

YOUrALPS project – Alpine School App

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1. Introduction

Alpine School Model (ASM)

The Alpine School Model main goal is to foster sustainable development-oriented education measures both in formal and non-formal education systems to raise awareness among youth on what attitudes, knowledge and skills for their professional and private life are required in order to promote the needed change in the world.

Alpine School Model is designed for schools and non-formal educational organization in order they should share key elements focused on alpine area specificities and enhancing their collaboration.

ASM is ultimately a **governance tool** finalized to:

- Focus on Alpine SD values, aims and specific issues, on pedagogical indications such are SD competences and innovative methods,
- Capacity building occasion to exchange contents in a specific network (recommendations, suggestions, examples, best practices),
- Enhance stable relations between schools and non-formal education's organizations,
- Valorize MoE subjects within specific certification procedures.

ASM targets are learners, educators, officers and school/organization staffs.

ASM is ultimately intended to engage learners in improving:

- Awareness and commitment with Alpine SD values and Alpine Key SD issues,
- Decision making and action competences on alpine sustainable development perspectives,
- Enjoyment of alpine natural and cultural heritage, experiencing outdoor activities.

For educators, ASM aims at supporting educational planning and activities implementation in:

- Adopting innovative educational facilities to foster ESD issues and requirements, in interconnecting several elements basis of pedagogical work,
- Motivate students to tackle Alpine Key SD issues at a level where they can see tangible results, soliciting them to realize that they really can make a difference,
- Involving school staffs, local stakeholders and the whole local communities in educational tasks.

For school and non-formal education organizations officers and managers would be a supporting tool for the fulfillment of ESD requirements in order to enhance:

- Their awareness on regulations related to the different aspects of sustainable development and its practical significance related to different roles of responsibility,
- knowledge and skills related to the management of sustainability issues and methods of education Information about possible solution and resources for the education for sustainable development tasks.

Alpine School Model Toolkit

Alpine School Model is accompanied by an educational toolkit in order to improve youth's knowledge on the natural & cultural Alpine heritage, disseminating it within the certified Alpine Schools, the Alpine protected areas, and within the synergy of main project deliverables.

ASM Toolkit concept was designed in order to represent the Alpine School Model assumption, in order to:

- Be strategic (not just adaptable to perform an activity, but a set of activities, not just a project but a plan)
- Facilitate learning -> serve as a practical tool of theoretical (Alpine School model) contents and support educators in fostering different typologies of MOE activities,
- be affordable in monetary terms
- be transferable to other Alpine regions / transalpine
- preferably be developed in all Alpine languages
- adapt to different age groups -> provide elements for different age groups
- not liable to be devalued after project lifetime
- link to science platforms / cooperation spaces would be great
- be innovative (e.g. an App) and allow social interactions and SD participative initiatives among youths.

Following these principles was outlined the Pedagogical Toolkit concept as composed by virtual and physical elements:

- a document with a list and a description of resources and the suggestions for in depth study of the issues and the methods proposed by the Alpine School Model
- a GIS-based Citizen Science App for sites, organizations, initiatives, was created in order to support and create transnational contacts and projects.

Alpine School App

The purpose of the Alpine School App is to strengthen the transmission of content from the Alpine School Model. The App should support users (schools and non-formal educational organizations) in the possible following ways:

- providing practical experiences related to Key Alpine Sustainable Development Issues of the Model (such are the Naturalistic, cultural/socio-economical and governance issues)
- providing practical governance experiences in improving, for example, activities such are Citizen Science

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- representing a communication tool for users to create wider transnational community of practices, in which to exchange information about educational opportunity in order to establish twinning or visits experiences across the Alpine countries (a sort of Atlas of best practices)

Beneficiaries of the App are the class and the groups of learners following the indication of the Alpine School Model.

The following sections show different app features that affect specific audiences and beneficiaries.

2. Alpine School App Environmental Section: Watch Nature Development

This section of Alpine School App will allow you to:

- 1) take pictures of dozens of animals and plant species that are typical for the Alps
- 2) enter their current developmental phases.

Opportunities for observations are available in outdoor lessons, on field trips, on your way to school or while hiking. If you do this regularly, you will see how climate change affects animals and plants, and which interrelations there are between annual weather and biodiversity.

In the next section, we would like to provide you with some information to help you prepare your phenological lesson with the Alpine School App.

The phenomenal rhythm of nature

In contrast to the common date calendar, the "calendar written by nature" differs from year to year and from region to region. However, the natural year is still far from being chaotic! Events follow on events with a consistent regularity. The individual phases of the development of nature pass by us as if pulled on a string. Each section keeps a respectful distance from its neighbour. The hazel bush may blossom more than one month late some years. All the other plants that flower early will be late then as well, and even the much-later fruit trees will blossom with a delay. The most important phenomena to observe are:



Unfurling leaves

The first leaves are completely unfurled in 3 places on a plant. They have reached their final shape, but not yet their final size.



Start of bloom

The first blossoms are completely opened in at least 3 places on the same plant and their stamens are exposed.



Start of the maturing of the fruit

Normally grown and healthy fruits are completely red in at least 3 places of the plant.



Leaf colouration more than 50%

About half of the needles, including those already fallen, are coloured yellow on several trees.

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Arrival

First sighting of birds after they return from the South.



First calls

First calls of birds in spring



Rut

Spotting distinct rutting or mating behaviour of certain mammals and birds for the first time in a given year.

Paying attention, e.g., to the times when certain plant types start to bloom, spring can be divided into early spring, primal spring and full spring. The rhythm of nature is reflected far more accurately this way. Recording the blossoming dates will lead to a first, simple "nature calendar". Summer and autumn can be divided in three each according to their natural phenomena as well, giving the natural year including winter a total of 10 seasons! The natural calendar can be written, e.g., using plants, birds, butterflies or mushrooms. Nearly all phenomena of nature have their space in the time sequence of the natural year. They show us which of the 10 natural seasons is currently afoot.

1. Early spring	2. Primal spring	3. Full spring	4. Early summer
Early spring is indicated by the first blooming of hazel, snowdrops, sallow and in higher altitudes by the budding of the sycamore tree.	Primal spring is reflected by the blooming of forsythia and sloe. The leaves of many bushes unfurl.	Full spring starts with the blooming of cultivated apple and lilac. Barberry and raspberry blossoms are added soon after.	Early summer is reflected by the blossoming of black elderberry. This is the time of the hay harvest as well. Dog rose and common dogwood bloom as well.
5. High summer	6. Late summer	7. Early autumn	8. Full autumn
High summer starts with the flowering of St. John's wort. The first fruits of raspberry and sweet cherry are ripening at this time.	Many types of fruit ripen in late summer, including early apple, early plum, barberry and rowanberry.	The start of early autumn is indicated by the first ripe fruits of black elderberry and later of the hazel, Cornelian cherry and dog rose.	Chestnuts only ripen in full autumn. Shrubberies such as larch and copper beech start to change the colours of their leaves.

9. Late autumn	10. Winter
<p>Late autumn starts when the chestnut tree loses its foliage. The leaves in deciduous forests start to fall now.</p>	<p>Phenological winter, the time of vegetation rest, takes place roughly from late November/early December until mid-/late February.</p>

These "phenomena" have given the associated research discipline its name: phenology.

Phenology – the science of phenomena

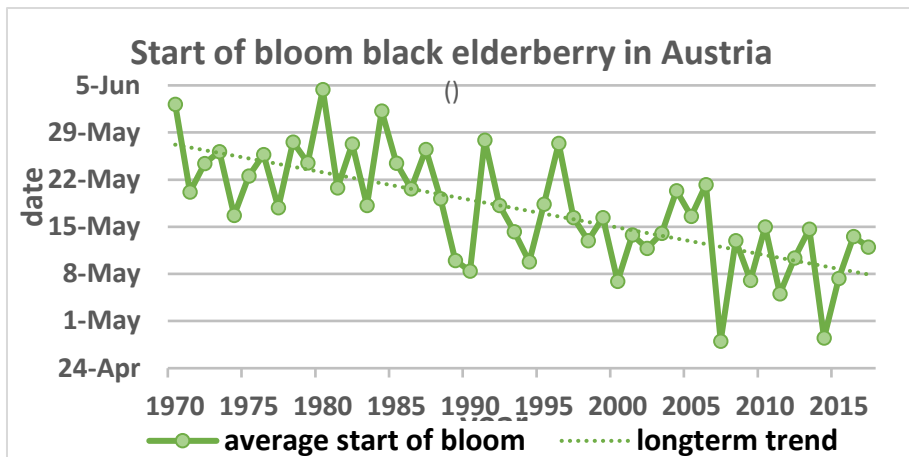
Phenology deals with the development phenomena in plants and animals that reoccur every year depending on the weather. In particular plants appear as complex measuring instruments for many environmental factors, such as temperature curves, water supply, the prior year's situations and many others. The best thing about it: No matter how complicated the processes in and around the "chemicals factory" a plant may be: the result is wonderfully easy to see for any child: flowers or no flowers! It is not necessary to spend many years studying or to buy expensive equipment for this. It is quite enough to take a closer look and compare lower or higher regions to each other. This will lead to increasingly stable images of interrelations in nature, forming almost of their own accord.

Recording the calendar of nature

Since the 19th century, many European countries have had phenological observation networks that systematically collect data. The development statuses of wild plants, fruit trees, field plants and some animals (butterflies, migratory birds) are collected and fed into a database. The observation series show that the times of blossoming or maturing of fruits may fluctuate roughly by the same degree from year to year but have systematically shifted forwards. This trend becomes particularly evident in the fruit maturing phases, which total up the temperatures of the atmosphere close to the ground across a relatively long period of time from blooming to the maturity of fruits. The apricot, for example, has matured about two weeks earlier than in the early 1960 in the last few years. The increase of the global average temperature therefore is not only recorded by sensitive instruments but is evident by the seasonal cycle of nature for all attentive observers.

Years extend

Unfortunately, it is no longer possible to make of climate change what one would. The annual average temperature in the Alps has increased by approx. 1.8 °C in the last 100 years, twice as quickly as the global average. This affects not only people, but also our plants and animals. The first flowers of spring and budding leaves start about 7 to 10 days earlier now than it did 30 years ago. The start of autumnal discolouration of leaves has also moved back by a few days in some regions. All in all, the vegetation period has increased by two weeks.



Source: Central Institute for Meteorology and Geodynamics, Vienna

The Alpine School App in the classroom

The easiest way to deal with phenology is to go outside and look for the phenological phases that you just happen to discover. Look at the plants around you and pay attention to the phenological phase they are in. Do you see a shrub that is bursting with buds, that is just blossoming or where the fruits are ripening? Once you've discovered a phenological phase, take a picture of it.

Depending on the season, different plant phases, also called phenomena, can be observed. Among the most important are unfurling of leaves, start of bloom, maturing of fruits and leaf colouration.

If you know the plant and it is listed in the app, you can create a spot with the corresponding plant name in the app menu. If you do not know the plant or the plant is not listed, you can also enter the phenological phase via the item "Another species". Enter the name or a question mark (if you do not know the plant) manually. Then upload the photo and your observation is already entered in the map.

So you can record the evolution of all known and unknown plants in your environment.

It is recommended, especially in the spring from about early March to mid-April to hold an outdoor unit weekly for phenological observations.

Making sense of phenological observations

If you want to make sense of your phenological observations, you have to make comparisons with other people's observations (see app tutorial for instructions on how to download your own data and set filters for other people's data). You can compare phenological observations from

- Different locations (but from the same year)
 - South exposures and north exposures
 - Valleys and mountains
 - Southern alps and northern alps
- Different years (but from the same location)

If you compare **different locations**, you can see the **influence of the local climate** on plant growth. Plants growing in valleys with south exposure in the southern alps will very likely have the earliest budding, leafing, flowering and ripening observations. Vice versa plants growing in the mountains with north exposure in the northern alps will very likely have the latest budding leafing, flowering and ripening observations.

If you compare **different years** you can see the influence of the **yearly regional climate** on plant growth.

In years with early warm periods or intermittent especially warm periods phases such as budding, leafing, flowering and ripening can occur much earlier than expected in the long-term average. The other way around, in years with an extended winter or intermittent especially cold periods phases such as budding, leafing, flowering and ripening can occur much later than expected in the long-term average.

Climate change affects the occurrence of especially warm or especially cold temperatures, therefore, if you observe the plants around you closely over some years, you can see its effects on the plants around you.

Plants and animals in the Alpine School App

Below are the plants and animals that are found in the AlpsApp listed. Most of them can be found in the neighbourhood of schools in urban or rural areas and can be easily recognized.

<i>Latin Name</i>	<i>Name SLO</i>	<i>Name D</i>	<i>Name I</i>	<i>Name F</i>
<i>Fragaria vesca</i>	navadni jagodnjak	Walderdbeere	Fragolina di bosco	Fraisier des bois
<i>Galanthus nivalis</i>	navadni mali zvonček	Kleines Schneeglöckchen	Bucaneve	Perce-neige
<i>Leucojum vernum</i>	pomladanski veliki zvonček	Frühlingsknotenblume	Campanella	Nivéole de printemps
<i>Primula acaulis</i>	trobentica	Stengellose Primel	Primula	Primevère acaule
<i>Silene flos-cuculi</i>	kukavičja lučca	Kuckucks-Lichtnelke	Silene	Silène fleur de coucou
<i>Berberis vulgaris</i>	navadni češmin	Berberitze	Crespino comune	Epine-vinette
<i>Corylus avellana</i>	navadna leska	Haselnuss	Nocciolo	Noisetier
<i>Fagus sylvatica</i>	bukev	Rotbuche	Faggio	Hêtre commun
<i>Malus domestica</i>	jablana	Apfel	Melo domestico	Pommier
<i>Picea abies</i>	navadna smreka	Fichte	Abete bianco	Epicéa
<i>Rosa canina</i>	skupina navadnega šipka	Hundsrose	Rosa canina	Rosier des chiens
<i>Rubus idaeus</i>	malinjak	Himbeere	Lampone	Framboisier
<i>Salix caprea</i>	iva	Salweide	Salicone	Saule marsault
<i>Salix purpurea</i>	rdeča vrba	Purpur-Weide	Salice rosso	Saule pourpre
<i>Sambucus nigra</i>	črni bezeg	Schwarzer Holunder	Sambuco	Sureau noir
<i>Sorbus aucuparia</i>	jerebika	Vogelbeere	Sorbo degli uccellatori	Sorbier des oiseleurs

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Cornus mas	rumeni dren	Dirndl/gelber Hartriegel	Corniolo	Cornouiller mâle
Hypericum perforatum	šentjanževka	Schwarzes Johanniskraut	Iperico	Millepertuis perforé
Prunus avium	češnja	Süß-Kirsche	Ciliegio	Merisier
Robinia pseudoacacia	navadna robinija	Robinie	Robinia	Robinier faux-acacia

Some species, such as

Aesculus hippocastanum	navadni divji kostan	Rosskastanie	Ippocastano	Marronnier
Forsythia	forzicija	Forsythie	Forsizia	Forsythia
Syringa vulgaris	španski bezeg	Flieder	Lilla	Lilas

are always planted by humans and can be found almost exclusively in gardens, parks and along roadsides. However, most of these species can be found both in the countryside and in semi-natural habitats in the city, such as cemeteries, along rivers, on abandoned land or in natural parks and castle gardens. Especially these species have been observed phenomenologically for decades.

Other species in the list in the app are very rare. Both in the country and in the city, they are hard to find, but maybe you will come across them. These include:

Dactylorhiza maculata	pegasta prstasta kukavica	Geflecktes Knabenkraut	Concordia	Orchis tacheté
Frangula alnus	navadna krhlika	Faulbaum	Frangola	Bourdaïne

Some species of the list occur only in higher elevations in the mountains. These include:

Gentiana asclepiadea	kokoševčevolistni svišč	Schwalbenwurz-Enzian	Genziana	Gentiane asclépiade
Vaccinium myrtillus	borovnica	Heidelbeere	Mirtillo	Myrtille
Cypripedium calceolus	lepi čeveljc	Gelber Frauenschuh	Sabot de Vénus	Scarpetta di Venere
Leontodon alpinum	planika	Edelweiß	Edelweiss	Stella alpina
Arnica montana	navadna arnika	Arnika	Arnica des montagnes	Arnica
Lilium martagon	turška lilija	Türkenbundlilie	Lis martagon	Giglio martagone
Larix decidua	navadni macesen	Lärche	Larice	Mélèze

Animals

Animals can also be observed. They have other phenological phases, such as the spawning migration, the return from the wintering areas or the end of hibernation. You can also observe these phenomena with the app, but it is usually difficult to take a photo before the animal disappears from view.

Everywhere to be watched:

Apus apus	hudournik	Mauersegler	Rondone	Martinet noir
Bufo bufo	navadna krastača	Erdkröte	Rospo comune	Crapaud commun
Gonepteryx rhamni	citronček	Zitronenfalter	Cedronella	Citron

Rarely seen:

Lanius collurio	rjavi srakoper	Neuntöter	Gheppio	Pie-grièche écorcheur
Phosphaenus hemipterus, Lamprohiza spendidula, Lampyris noctiluca	mala kresnica, velika kresnica	Glühwürmchen	Lucciola	Vers luisants
Picus viridis	zelena žolna	Grünspecht	Picchio verde	Pivert
Cuculus canorus	kukavica	Kuckuck	Cuculo	Coucou gris

Only to be found at high altitudes

Tetrao urogallus		Auerhuhn	Gallo Cedrone	Grand Tétrás
Marmota marmota		Murmeltier	Marmotta	Marmotte
Dryocopus martius		Schwarzspecht	Picchio nero	Pic noir
Psophus stridulus		Rotflügelige Schnarrschrecke	Psofo stridulante	Oedipode stridulante

What the app is not

The Alpine School App – environmental section helps you to better understand certain plants and their phenological characteristics, as well as the effects of climate change. You can also use the app to watch phenological phases of plants that you do not know, but it will not help you pinpoint these plants or get to know new plants.

3. Alpine School App Governance: Communication and Information - a first step to be involved in action for Alpine Sustainable Development

Governance – possible approaches for the Alpine School Model and Alpine School App toolkit

The Alpine area is composed of territories with contrasted demographic, social and economic trends and a great cultural and linguistic diversity. This diversity goes along with a great variety of governance systems and traditions. Both the common specificities of the Alpine area and its variety and diversity addressed to common challenges call for **strengthened cooperation** to achieve economic, social and territorial development and offer a wealth of opportunities for addressing problems solutions at the appropriate governance level. Alpine Convention provides a platform for the development of a joint framework for an Alpine mountain policy in order to set up common approaches, transnational instruments and regional cooperation beyond national borders. The EU Strategy for the Alpine Region (EUSALP) aims at further expand cooperation and coordination between the Alpine regions within strategic priorities such are competitiveness, prosperity and cohesion, accessibility and connectivity for all the inhabitants of the Alpine area in terms of transport systems and a better digital network and promotes common strategies against natural threats and common programs in the field of renewable energy and energy efficiency. EUSALP aims at providing of significant inputs through its Action Groups relevant for the Alpine Convention thematic areas.

Bottom-up governance, through **the promotion of participatory processes**, involving various population target groups, allows to successfully identify and implement integrated solutions at different administrative levels. New participatory processes for young people should be promoted beside the Youth Parliament Alpine Convention which is a platform for cultural exchanges and networking among young people from different regions to discuss current topics regarding the Alpine region in a parliamentary simulation.

Participatory processes would be a way to profitably involve young people in order to foster self-determination, and action taking in a political refreshment perspective, both in institutional and civil societies contexts, and in arising identity awareness towards the achievement of new societal values for alpine areas.

Proposals to work on the pillar "Governance" and didactic goals

ASM indications are intended to encourage an active transfer to the learner's own life and community and to the natural world/ global issues: the final goal is to change youth lifestyles and behaviors, in both their personal community context, according to their age and school level.

ASM indications on governance activities are provided to ensure that participants can be engaged in the learning/teaching process and that they can take informed decisions on real life sustainability issues or should be able to work together actively and involve their communities in collaborative solutions, to examine their assumptions, knowledge, and experiences, in order to develop critical thinking, and to be open to change, or to be aware of cultural practices as an integral part of sustainability issues.

Being adequately informed and enhancing communication among different educational experiences is the first step for activating communities into sustainable development claims.

Aim of this Alpine School App section on Governance is to encourage youth to share experiences, projects, ideas and in the same time to foster transnational communication and contacts among the educational community of the Alpine School Model. Information and communication are, indeed considered the first step of Governance.

Within this App section, users will be able to provide comments on activities done, on places in the Alps they visited and giving information about cultural heritage, traditions, sustainable communities and Alpine green economy, through uploading pictures and small texts or emoticons of their educational activity. In this way we would encourage story telling on the experiences and discovers they did and the App should become a sort of digital Atlas of educational opportunities.

4. Alpine School App - Socio-Economic Section

Socio-economic pillar– possible approaches for the Alpine School Model and the Alpine School App toolkit

The App section on Socio-Economical issues is addressed to face specifically on the ASM Pillar related on Quality of life. Social & economic transformations have weakened the competitiveness and social attractiveness of the alpine productive systems and have also led to a progressive abandonment of mountain territories affecting the peculiar relationship between human communities and mountain environment, harming their historical co-evolution and disrupting a long-lasting resilience capacity.

Alps have been deprived of human and technological resources and have lost a traditional capacity of land transformation and spatial planning. In forwarding a vision of Alps future to underlying ASM values, alpine local communities should be supported in building innovative social and economic more sustainable features such are natural capital as well as quality of life and wellbeing-based economy, valorizing the perception that limited possibilities could be the opportunities of innovative development.

Green Economy is an instrument to achieve sustainable development referring to UN Sustainable Development Goals, but also other sustainable development goals have strong linkages to Green Economy. EU policies on Europe 2020 strategy still considers the concept of economic growth as a competitive factor, but it also introduces the issue of properly assessing well-being.

Alpine School App, particularly is oriented in focusing on those economic issues which help in fostering **sustainable mountains economies**, especially concerning consumption models.

Proposal for the work on the socio-economic pillar and didactic goals

The App didactical goals are to raise awareness on the specificity of sustainability indicators which helps youth to reflect and maybe make more sustainable life choices, especially related on sustainable ways to consume.

Youths are asked to observe their surroundings and notice all consumption free or sustainable consumption opportunities they can find around them in alpine areas (daily life or school visits locations) and to upload on the app platform all possible spots. In this way they will be able to pay attention to possible ways to generate labour and market-based solutions for consumption even money free consumption solutions. They will be able to share this information within the Alpine School App community representatives, school and non-formal organizations, experiencing also a basic peer evaluation used in a positive way, to address sustainable life styles.

In this way, positive feedbacks will allow the raising of awareness and of making concrete sustainable choices, helping local sustainable economy, fostering the communication about sustainable lifestyles between different regions.

5. APP-MANUAL

DOWNLOAD THE APP

Search for and find the app in the GooglePlay store or the Apple App store. Alternatively you can also enter your observations on the project's website.

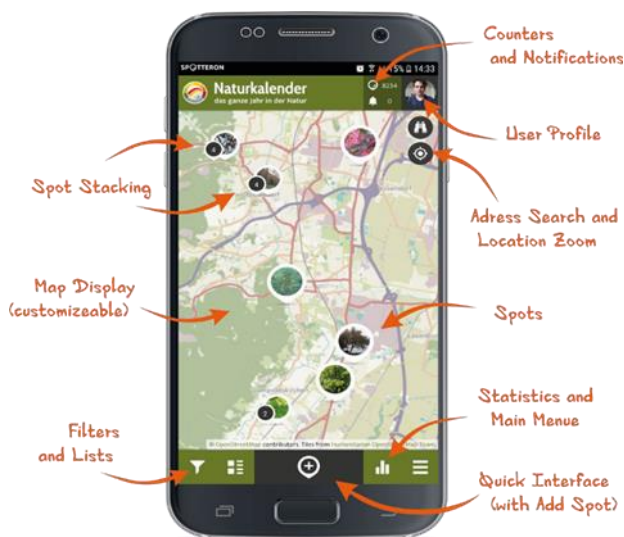


REGISTER AN ACCOUNT + LOGIN

When first opening the app, register a SPOTTERON account with your eMail address, your username with ≥ 6 letters and a password with with ≥ 8 letters. You can start right away and put observations on the map. If you logged out or were inactive for a long time, you can always log back in with your eMail address and the chosen password.


OVERVIEW IN THE APP

The app starts at your location and you can see spots and stacks that were already put on the map. In the upper right corner you can see the current number of observations made, new notifications and your user profile. On the bottom you can find the filter function, the newest entries, statistics and the menu.





ADD NEW SPOT

To add a new spot, you simply click on the icon with the plus. You can use the  symbol, to jump to your current location if your GPS is turned on. You can also use the address search or move the map to your location manually. The positional mark shows you where on the map your spot will be placed. If the positional mark is at the right location, fill in all fields of the questionnaire from top to bottom.


CHOOSE CATEGORY

The observation elements can be assigned to different categories. Choose the right category for your observation element.

ADD A PICTURE TO THE OBSERVATION


Take a nice picture to make your observation visible to other users. You can also use a picture from your gallery to add to your observation.

SAVE OBSERVATION

After you clicked on „Save“the spot will be added to the map. With the  symbol on the bottom right, you can also add your observation to the waiting spots and upload it later in case you don't have an internet connection when making the observation. After the upload is completed, you will get a message saying that it was successfully added to the map and you will see all information in an overview. In case you upload from the waiting spots, it will always be added with the date you entered the observation, not the date you actually got to upload



UPDATE SPOT

All spots you can see on the map can be updated. Updating spots can often make changes over time visible and thereby add valuable data. To update a spot, first click on the spot and once the spot is open, click on the  icon on the map. After that, it's exactly the same as first entering an observation. On the map and under your last entry you can see all updates that were added to the spot so far.

 **EDIT SPOT**

If you made a mistake when first adding or updating your spot, you can later edit your observation with the pen symbol afterwards.

 **DELETE SPOT**

In case you want to delete an observation, click on the icon with three points above each other and choose „delete spot “If it’s a spot with updates, it will only delete the chosen entry.

 **FILTER**

Here you can filter the featured spots by the time fram in which they were entered and/or category. On the map, you can only see the desired spots now. Don’t forget to set back the filter, to be able to see all spots again.

 **NEW SPOTS**

By clicking on the new spot’s icon, you can see the most recently added spots.

 **RANKING**

The ranking shows you the ten users who added the most observations.

 **MENU**

In the side bar menu you can find (among other things) further information on the project, „waiting spots“ you didn’t upload yet as drafts, notifications, your profile, personal settings (for example language and map background), the intro-manual, the search function to find other users and a button to log out.

 **PROFILE & OTHER USERS**

By clicking on your own profile in the upper right corner, you can get to your own user profile. There you will find a timeline of activities of other users you follow and an overview of the spots you added and also your own profile which you can edit by clicking on the pen symbol. On the very right you can also find lists of the users you follow and who follows you.

LIKING SPOTS & COMMENTS

If you really like another user's observation, you can show that by clicking on the heart to like it.

COMMENTING SPOTS

You can comment on others user's spots. This way you can ask questions or help if needed.

SHARE SPOTS

By clicking on the share symbol, you can share your spots via Facebook, Twitter and Google+. If you copy the link, you can also share it via your medium of choice, for example via eMail.

FOLLOW / UNFOLLOW USERS + FOLLOW

If you don't want to miss new entries by certain users, you can follow them. All you need to do is click on one of the user's entries and „follow“. In the menu you can also search for users by name.

FIRST AID, IF SOMETHING DOESN'T WORK!




ERROR MESSAGE: NOT LOGGED IN

If an error message like „you are not logged in“ comes up while saving your spot, save your observation as draft first. You can find it again in the „waiting spots“ and load it up after you logged in again.

NO DATA CONNECTION WHEN OBSERVING

You can still make an observation and save it as draft for later. You can find it in the sidebar in „waiting spots“ and load it up whenever you have an internet connection again. It is definitely good and important to collect the observation when you make it. In this case it will save the actual date you made the observation and not the date of the upload.

GPS-LOCATION DOESN'T WORK

If the reticle doesn't jump to your current location, you can also see the address search  to find it or move the map to your current location manual. If you want to be located automatically, you can turn on GPS  (if it wasn't turned on already) and open the app again, wait a few seconds and click on the  symbol (see „add new Spot spot“).



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