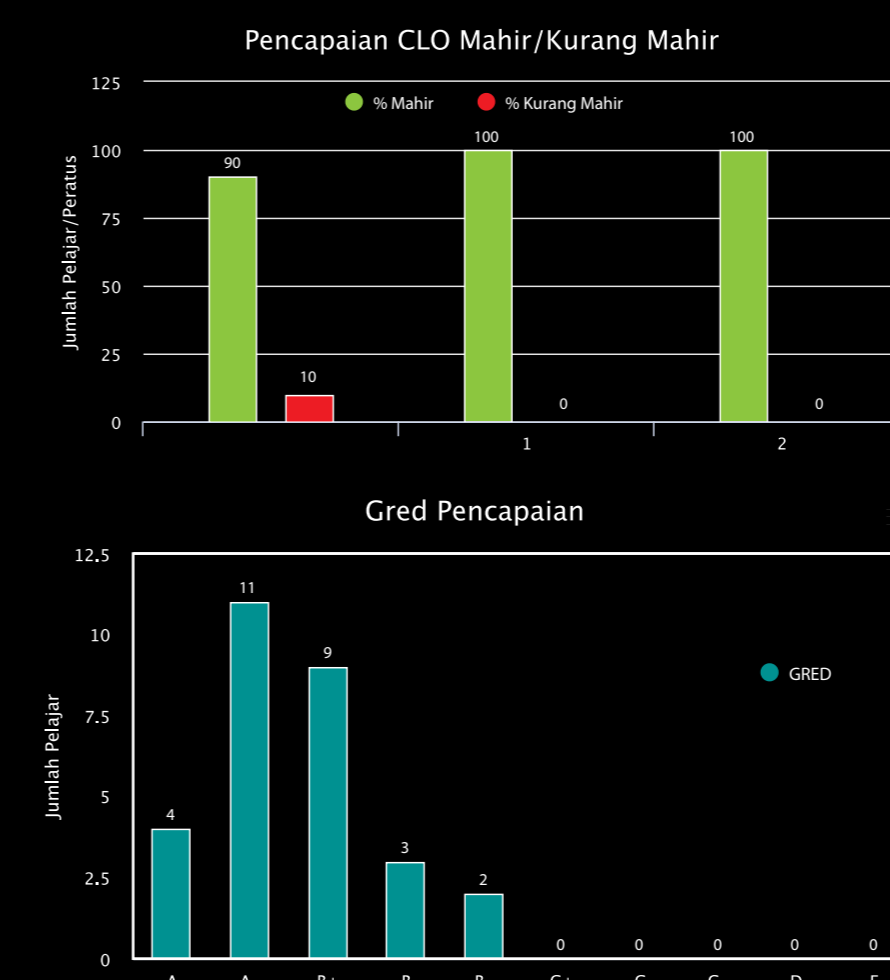
**ALTERNATIVE ASSESSMENT**  
**KEY CHARACTERISTICS**

Synthesize with classroom instructions

Use sample of student work (lab portfolios) collected over time

## TEACHING EFFICIENCY REPORT

SEMESTER : S201920-I & II | COURSE CODE : MMB3314 | CREDIT HOUR : 3  
 COURSE NAME : **BIOLOGICAL CLASSIFICATION OF MARINE ORGANISMS**  
 GROUP : K1 | LECTURER : MELISSA BEATA MARTIN

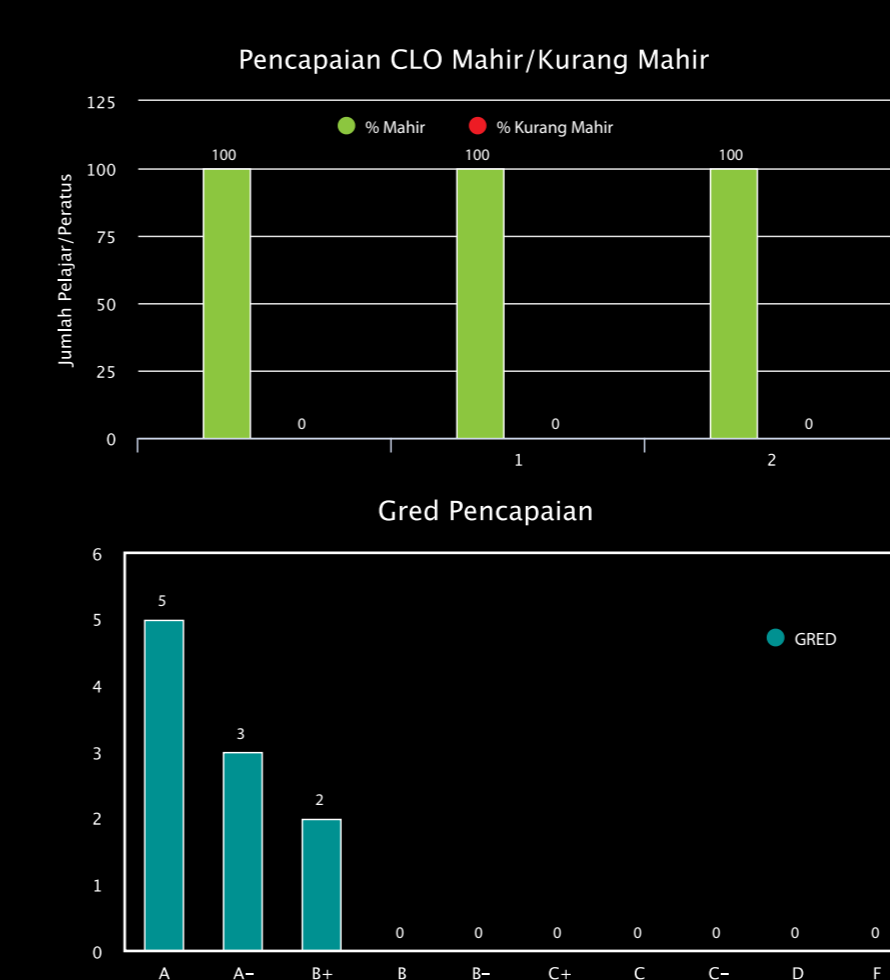


### SEMESTER I

CLO	CLO1	CLO2	CLO3
<b>CQI</b>	Bil %	Bil %	Bil %
Mahir	26 90	29 100	29 100
Kurang Mahir	3 10	0 0	0 0

### ACHIEVEMENTS IN TEACHING EVALUATION FORM

STUDENTS FEEDBACK	SEMESTER I
SECTION A (PLANNING TEACHING)	98
SECTION B (MODE OF DELIVERY)	98
SECTION C (COURSE EVALUATION SYSTEM)	97
SECTION D (ATTITUDE OF LECTURER)	99
<b>AVERAGE</b> Excellent (90% - 100%)	<b>98</b>



### SEMESTER II

CLO	CLO1	CLO2	CLO3
<b>CQI</b>	Bil %	Bil %	Bil %
Mahir	10 100	10 100	10 100
Kurang Mahir	0 0	0 0	0 0

### ACHIEVEMENTS IN TEACHING EVALUATION FORM

STUDENTS FEEDBACK	SEMESTER II
SECTION A (PLANNING TEACHING)	98
SECTION B (MODE OF DELIVERY)	99
SECTION C (COURSE EVALUATION SYSTEM)	98
SECTION D (ATTITUDE OF LECTURER)	100
<b>AVERAGE</b> Excellent (90% - 100%)	<b>99</b>